

# FE Week

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- > **Senior inspector apologises for 'emotive language' and inaccuracies**

Exclusive **BILLY CAMDEN @BILLYCAMDEN** **PAUL OFFORD @PAULOFFORD**

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## £5,000 for a logo?

**'Misleading' apprenticeship services exposed**



Investigation

JUDE BURKE @JUDEBURKE77

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**FE WEEK**

**ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2017**

**MINISTERIAL SPEECH ANNOUNCED**

RT HON **ROBERT HALFON MP**

FOR MORE INFO SEE BACK PAGE



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## Ofsted makes multiple changes to report after complaints

**BILLY CAMDEN** @BILLYCAMDEN  
**PAUL OFFORD** @PAULOFFORD

FROM FRONT

A senior Ofsted inspector has apologised after the inspectorate accepted multiple challenges to the wording of a report on Yeovil College, which included factual inaccuracies and insulting comments.

The words "college leaders have tackled the lack of pride and ambition that existed in the college" appeared on the front page of the 'good'-rated report, which was first published in November and which has since been amended.

Principal John Evans, who took up the reins in January 2014, lodged a number of appeals to change the report's wording, including a comment alluding to criticism of the leadership team that had been in place before he arrived, which had offended a number of remaining staff.

Following an investigation, Ofsted upheld three of the seven complaints, as Mr Evans explains in an exclusive article on page 13.

In the letter Ofsted sent to report on the outcome of the investigation, seen by FE Week, senior inspector Rieks Drijver apologised for the trouble the original report had caused the college. In regard to the comment on lack of pride and ambition, he wrote: "On behalf of Ofsted I am sorry that you have concerns about the wording on the front page of the inspection report and that it may cause offence to managers and governors who

were employed at the time."

Ofsted conceded that the inspector's conclusion need to be reworded to "better reflect the leadership and management" at the college.

The wording has now been amended to read "college leaders have improved the quality of provision."

"They have created a culture in which staff work resolutely in the best interests of their learners and the college is a purposeful community."

However Mr Evans, who is himself an Ofsted inspector, admitted that he had mixed feelings about the outcome.

"I am pleased that Ofsted has proved to be what I always thought it was – a quality-assurance organisation," he said.

"However, I am disappointed that the initial report went public with an unfair flavour."

"I had asked to have the report suspended until the investigation was completed, as I felt the emotive words would upset many of the excellent existing staff and governors."

Mr Evans also said that Ofsted's assertions on low attendance in English and maths

did not "reflect the situation at the time of inspection", and that claim was also overturned.

He successfully argued that although attendance in the subjects had been low in the previous year, it had increased and was no longer a weakness in the current one.

"There was no evidence base for the assertion about poor attendance in English and maths," he writes.

He also complained about the prominence of a separate recommendation, that there were "lower levels of success for the small group of 16- to 18-year-old learners with mixed heritage".

The total group of mixed-heritage learners at his college was small at 22, and that the percentage difference in success rates to other groups was down to just two learners.

"This is important but hardly significant," he said; as a result of the complaint, the mixed-heritage recommendation was also removed from the report's front page.

An Ofsted spokesperson told FE Week that "this is still a live complaint and as such, Ofsted doesn't comment until all stages of the complaint process have been completed."



John Evans

## Wave three of the area reviews results in just four merger proposals

**JUDE BURKE**  
@JUDEBURKE77

Just five mergers have been proposed in the latest area reviews to have completed – and with one of them already off the cards, parts of the sector are beginning to voice concerns.

Five of the seven wave-three review reports were published by the Department for Education on Tuesday (January 10).

However, the recommendations for the Black Country, Coventry and Warwickshire, Cumbria, Liverpool City Region, and North and Mid-Hampshire reviews revealed just five planned mergers involving 12 colleges.

But this figure is outweighed by the 18

colleges to emerge from the process with no firm recommendations for change.

What's more, one of the proposed mergers – a link-up between Lakes College and Carlisle College – has already been scrapped.

Janet Clark, the post-16 policy specialist at the Association of Teachers and Lecturers, hit out at the lack of change.

"It's disappointing that all that money has been spent, and all the stress that it's caused staff, and nothing's come of it," she said.

Ms Clark said that former FE commissioner Sir David Collins' prediction last year that the number of colleges would reduce by a third following the reviews "hasn't happened", but conceded that "there's no way of forcing colleges to merge if they don't want to".

Governors at Carlisle College have decided to reject the Cumbria review's preferred merger option, and will instead pick up previous talks with Newcastle-based NCG.

Mark Stanger, chair of governors at Lakes College, described the abandoned merger as "disappointing for all concerned".

These latest reports follow long delays to 13 reports from the first two area review waves, which were finally published at the end of November.

These reports resulted in just 21 proposed mergers involving 45 colleges – leaving the same number of institutions planning to remain as they were.

Combined with these new reports, it means that just one third – or 57 – of the 167 colleges involved are so far looking to merge following the area review process.

One of the proposals involves a two-stage, four-way merger in Liverpool which will eventually create a super college in Sefton, while the Black Country review unusually did not propose any mergers.

This new wave of releases means that every report into the first three waves has now been published except for the London reviews.

The capital was split into four sub-reviews, two of which were originally part of wave two. These were later put back in order to coincide with the other two reviews in wave three.

A DfE spokesperson said these reports would be published "in due course".

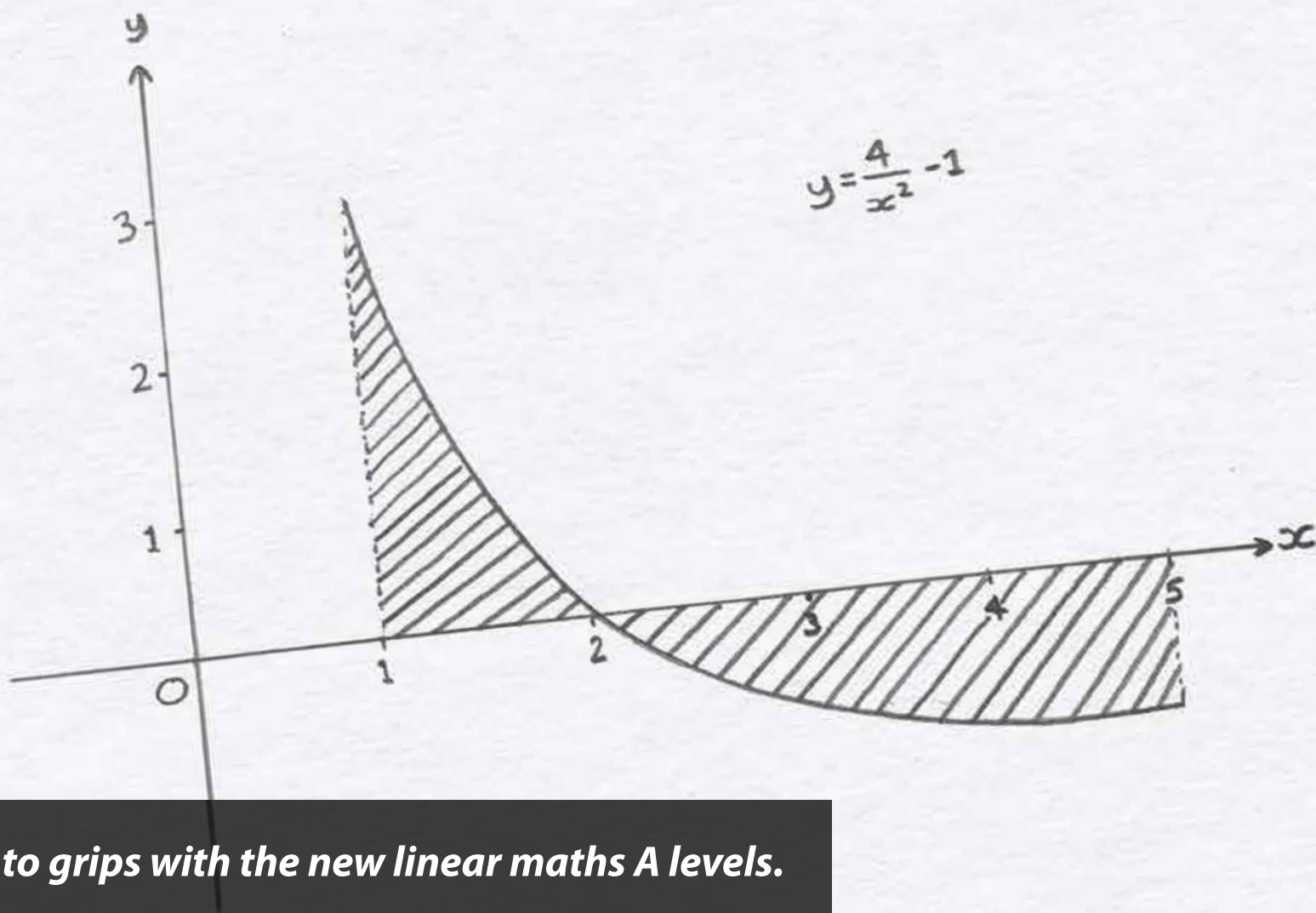


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## NEWS

# Bring back night schools to save adult education, says Lammy

PAUL OFFORD  
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A new parliamentary campaign has been launched by the MP David Lammy to try and counter the sweeping cuts the government is making to adult education, after learner numbers fell by nearly 40 per cent since his time as skills minister

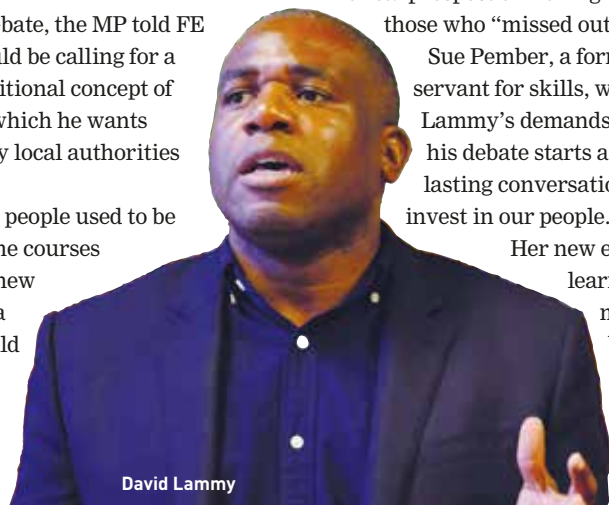
The Labour MP has secured an adjournment debate in the House of Commons on the future of adult education scheduled for tomorrow (Friday 13), where he will launch a drive to massively expand part-time evening classes for adults who want to retrain.

According to government figures, there are around 1.5 million fewer adults aged 19 or over participating in FE than there were during Mr Lammy's stint as minister between 2007 and 2008, when the figure stood at 3.75 million – a fall of 38 per cent.

Ahead of the debate, the MP told FE Week that he would be calling for a return to the traditional concept of "night schools", which he wants provided either by local authorities or FE colleges.

"Working class people used to be able to do part-time courses after work to get new skills, move into a better job and build a better life for their family," he said.

"The political



David Lammy

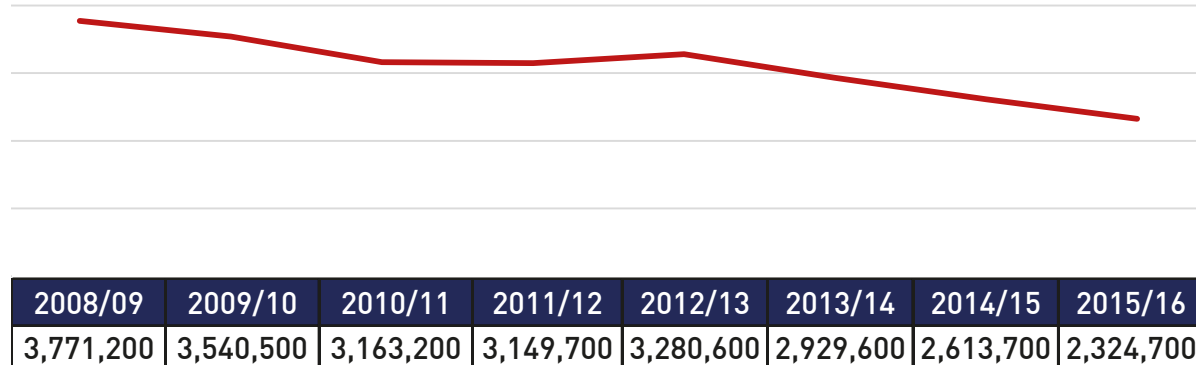
class is obsessed with university but education isn't one-size-fits-all, and I will be calling on the government to bring back night schools."

He believes that too many people are trapped in low-paid work, and that "there is no real prospect of moving up the ladder" for those who "missed out as teenagers".

Sue Pember, a former top civil servant for skills, welcomed Mr Lammy's demands, saying: "I hope his debate starts a proper, in-depth, lasting conversation on how we invest in our people."

Her new employer, the adult learning provider membership body Hoxex, has also previously called on the government to establish a new

## Adult FE and Skills Learner Participation



Source: Statistical First Release

adult education investment strategy, setting out "a 'grow our own' approach to education, skills and employment from April 2017 to meet the challenges of Brexit".

Meanwhile, Baroness Sharp, who contributed to a report on colleges in 2012 that described them as "intimidating institutions" which seem as though they are "not for adults", told FE Week that she did not believe the situation had improved.

"I felt at the time, and still feel very strongly, that we have lost sight of people being able to connect with their local college and do a course in the evening," she said.

"At a time when we know many people are going to have to switch careers and retrain in their 30s and 40s, the opportunity to do this has reduced."

And David Hughes, the chief executive of the Association of Colleges, agreed that creating more provision for older people to

help them retrain was a good idea, but warned that "it would have to be paid for".

He said: "In addition to more direct funding from the government, another solution could be expanding FE loans which are only for level three and above at the moment.

"Retraining, or preparing to return to work, can often require lower-level qualifications."

Advanced learner loans were introduced in 2013 for those aged 24 and above and studying at level three and four. It was then announced in November 2015 that they would be extended to 19- to 23-year-olds, but not at levels one and two.

A Department for Education spokesperson said: "We want people of all ages to have access to skills and learning. Advanced learner loans are available to thousands of adults wishing to retrain, helping them to meet upfront fees and removing one of the main barriers to learning."

# Whitewash concerns prompt call for qualifications fraud panel

BILLY CAMDEN  
@BILLYCAMDEN

An awarding organisation that fell victim to a high-profile case of qualifications fraud has called on the government to set up an expert panel, amid fears that the problem has been swept under the carpet.

Industry Qualifications wants the Department for Education and the Department for Business, Energy & Industrial Strategy to work with examinations regulator Ofqual to establish a panel to explore the issue, especially for industries that "require individuals to have specified qualifications to obtain a license to work".

The AO had to revoke 251 level two and three door-supervision and CCTV surveillance qualifications it certificated in 2015, after Ashley Commerce College was exposed for allowing students to gain the qualifications illegally.

An undercover BBC investigation alleged that staff at the college, based in Ilford, were prepared to sit exams for students who were training to work as security guards.

The Security Industry Authority, which regulates the sector, told FE Week that it would be revoking a further 129 licenses

awarded to security guards who had passed the IQ-certified courses at ACC, as a result of the investigation.

But IQ's chief executive Raymond Clarke now fears the whole affair has been whitewashed by the government in the hope that it will quietly disappear, and told FE Week that there is a "risk to public safety and wellbeing" if the issue is not addressed nationally.

Since his organisation's experience of fraud, Mr Clarke said it had been "very difficult to gain traction" with the police and the regulatory authorities to criminally prosecute those involved.

He said that the scale of the problem is currently unknown and information concerning those involved in fraud or serious malpractice is incomplete and largely inaccessible.

IQ wants the proposed panel to review the current regulatory mechanisms for recording and disseminating information on those involved in fraud, and develop proposals to "ensure such individuals are barred from future participation in qualifications development or assessment".

It must also establish the level and nature of qualifications fraud in the UK's qualification system, and "review the approach to the prosecution of qualifications

fraud and the establishment of procedures and protocols with the police to ensure effective prosecution".

A DfE spokesperson insisted that it was down to each individual AO to issue qualifications securely.

"Fraud is a crime and we expect all AOs to set robust procedures to ensure only those candidates who have met the right standards are awarded qualifications," he said.

"Ensuring that qualifications have been properly issued – including licences to practice – is the responsibility of the awarding organisation, with oversight by the independent exams regulator, Ofqual."

A spokesperson for Ofqual said that it places "paramount importance" on awarding safe and secure qualifications, but declined to comment on whether a government-backed expert panel would be needed to manage fraud.

He said that the watchdog's rules require all regulated awarding organisations to "set robust procedures", and to make sure that their qualifications are only awarded to candidates who have met the right standard in assessments completed in the right



Edition 137 of FE Week: 'Tough doorman quals assurance after fraud probe' – May 11, 2015

conditions.

"As the exams regulator, we are continually vigilant about malpractice including fraud," he said.

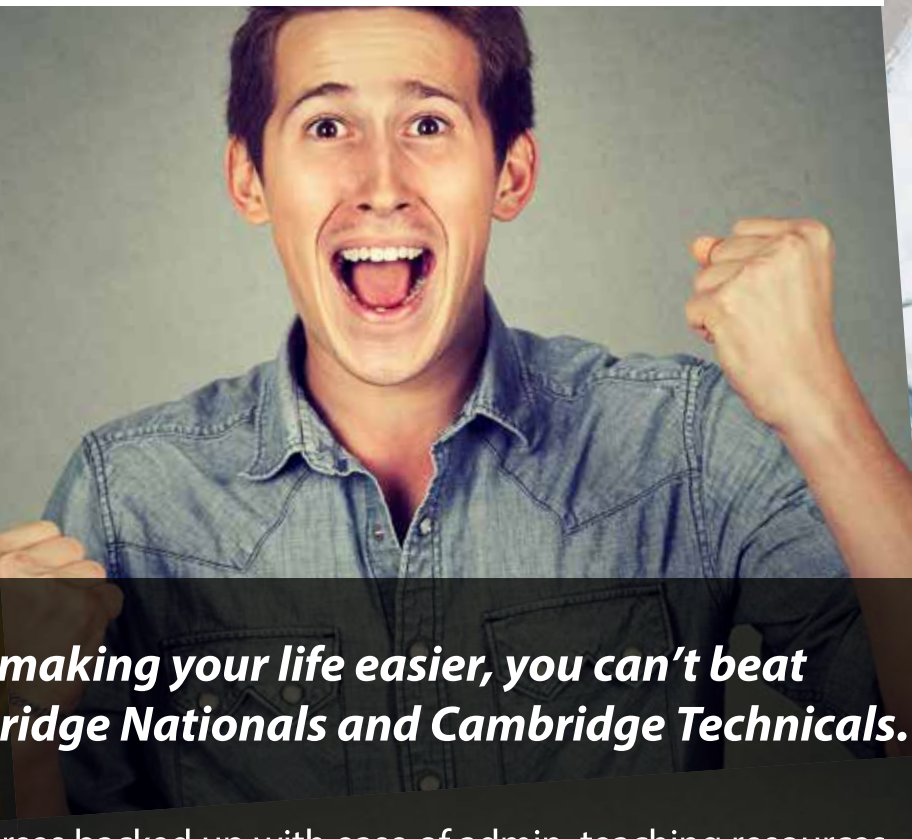
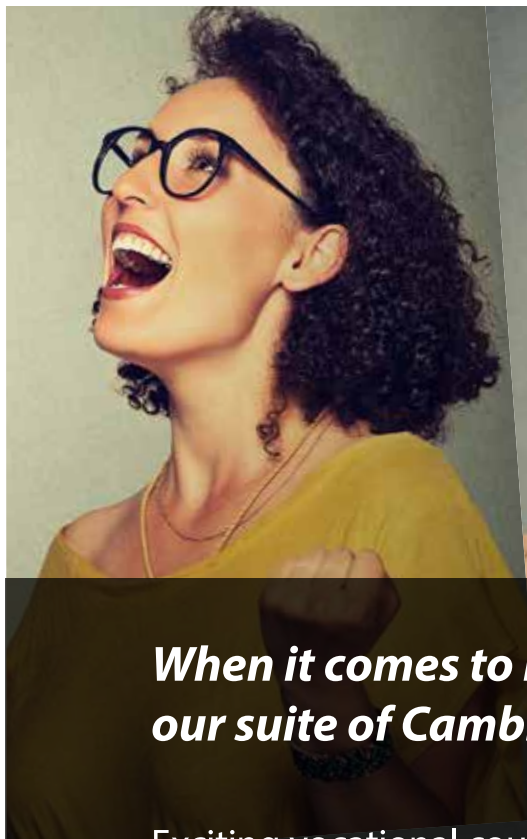
"We investigate and take action when necessary, and alert other stakeholders including the police and currently have a number of ongoing investigations."





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# Adult education budget procurement kicks off any minute

**BILLY CAMDEN** @BILLYCAMDEN  
**JUDE BURKE** @JUDEBURKE77

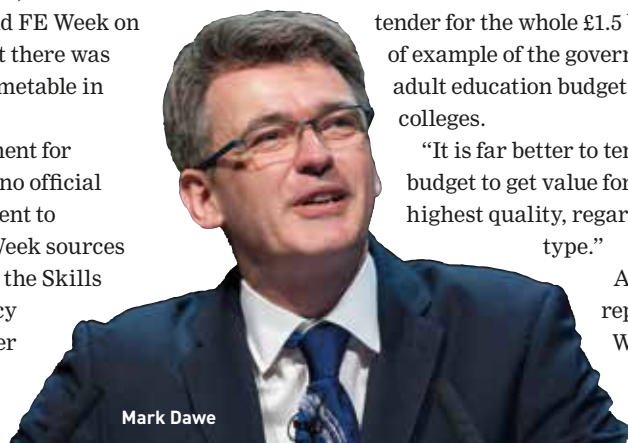
The first ever procurement process for adult education budget contracts has been given the ministerial green light and is expected to begin within days, FE Week has learned.

The Skills Funding Agency first wrote to training providers in October and told them that their current AEB contracts would come to an end this July, rather than having them automatically renewed as before.

It said that changes to contracting regulations, which came into force in February last year, meant that the SFA could no longer automatically renew contracts when they ended and instead would have to “procure future training provision”.

The exercise had been expected to take place this month, but the government told FE Week on January 11 that there was currently no timetable in place.

The Department for Education had no official update as we went to press, but FE Week sources confirmed that the Skills Funding Agency wants the tender put out as soon as possible,



Mark Dawe

and will start looking as early as this week.

Around 500 training providers will now battle for a share of the AEB, which totals around £1.5 billion.

Only around £250 million of the budget is up for grabs however, as colleges, local authorities and universities – which contract with the SFA through a grant funding agreement – are not affected by the changes and will not have to tender.

Since hearing about the procurement process in October, Mark Dawe, chief executive of the Association of Employment and Learning Providers, has lobbied for all providers – including colleges – to have to compete to deliver AEB provision.

At the time he said that, without a tender, the process seemed “incredibly biased against large independent providers”.

After hearing that the government would continue only to tender for private providers, Mr Dawe told FE Week: “Not going out to tender for the whole £1.5 billion is another of example of the government using the adult education budget to prop up some colleges.

“It is far better to tender the whole budget to get value for money at the highest quality, regardless of provider type.”

As previously reported by FE Week, the new procurement procedure

resulted from changes to European Union law.

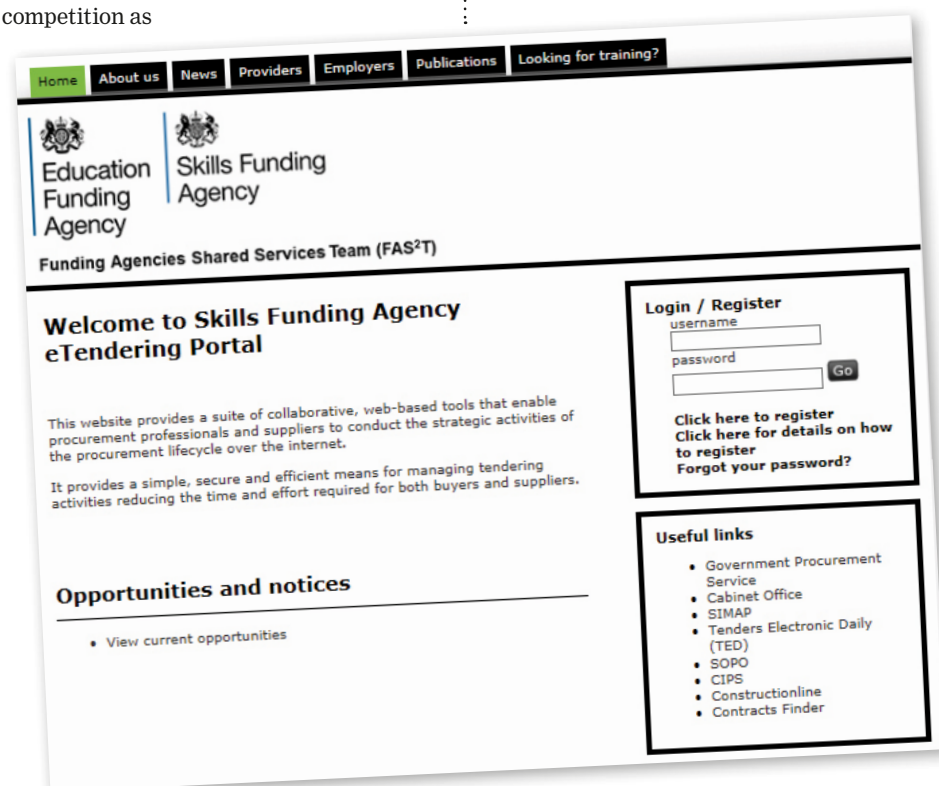
They were first revealed in an SFA document entitled ‘Adult Education Budget: Changing context and arrangements for 2016 to 2017’, published last January, which said: “In advance of 2017/18, changes to EU procurement regulations will require us to procure the adult budget provided to ITPs.

“This means that the AEB will be subject to competition as

part of a procurement process.”

The new contracts were to be ready for 2017/18, “with an option to extend ... for a further two years, which we will review on an annual basis,” according to the letter sent to providers in October.

The change will not affect apprenticeship provision, which will be procured separately through the new register of apprenticeship training providers.



## Unison: New labour market tsar must also protect underpaid apprentices

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

The government’s new director of labour-market enforcement must protect apprentices from exploitation in the workplace, one of the UK’s largest trade unions has said.

Unison demanded that Sir David Metcalf urgently find a solution to ongoing problems with illegal apprenticeship wages, shortly after he was appointed to the position on 5



David Metcalf

January.

The newly created post comes with responsibilities which include protecting both apprentices and lecturers paid below the minimum wage – bringing new hope for better treatment for people across the workplace.

According to the most recent Apprenticeship Pay Survey in 2014, carried out by the now-defunct Department for Business, Innovation and Skills, apprentices aged 16 to 18 were hit hardest by minimum wage non-compliance.

Nearly a quarter were found to be on the wrong pay levels, compared with 20 per cent of 19- to 20-year-olds, 17 per cent of those aged 21 to 24, and eight per cent of those aged 25 or older.

Overall, 14 per cent of apprentices of all ages and at all levels were paid under the minimum wage and just 26 per cent said they knew what the relevant minimum wage actually was.

Ruth Levin, Unison’s national officer for FE, told FE Week that Sir David needed to do more than just enforce the wage threshold.

“Simply enforcing the minimum wage won’t end the exploitation of vulnerable workers,” she said. “It’s important too that apprentices are not taken advantage of.

“FE staff must also be protected from the widespread and unethical use of zero-hours contracts.”

As the first director of labour market enforcement, Sir David will have to guide employment enforcement bodies in stamping out exploitation, using intelligence to help identify and improve vulnerable areas – including FE.

His work will be accompanied by a £1.7 million government campaign to raise awareness of national minimum and national living wage rates, including those for apprentices and lecturers on zero-hours contracts.

FE Week asked the Department for Business, Energy and Industrial Strategy about when the next Apprenticeship Pay Survey would be published to reflect the current situation, but we were told only that it would be published “in due course”.

Shakira Martin, the NUS vice president for FE, told us: “We welcome the creation of a director of labour market enforcement as an opportunity to protect the employment rights of students, young people and apprentices.”

Mark Dawe, the chief executive of the Association of Employment and Learning Providers, said the sector should play its own part in ensuring Sir David’s work is successful, and that providers should explain to employers of apprentices what their contractual obligations are.

He added: “Conversations will take place between providers and apprentices to make them aware of their rights, and the skills

minister issues a standard welcome letter to each apprentice along the same lines.”

In December 2016, apprenticeships and skills minister Robert Halfon released the latest version of the letter that providers are required to send to all new apprentices, which states: “You are entitled to an apprentice minimum wage starting at £3.40 per hour, if you’re under 18 or in your first year, increasing to £5.55 if you’re over 18, and in line with the National Living Wage if you’re over 25 and in your second year.”

Sending this letter has been a requirement since the first one was issued by former skills minister Matthew Hancock in October 2013 – following FE Week’s report which found hundreds of adverts for illegal, underpaying apprenticeships on a government-funded website.

Sir David, who was previously the chairman of the Migration Advisory Committee, will report to the secretaries of state for the Home Office and BEIS.

He declined to comment on specific FE matters, but said: “While the UK is by and large a fair and safe place to work, there are still rogue employers who exploit their workers. This will not go unpunished.”

The creation of his post follows the government’s decision in October to commission Matthew Taylor to conduct an independent review into employment practices to ensure rules are up to date.

## NEWS

# FE pays tribute to former SFA director Kim Thorneywork

**ALIX ROBERTSON**  
@ALIXROBERTSON4

The FE sector has paid tribute to Kim Thorneywork, the “distinguished” former chief executive of the Skills Funding Agency, who died this week.

Ms Thorneywork joined the agency in 2006 and became its leader in July 2012, but the following October she announced that she was stepping down after being diagnosed with breast cancer.

Sector leaders have spoken warmly of a woman who worked tirelessly to improve the sector, and who died on Tuesday (January 10).

David Hughes, the chief executive of the Association of Colleges, worked with her during his time as a provider services director at the Skills Funding Agency in 2010.

He said: “I am very saddened at Kim’s passing. We have lost a great supporter and friend of FE.

“I worked very closely with her at the SFA and always respected her for the passion, honesty and integrity with which she approached her work.

“She really cared about FE and about learners and that shone through.”

Peter Lauener, who took over as head of the SFA in November 2014, and who also runs the Education Funding Agency and Institute for



Kim Thorneywork

Apprenticeships, said: “Kim Thorneywork was a distinguished chief executive of the SFA who earned the respect of the whole sector through her knowledge of skills and education, and her commitment to adult learning.

“Our thoughts are with Kim’s family and friends at this time.”

Mark Dawe, chief executive of the Association of Employment and Learning Providers and former principal of Oaklands

College in St Albans, said Ms Thorneywork’s contribution to the sector was “greatly appreciated”.

“Building on Geoff Russell’s excellent groundwork, Kim continued to lead the SFA on a path of accountability and transparency which was greatly appreciated by the work-based learning community,” he said.

“I am very sad to hear of her passing and our thoughts are with her family.”

A chemistry graduate and mother of one,

Ms Thorneywork was appointed to the lead role at the SFA after previous head Geoff Russell stepped down in July 2012.

She moved into the chief executive post from her former position as executive director of delivery, where she managed work on funding policy, investment and provider performance.

She first came to the agency in 2006, when it was still known as the Learning and Skills Council, as the area director for Coventry and Warwickshire.

Before this she had worked as an inspector for Ofsted and a science teacher at Walsall College.

When the SFA replaced the Learning and Skills Council in April 2010, she became the senior account director for the West Midlands, with a portfolio of 33 FE colleges and over 160 training organisations.

In October 2013, FE Week reported that the sector had offered Ms Thorneywork its support after she decided to step down from her work at the agency to focus on her treatment.

At the time, the then-skills minister Matthew Hancock said: “I would like to wish Kim well and will be thinking of her throughout this difficult time.

“I have immense respect for her and the outstanding leadership she has shown during her time as chief executive of the agency.”

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## INVESTIGATES

# 'Misleading' marketing exposed as DfE looks to n

JUDE BURKE  
@JUDEBURKE77

Providers are at risk of being duped into believing they need to pay thousands to become "industry-approved" before they can deliver new apprenticeships for the food and drink industry, FE Week has learned.

A body called the National Skills Academy for Food and Drink has been accused by industry figures of "misleading" the sector with aggressive sales emails and erroneous claims of being "the skills body for UK food and drink manufacturing".

A week ago, the government announced that the Institute for Apprenticeships (IfA) would crack down on "unnecessary" income-generating behaviour.

The NSAFD, which no longer receives public funding as a sector skills council, appears to make a number of bold claims about its status and services.

On one sales email seen by FE Week, the organisation warns that unless providers become what it calls "industry-approved" – a status attained through a payment of £5,000 – they will be "less likely to win business" with a long list of prominent employers – at least one of which claims not to be aware of its inclusion on the list.

The group claims that only "industry-approved" providers can deliver its "industry-approved apprenticeship programmes" (IAAPs), but it appears that these are no different to existing food and drink apprenticeship standards, but with more guidance on how they should be delivered.

The NSAFD also claims that its IAAPs are supported by the government, though the term itself appears to be

a marketing label which is not used by any other organisation.

Similarly, the organisation's website promotes an "industry-approved specialist network", and says that if "providers meet additional quality criteria, they will be able to offer Trailblazer Apprenticeships and other kite-marked programme delivery".

In fact, however, any organisation on the Skills Funding Agency's register of apprenticeship training providers is able to offer apprenticeship standards, without the need to meet any "additional criteria."

Bill Jerme, the chair of the Food and Drink Training and Education Council (FTC), accused the NSAFD of being "misleading", and said it was attempting to create a "niche" for itself.

The NSAFD sales email also lists 50 prominent employers, including Branston, Aunt Bessie's, ABP Food Group, and Dunbia, and claimed that "many of these organisations" were involved with "the development of the new food and drink trailblazer standards and the subsequent Industry Approved Apprenticeship

Programmes (IAAP)".

It continued: "The IAAPs can only be delivered by industry-approved providers, this means unless you are an active member of the NSAFD and have achieved industry-approved status (which is signed off by members of the trailblazer development groups – food manufacturing businesses) you will be less likely to win business with any of the employers listed above.

"They will choose to work with an industry-approved provider, who has gone through the necessary quality checks and CPD, than a provider who has not."

Mr Jerme told FE Week that "the NSAFD has been making a number of misleading claims about the IAAPs, for example saying that training providers need to be industry approved to deliver trailblazers".

This, he said, "is simply not true".

He continued: "We very much support the IfA's intention to curb this behaviour. It seems to be more about NSAFD making money and carving out a niche for themselves."

FE Week understands at least one of the 50

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- Access to around £2million of vocational training business referred by the Academy to our Industry Approved Training Providers annually
- Opportunity to jointly develop new training products and services
- Plus, where providers meet additional quality criteria they will be able to offer Trailblazer Apprenticeships and other kite marked programme delivery

**“ Plus, where providers meet additional quality criteria they will be able to offer Trailblazer Apprenticeships and other kite marked programme delivery ”**

## National Skills Academy also owns AO for mandatory qualification

The National Skills Academy for Food and Drink recently bought an awarding organisation, making it the sole supplier of a new mandatory apprenticeship qualification – and prompting widespread concerns over lack of competition.

The NSAFD bought Occupational Awards Ltd from the now-defunct sector skills council for furniture and wood manufacturing, Proskills, in July 2016.

An article on the skills council's website, dated November 9, claims that the purchase would "allow NSAFD to further support the food and drink industry through the awarding of industry-approved qualifications and focused end-point assessment products and services to support food apprentices".

The 'food and drink process operator' and 'food and drink advanced process operator' standards both require a diploma in 'food and drink operations' at levels two and three respectively.

These qualifications, which are regulated by Ofqual, were launched in August 2016 and were only offered through OAL.

OAL's own website (pictured) explains that the qualifications are "endorsed by the NSA for Food and Drink", though it somehow fails to mention any link between the two organisations.

In fact, FE Week could find no mention

anywhere on the site that the NSAFD owned OAL.

Bill Jerme, chair of the Food and Drink Training and Education Council, told FE Week that he was worried that NSAFD's ownership of "an awarding organisation with no historical links to the food sector means they are looking to create a closed circle of employers and subscribing providers who are locked in to their industry-approved apprenticeship programmes".

Justine Fosh, NSAFD's chief executive, told FE Week that the need for "at least one assessment organisation able to assess the new industry apprenticeship standards" was the key driver for its purchase of OAL.

"The industry identified as a risk that there may be limited interest in assessing complex industry standards, as few organisations had the internal capability, and there was a risk that few would step forward," she said.

However, a letter from Mr Jerme to the chair of the food and drink process operations trailblazer group, seen by FE Week, outlines concerns from employers, providers and assessment experts about the deliverability of the end-point assessment.

The letter also makes reference to another awarding organisation being put off bidding to become an EPA organisation because of these deliverability risks.

The screenshot shows a web browser window with the URL [www.oawards.co.uk/quals/food-drink/oal-level-2-diploma-food-drink-op](http://www.oawards.co.uk/quals/food-drink/oal-level-2-diploma-food-drink-op). The page features the Occupational Awards logo and the tagline "Redefining Qualifications for Industry". The main heading is "Level 2 Diploma in Food and Drink Operations". Below this, it states: "This is the ONLY industry approved qualification written by the Food & Drink Employer Trailblazer Group and is endorsed by the NSA for Food and Drink." At the bottom, there are links for "Download Leaflet" and "Download Specification".



# New Institute for Apprenticeships for crackdown

companies listed, meat producers Dunbia, did not even know it was being used in the sales drive.

Bosses at the firm were so incensed at the NSAFD's claims that they complained in an email seen by this newspaper.

Another of the NSAFD's claims, that "many" of the 50 employers had involved in the development of the new food and drink trailblazer standards, has also been called into question, as the SFA confirmed that less than a third – 15 of the 50 – actually had been consulted.

Justine Fosh, NSAFD's chief executive, told FE Week that, by including the list of its business members in the email, its sales team were "highlighting the people we work with, many of whom have provided us with permission to use their logos and names on our website".

She continued: "It is correct in asserting many of the employers we are working with will opt to use industry-approved providers

for the delivery of apprenticeships.

"We are very clear in all communication that there are no restrictions on any provider seeking to deliver apprenticeships – providing they are on the RoATP and satisfy the SFA then they deliver.

"Every provider is free to engage with any standard."

However, her claims appear to be contradicted by her organisation's own website, which clearly states that providers would need to "meet additional quality criteria" in order to be allowed "to offer trailblazer apprenticeships".

In an attempt to justify the stiff £5,000 price-tag, Ms Fosh said that the new standards only outline "in a top-level way the knowledge, skills and behaviours required for an apprentice in an occupation" and that they "provide no guidance on the type of training that is required".

"Industry-approved apprenticeship programmes fill this gap," she argued.

She claimed the concept of industry-approved programmes was cleared by the government, and said the NSAFD had invested £1 million into its development.

FE Week asked the Department for Education if the concept was indeed government approved, but it was unable to comment ahead of publication.

We also asked if any action would be taken against the NSAFD based on our findings.

A spokesperson said the IfA's draft strategic guidance, published on January 4, was "clear on the need to challenge this kind of practice... [as] our only requirement [to run new standards] is for providers to secure approval to be on the register of apprenticeship training providers."

Paragraph 34 of the guidance states that the DfE has "made efforts to discourage" some "behaviours" from "a few organisations involved in the development and delivery of reformed apprenticeships".

It continues: "These are largely around

trying to generate income from offering certain services which are not a necessary part of the system, or trying to secure a particular role for themselves without fair competition."

The IfA will be expected to "discourage behaviour seeking to make a profit by delivering services that are not necessary and do not add value, and work to ensure the system as a whole is fair and consistent with the principles of the reforms".

The example given in the guidance concerns bodies requesting for payment to include providers on a list of approved apprenticeship-assessment organisations, something the SFA also administers at a national level. Ms Fosh denied that the NSAFD curated such a list.

FE Week understands the government is seriously concerned about a broad range of emerging sales techniques, but that current legislation contains no power to take any formal action.

## The market in apprenticeship sector kitemarks

Bodies charging providers for "industry-approved" status are common in many sectors, FE Week can reveal.

Mark Dawe, the boss of the Association of Employment and Learning Providers, said that he had received "numerous complaints" from AELP members who have been "required to make multiple payments" to feature on various bodies' approved lists.

Sector skills councils running "approved provider" schemes similar to that outlined in our investigation include the Tech Partnership, Cogent Skills and People 1st.

People 1st claims that members of its provider network will "have a commitment" from its employer members to "use you and your fellow accredited colleges/providers as preferred suppliers" in the hospitality and aviation industries.

**people1st**  
performance through people

Annette Allmark, People 1st's director of strategic policy, defended the network, telling FE Week: "People 1st is frequently asked by employers 'how can I tell if a training provider is of a good standard?'.  
"Therefore, if we make recommendations, we want to know that providers will deliver

a service that employers will value and help them deliver their objectives to boost business productivity."

She added: "Our provider network is open to colleges and training providers, and is endorsed by a panel of leading employers.

There is a fee to join the network, but membership is not in any way mandatory."

Cogent Skills also runs a quality assured scheme, which gives providers "market access to high-value science industry employers".

When asked to comment on concerns around these schemes,

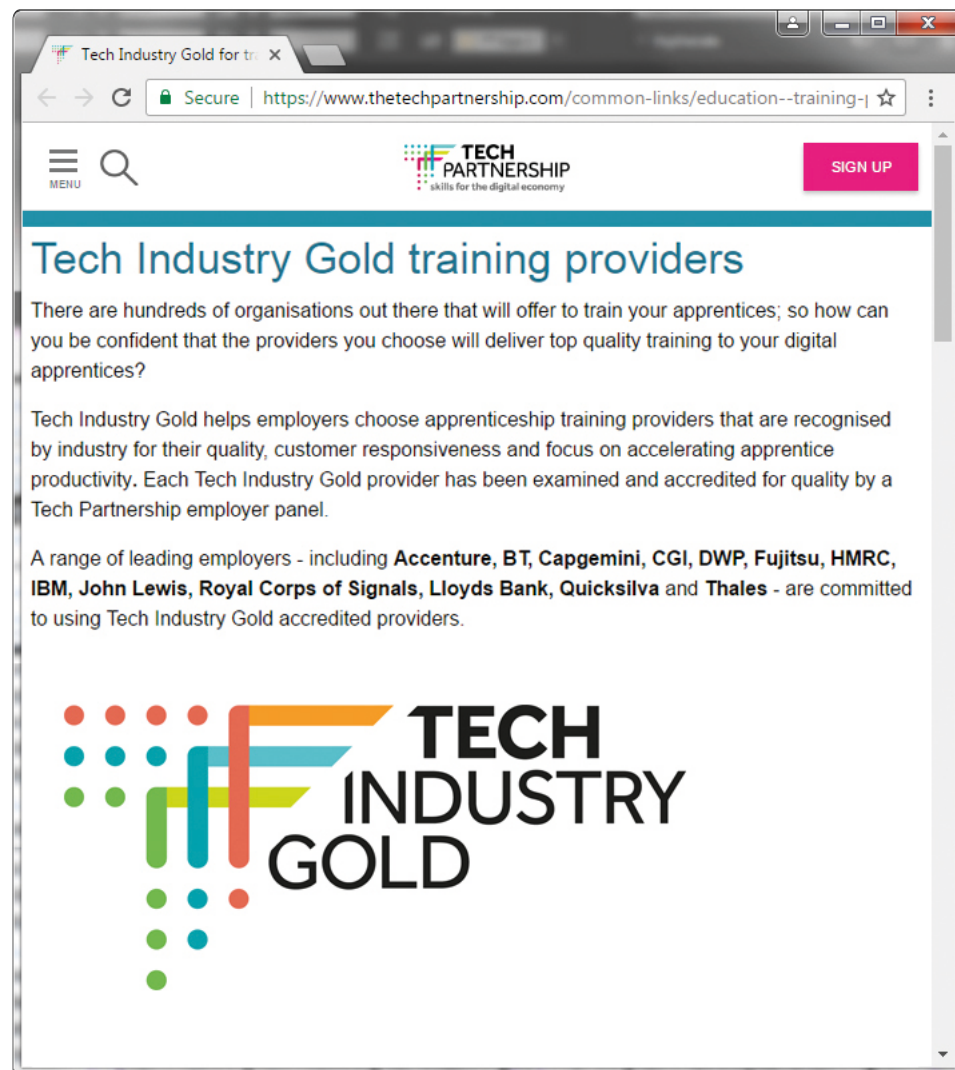
Alex Slater, the body's head of business operations, told FE

Week that demand "came from employers asking for quality-assured, sector-specific providers within easy reach, with the knowledge and understanding of the regulation and unique challenges presented to organisations operating in the science industries.

"This saves them having to deploy internal resource on what is a significant task."

She added: "Members rates are kept in the low hundreds, as this is a partnership that is run for the benefit of sector employers and to support training capacity around the country."

The Tech Industry Gold standard issued by the Tech Partnership is described on its website as "a quality mark that is designed



to help employers choose apprenticeship training providers who have a proven track record in delivering excellent digital apprenticeships".

However, the IT body declined FE Week's request to comment on its provider network.

Teresa Frith, senior skills policy manager

at the Association of Colleges, questions the motives of these so-called "industry-approved" programmes.

She said: "Some schemes may yield a genuine benefit, but there is always the fear that their aim is to create an income stream, with little serious thought given to ensuring investors get what they are promised."

# INVESTING IN YOUR TALENT - DEVELOPING CAREERS

## FREE CAREER DEVELOPMENT WORKSHOPS

WEDNESDAY 22ND  
FEBRUARY 2017  
CENTRAL LONDON

FE Associates are delighted to be running free career development workshops. Bringing together the sector's rising stars to network, whilst gaining practical insight into the key aspects of career development. Attendees will hear from a range of leaders and experts to build a better understanding of how to progress in the FE and Skills Sector.

To register your interest for this event please email [samantha.bunn@fea.co.uk](mailto:samantha.bunn@fea.co.uk) or call **01454 617707**.



## FEA TALENT ACADEMY

As our sector continues to change and adapt to new challenges and opportunities, the development of our talent base of future leaders is a critical issue. FEA, in partnership with Larry Shulman Consulting, are pleased to announce the launch of our new talent management solution for the sector - The FEA Talent Academy.

For more information visit our website at: [www.fea.co.uk](http://www.fea.co.uk)  
To enrol your future stars email: [matt.atkinson@fea.co.uk](mailto:matt.atkinson@fea.co.uk) or call **01454 617 707**

### The FEA Talent Academy will:

- Enable you to make a targeted investment in your future talent
- Embed a structured talent management programme for rising stars within your organisation
- Develop valued, motivated and inspired future middle and senior leaders
- Aid succession planning for your organisation.

## LAUNCHING JANUARY 2017

A leading edge and cost effective talent development programme for your rising stars

1

Leadership  
Community

2

Face to  
Face Events

4

Webinars

6

Telephone/skype  
coaching sessions



## PRINCIPAL AND CHIEF EXECUTIVE

Following the impending retirement of our current principal, Mike Robbins OBE, we are seeking to appoint a new principal with the vision, drive and personal qualities to sustain our well established culture of continuous improvement, positive performance and meeting the needs of our community.

The College was formed recently by the merger of Bridgwater College and Somerset College in June 2016, creating one of the largest colleges in the country with a turnover of £57m, 1500 staff and 20,000 students. With 14 AoC Beacon Awards, the award of its second Queen's Anniversary Prize for Higher and Further Education in 2015, and the award of TES College of the Year in 2016, the College owes much of its success to two fundamental philosophies which it is expected that anyone joining the College will share: students come first and all staff employed at the College are team players.

We are looking for an outstanding, innovative and inspirational leader who will lead the staff team, build upon the achievements and strengths of the College, and further raise its standards and reputation. He or she will be a highly experienced professional, with strong, proven leadership and management skills. He or she will also be passionate about student and organisational success, and be committed to meeting the needs of stakeholders and our

local and regional communities. Excellent communication skills and high levels of energy and stamina will be required to motivate staff and students to share a common set of values and help develop a corporate culture which encourages individuals to work effectively within teams, whilst also performing at the highest levels as individuals.

In return, we are offering a negotiable six figure salary dependent upon experience and an exceptional opportunity to work for one of the country's top colleges, with outstanding, state-of-the-art facilities and resources, supported by a professional and positive staff team who are dedicated to achieving educational excellence.

Potential applicants are welcome to have an informal confidential conversation with the current principal by contacting his PA on 01278 441203.

For more information and to apply visit <https://jobs.bridgwater.ac.uk>

Closing date: 12 noon on Friday 27 January 2017

Interview dates: Monday 27 February - Wednesday 1 March 2017



Winner  
FE college of the year



Beacon Award Winners  
14 times

## wakefieldcollege



### Lead, shape and inspire at Wakefield College

Wakefield College is well-led, ambitious and recognised by Ofsted as 'good', with a strong passion to achieving 'outstanding' through a clear focus on high performance. A recent area review identified the College as having both the financial strength and market position to stand alone and the College is working towards an ambitious programme of enhancing its estate.

The College is growing, delivers high quality and is looking to continue to grow its Apprenticeship and Higher Education offer, taking advantage of new opportunities.

With a turnover of c. £26 million and a clear strategic vision, Wakefield College is in a strong position to continue its success and the successful candidate will be crucial to continued growth.

### Executive Director – Finance & Resources Competitive Salary

The College is looking for an experienced finance professional with a desire to make a difference in the lives of young people and those seeking to improve their skills and employment prospects.

Your ability to provide financial leadership as the basis for sound decision making in a complex and dynamic organisation is a given. Just as important is your commitment to the College's vision and values and inclusive approach to giving students the very best life chances.

The ideal candidate will also have the experience to drive key business strategies for the estate management information and IT, including all aspects of Information Learning Technology that support teaching and learning. S/He will be a team player with the passion and commitment to improve the quality of the learning experience in addition to managing their own core portfolio.

Closing date for applications is Monday 30th January 2016 and the assessment centres will be held 9th/10th February.

To apply for this role or to download an application pack visit: [www.protocol.co.uk/wakefield](http://www.protocol.co.uk/wakefield)

For a confidential discussion about the role contact Ian Sackree 07795 271559 or David Beynon 07970 042334

**Protocol** Excellence in FE



## Qualifications Manager

Based in the City of London  
Salary c. £31,000 per annum depending on experience

**Are you looking for an interesting job where you can use your interpersonal, analytical and project management skills?**

You may have a background in an Awarding Body or similar education environment, worked in the financial services industry or are using the skills and experience we are looking for in your current job.

We are offering an exciting opportunity to join our growing organisation where you will be managing a portfolio of vocational qualifications including the design, development and lifecycle monitoring/review.

**For more information on this opportunity and on the CISI, please visit [www.cisi.org](http://www.cisi.org)**



## CHRIST THE KING SIXTH FORM COLLEGE

Christ the King is a highly successful and heavily oversubscribed Catholic Sixth Form College located on 3 sites in south east London. We specialise in meeting the needs of sixth form students and have an established track record of excellent examination success. We have category A financial status and have been recognised by Ofsted as delivering outstanding quality of provision.

### Head of College - Sidcup Site

Following the recent promotion of the existing post-holder, we have a vacancy to lead our Sidcup site. As Head of College you will take full responsibility for managing the Christ the King: St Mary's site and will also be an integral part of the three-site Executive Leadership Team. This exciting senior post carries a competitive salary as well as the opportunity to build your career and expand your experience as part of our dynamic and successful three site institution.

**Post Starts: Sept 2017 - Closing Date: Sunday 22<sup>nd</sup> Jan 2017**

**Site Visit: 27<sup>th</sup> Jan 2017 - Interviews: 2<sup>nd</sup> and 3<sup>rd</sup> February 2017**

Tel: 020 8297 9433

Email: [recruitment@ctksfc.ac.uk](mailto:recruitment@ctksfc.ac.uk)



## An outstanding opportunity for an exceptional individual...



### Assistant Principal 16-19 study programmes and adults

Salary: c.£60,000

Situated in the heart of Yorkshire, Kirklees College is a large and vibrant, multi-site college with major centres in Huddersfield and Dewsbury, offering a broad and comprehensive curriculum.

Judged as a good college with outstanding leadership at its last inspection in 2012 and having recently completed the government's strategic area review process, Kirklees College is well positioned to play a leading role in shaping the future of Further Education across mid and West Yorkshire.

The recent opening of our state of the art Process Manufacturing centre in Huddersfield now provides a fantastic resource for employers locally, regionally and nationally and will enhance Leeds City Region's reputation as a hub for manufacturing.

The Kirklees Economic Strategy has identified the regeneration of Dewsbury town centre as a major priority. As part of this regeneration, two new Kirklees College centres (Dewsbury Learning

Quarter) are planned for a 2018 opening. The iconic Pioneer House opposite Dewsbury railway station will be transformed into a centre for higher level skills, apprenticeships and post -19 studies, specialising in creative and digital industries, media and art, healthcare and business. The centre will also have hair and beauty salons and a café open to the public.

A new centre will also be built in the heart of Dewsbury town centre for full time students aged 16-19 including foundation learning, construction and motor vehicle.

We are seeking to appoint a strong, innovative leader to champion high quality teaching, learning and assessment, deliver outstanding results and ensure a first class resource for our community for our 16-19 study, and Adult programmes.

With a strong track record in curriculum leadership and quality improvement, the successful candidate will have the ability to develop and implement holistic strategies, motivate high performing teams within a broad curriculum portfolio and leverage new opportunities.

Ideally with experience of maths and English management, and implementing effective work experience opportunities, we are looking for an individual to raise the profile of the College, be an accomplished people manager and someone who can engage with staff, students, governors, employers and the College's wider community.

**The planned selection centre will take place on 16<sup>th</sup> and 17<sup>th</sup> February 2017.**

If you are interested in applying for this role, please visit [www.kirkleescollege.ac.uk/jobs](http://www.kirkleescollege.ac.uk/jobs) and search under our latest vacancies page where you will find details on how to apply for this role.

For an informal discussion please contact June Durrant, Acting Principal on 01484 437014.

**Closing date: Monday 30<sup>th</sup> January 2017 at 12 noon.**

*Our senior leadership team is currently under-represented in all BME categories; we therefore particularly welcome applications from candidates within these groups.*





# Vice Principal, Curriculum



**c. £85,000 per annum**

Peterborough Regional College is an ambitious and successful Further Education College playing a key educational role in the region. With around 7,000 students, 750 staff, a turnover of £27M and an OUTSTANDING SFA Financial Health Rating, we are strongly placed to move forward with confidence. We sponsor the new Greater Peterborough UTC on campus and have a strong track record of success in Higher Education with University Centre Peterborough, a joint venture with Anglia Ruskin University. Both will ensure that the College continues to be at the heart of the educational landscape in Peterborough.

You will be responsible for driving forward the quality of teaching and learning and developing and embedding new curricula to meet the needs of our learners, partners and stakeholders. With a strong set of values and integrity beyond reproach, you will bring a sophisticated understanding of the challenges and opportunities facing FE colleges. Excellent communication skills, the need to enjoy challenging situations and a systematic approach to problem-solving are integral to the role. We're looking for a positive, participative, inquisitive, imaginative and self-disciplined individual who can work flexibly, with pace but with a focus on getting things right. You should also have a proven track record as a strategic leader as well as a background in teaching and curriculum development in FE. As part of the Senior Leadership team you will play a crucial role in the strategic direction and future success of the College.

**Closing date:** 22 January 2017

To find out more about this role and how to apply, please visit the job section of our website: [www.peterborough.ac.uk](http://www.peterborough.ac.uk)

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**SCHOOLS WEEK  
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Purchase your package for 2017 before January 31 to make big savings. Rates displayed are per school or college. Group and MAT rates are available.

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Unlimited online listings for your organisation during 2017. Basic listing includes your company logo, unlimited text, attachments and are emailed to relevant job seekers.

### 12 MONTHS UNLIMITED FEATURED LISTINGS ~~£5,000~~ £2,500 +35% off recruitment adverts in *FE Week*

Ensure your advert stands out! Unlimited featured online listings for your organisation during 2017. Featured listings include, enhanced visibility on our website, posted via our social media accounts, included within our weekly jobs email sent to over 16,000 education professionals and all the benefits of a basic listing: your company logo, unlimited text, attachments and emailed to relevant job seekers.



## **MIS ANALYST/PROGRAMMER (2 POSTS)**

**£23,847 TO £27,624 (FULL-TIME/FULL YEAR)**

The MIS team at the College plays a crucial role in providing relevant and accurate management information in a user friendly format. The College uses a SQL based Student Records System (EBS) as well as a number of other applications used for reporting to both internal and external stakeholders.

There is an opportunity for an enthusiastic programmer/analyst to join the busy MIS team. The ideal candidate will have high level IT and numeracy skills to include a sound knowledge of relational database systems, knowledge of SQL, advanced skills in MS Access and MS Excel, MS SQL Reporting Services or similar IT tools. They should also have strong analytical and time management skills and the ability to work to deadlines with the minimum of supervision. The role will involve a high degree of problem solving and attention to detail and will suit a team

player with the ability to communicate clearly and effectively at all levels within the organisation.

Experience of the FE sector, student record systems and ILR datasets is highly desirable or a general Business Intelligence/Management Information reporting environment would be advantageous.

**Closing date: Monday 23rd January 2017 (by noon) with interviews in early February.**

**For further details and to complete an online application form, please visit our website [www.sussexdowns.ac.uk/about/vacancies](http://www.sussexdowns.ac.uk/about/vacancies), or phone our recruitment line on 030 300 38222, or email [LewesHR@sussexdowns.ac.uk](mailto:LewesHR@sussexdowns.ac.uk)**

No agencies please.

*Sussex Downs College is committed to safeguarding and promoting the welfare of children. We welcome applicants from ethnic minorities as they are under-represented in this institution.*

## **Curriculum Manager – Skills for Life (Maths and LDD)**

**0.8 FTE permanent role**

**£26,862 - £29,223 pro rata**

We are looking for an experienced and dynamic individual to manage our successful skills for life provision. You will be responsible for planning maths provision from entry level to GCSE and developing our English and maths entry level provision for LDD learners. High achievement rates, learner satisfaction and progression are key responsibilities of the post. You will be able to lead an experienced and motivated team of tutors inspiring innovation and excellence. You will work flexibly across the week and there is potential to combine this role with a teaching commitment for those seeking a full time position.



For further information and an application form please visit our website: [www.redbridge-iae.ac.uk](http://www.redbridge-iae.ac.uk)

Applications must be emailed to [staffing@redbridge-iae.ac.uk](mailto:staffing@redbridge-iae.ac.uk) or posted to be **received by 5.00 pm Thursday 19th January 2017.** Interviews to be held on **Friday 27th January 2017.**



# Sessional Pool Tutors for ESOL English and Maths

**£28.21 per hour**

**Must be fully qualified and have experience of teaching adults**



WMC – the Camden College, is the oldest surviving adult education institute in Europe and was founded in 1854. Our mission is to provide diverse, enriching and enjoyable lifelong learning, including skills for work, in a supportive environment for adults in Camden and the local area.

Foundation Learning at WMC is a thriving and ambitious department working with the diverse and existing communities in Camden and beyond. We have a range of opportunities available to join the department's pool of tutors and we are seeking enthusiastic and skilled tutors of ESOL, Literacy or Numeracy for both our main sites and community provision.

If you have exceptional communication skills and the ability to prioritise and coordinate a challenging workload, this may be the right role for you. You will be a self-starter, who can quickly develop a good rapport with a variety of people. You will also need to be suitably qualified and an experienced teacher who will bring knowledge of delivering these subjects to a high standard.

**This role requires the appointed person to undertake an enhanced DBS check**

**The closing date** for applications is 9am Monday 23 January 2017

**Interview** and assessment for these roles will take place in February 2017

**To apply** for this role, please visit our website [www.wmcollege.ac.uk](http://www.wmcollege.ac.uk) and open the 'about' tab, where you will find 'jobs at WMC – The Camden College'. The job description will provide more information about the role and the application form can be downloaded, completed and returned to [recruitment@wmcollege.ac.uk](mailto:recruitment@wmcollege.ac.uk) or by post to:

HR Department,  
WMC – The Camden College,  
44 Crowndale Road,  
London,  
NW1 1TR.

When completing the application form, in your supporting statement, refer to each of the criteria in the person specification, stating how you meet the requirements and provide an example, or you are unlikely to be shortlisted.

## English Lecturer

Salary circa **£33,000**  
(with substantial benefits)



We are looking for exceptional candidates to be part of our ambitious and friendly new team. With a focus and drive to make 2017 an outstanding year for English and maths, our aim is to be the standout provider of engaging, motivating and inspiring teaching, learning and assessment, in order to equip our learners to be resilient, ambitious and job-ready.

### Who are we looking for?

As a successful candidate, you will be able to demonstrate your strength of character, creativity, team skills and innovation to achieve success for your learners, the organisation and yourself.

You will have already achieved outstanding outcomes from previous roles, and your problem solving and team-player skills will be exemplary. We want you to share your experience, good practice and ambition with colleagues and learners. You must hold a PGCE/Cert Ed and a degree in English or a related area. Having studied the Level 5 GCSE enhancement programme would be an advantage.

The College is registered with the Disclosure and Barring Service and the successful applicants for this post will be required to apply for the Disclosure at the enhanced level.

Burton and South Derbyshire College is committed to Equal Opportunities. The College is committed to safeguarding and promoting the welfare of young people/vulnerable adults and expect all staff and volunteers to share this commitment.

For more information and to apply, please visit our vacancies page  
<http://www.bsdc.ac.uk/work-for-us/vacancies>

## Maths Lecturer

Salary circa **£33,000**  
(with substantial benefits)



We are looking for exceptional candidates to be part of our ambitious and friendly new team. With a focus and drive to make 2017 an outstanding year for maths and English, our aim is to be the standout provider of engaging, motivating and inspiring teaching, learning and assessment, in order to equip our learners to be resilient, ambitious and job-ready.

### Who are we looking for?

As a successful candidate, you will be able to demonstrate your strength of character, creativity, team skills and innovation to achieve success for your learners, the organisation and yourself.

You will have already achieved outstanding outcomes from previous roles, and your problem solving and team-player skills will be exemplary. We want you to share your experience, good practice and ambition with colleagues and learners. You must hold a PGCE/Cert Ed and a degree in maths or a related area. Having studied the Level 5 GCSE enhancement programme would be an advantage.

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For more information and to apply, please visit our vacancies page  
<http://www.bsdc.ac.uk/work-for-us/vacancies>



## Functional Skills English and Maths Tutors

**Regions:** Norfolk, Suffolk and Essex  
**Basis:** Full time with flexible hours  
**Salary:** £25,000 pro-rata  
**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

### How to apply:

In the first instance, please send an email outlining your recent relevant experience together with your CV to **Becky Brown** at: [becky.brown@nccprofessional.co.uk](mailto:becky.brown@nccprofessional.co.uk)

**Closing Date: 6th February 2017**

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

## Careers



### Maths Lecturer

The City of Bristol College is looking to appoint a professional and enthusiastic Lecturer to join our Maths team. The role offers an excellent opportunity to make a real difference to the life chances of young people. We are recruiting on a part-time basis.



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

## MATHS & ENGLISH LECTURERS

**Salary: £20,064 - £23,847 Per Annum**

**Hours: Permanent, Full Time**



Sussex Downs College is located in East Sussex; providing high quality education and training for almost half of the county's young people. With East Sussex County Council we are a co-sponsor of The Eastbourne Academy - an 11-16 academy which is rapidly raising standards and improving life chances for young people in the heart of Eastbourne.

### Do you have a passion for working with and getting the best possible outcomes for learners?

Opportunities have arisen in the Maths and English Department to teach on Functional Skills and GCSE programmes in Eastbourne and Lewes. This is an ideal role if you are an enthusiastic, experienced and innovative lecturer who has the drive and determination to achieve outstanding results for learners.

You will need to demonstrate excellent communication and organisation skills as well as have a proven track record of high quality teaching.

These posts are challenging, demanding and highly rewarding as you will be enabling young people to succeed and progress at College and have greater job opportunities in the future. Applicants should have a relevant degree (or equivalent), a teaching qualification, post-qualification experience and a learner-centred approach to teaching and learning. Please specify which role and campus you are applying for.

These posts are subject to a DBS check.

**Closing date:** Tuesday 24th January 2017 (by noon).

**Interviews:** Tuesday 31st January 2017.

**Apply here:** <http://www.sussexdowns.ac.uk/about/vacancies/>



Investigative, informative and intelligent award winning journalism for the schools and education sector.

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## EDITORIAL

## Well done Ofsted, but...



Ofsted should be congratulated for admitting that it got it wrong with the wording of important extracts of its report on Yeovil College.

No individual or organisation is flawless by any means, and while Elton John may have said in his famous song that 'sorry seems to be the hardest word' – it shouldn't be.

Questions need to be asked though about the complaints process, if publication of reports such as this one go ahead before a decision has been made on whether the content is indeed inaccurate and insulting.

This is wrong.

It would save both the inspectorate future embarrassment and providers unwarranted upset if the rules were changed.

I sympathise with the view that reports should be published as soon as possible after inspection.

They shouldn't be delayed unduly while concerns are considered.

But this shouldn't be a problem, so long as there's a strict time limit on the appeals process.

**Paul Offord, deputy editor**  
news@feweek.co.uk

## LAMMY'S NIGHT SCHOOL CRUSADE TWEETS:

**David Lammy @DavidLammy**

I'm calling on the Government to bring back night schools. Give working people opportunities to climb the ladder.

**Josephine Ingram @JosephineIngra1**

@DavidLammy @FEWeek Fantastic idea. FE is too focused on 14-19. Why isn't more being done for the rest of the population?

**Dr Vicky Duckworth @vicky\_duckworth**

@DavidLammy @FEWeek Night schools matter. It a chance for those who work in the day to attend college, many to upskill @FETransforms

**Stephen Evans @Stephen\_EvansUK**

Great to see @DavidLammy highlighting need for adult education & lifelong learning: crucial for prosperity, opportunity & fairness

**Katharine Parker @LibDemPenguin**

@DavidLammy I did my A Levels at night school in the seventies, went on to earn a B.Ed. Hons at university!



## Bailouts for failing colleges reach £140 million

**ALIX ROBERTSON**  
@ALIXROBERTSON4

College bailouts have cost the UK a whopping £140 million, the apprenticeships minister has admitted.

Robert Halfon confessed to the House of Commons that by March the government expects to have dropped "a total of about £140 million on propping up colleges facing extreme financial difficulties".

That money, he added during a debate on the Technical and Further Education Bill on Monday (January 9), "should have been spent on education and training priorities".

Exceptional financial support for colleges in financial difficulty was launched by the former Department for Business, Innovation and Skills and the Department for Education in 2015.

Then in February 2016, FE Week reported that the Association of Employment and Learning Providers was claiming in a webinar to members that the cost of supporting colleges could be around £100 million.

FE Week asked the SFA about the £100m after hearing this. While an agency spokesperson would not confirm the amount directly, he did not deny that the government had told sector stakeholders, including AELP, about the bailout figure before Christmas.

Mr Halfon is thought to be the first government figure to confirm the level of cash pay outs, through a comment in Monday's debate.

Mark Dawe, chief executive of AELP, said the minister was "right" to say that the £140 million of support funding should have gone straight to the frontline.

However, he added: "This is precisely why, despite the area reviews supposedly being the end of ongoing support of this type, we are concerned that the bill appears to be giving the government a blank cheque to continue when other options could be explored which might produce better value for the taxpayer and the learner."

Mr Halfon also challenged

their finances but these sorts of difficulties are unavoidable where we have an unpredictable funding system.

"The support is only necessary because of the funding cuts, for example the 35 per cent adult skills cut."

He also pointed out that the minister's £140 million figure included advances paid to colleges, without considering that some will be repaid.

The need for improved financial leadership in the FE sector is not a new idea. The Education and Training Foundation recently launched a Finance Director Training and Development Survey to gather information that will influence its work (pictured).

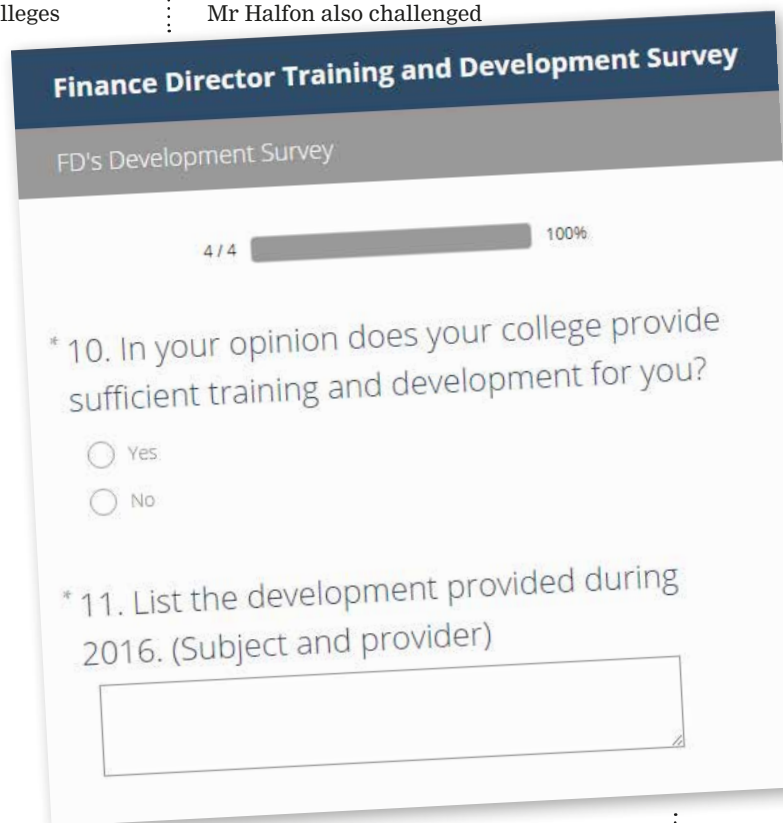
It also appointed former City and Islington College principal Sir Frank McLoughlin in August, who as its associate director for leadership is designing courses for current and future principals.

Despite a number of challenges from shadow skills minister Gordon Marsden, the Technical and Further Education Bill passed through the House of Commons and now awaits its second reading in the House of Lords.

First published in October 2016, the bill sets out proposals for a new insolvency regime for FE colleges and also includes a proposal to extend the role of new vocational training policing body, the Institute for Apprenticeships, to cover technical education.

FE Week reporting was mentioned repeatedly during the four-hour debate on the bill.

Mr Marsden referred to our stories on careers, awarding organisations, the Institute for Apprenticeships, Mr Halfon's "regular" columns for the paper, and our successful #SaveOurApprenticeships campaign.



colleges on their financial proficiency during the session - suggesting a lack of know-how was behind ongoing money problems rather than funding cuts.

He said: "There should be as much financial expertise as possible in FE colleges. "When there is real financial leadership, those colleges will always be in good financial health whatever the funding pressures."

Julian Gravatt, assistant chief executive of the Association of Colleges, challenged this, saying: "Obviously there are a few cases where colleges have mismanaged



## Active IQ unveils Level 3 Diplomas in Personal Training for Health, Fitness and Performance

# Active iQ

**Active IQ**, the UK's leading Ofqual-recognised Awarding Organisation for the Active Leisure, Learning and Wellbeing Sector, has launched two Level 3 Diplomas in Personal Training for Health, Fitness and Performance. Designed with FE Colleges in mind, these truly vocational programmes combine comprehensive theoretical knowledge with practical experience to prepare school leavers to work in the leisure and fitness industry or progress to degree courses.

The Active IQ Level 3 Diploma and extended Diploma in Personal Training for Health, Fitness and Performance are supported by two of the industry's leading professional bodies – the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and ukactive.

Combining college study and work experience with local employers, the qualifications ensure that students will enjoy full educational support and group teaching alongside time on the gym floor working with fitness professionals.

### Two variations are available:

- The Active IQ Level 3 Diploma in Personal Training for Health, Fitness and Performance is a smaller qualification that can be combined with other Tech Level, Applied General and/or A Level qualifications.
- The Active IQ Level 3 Extended Diploma in Personal Training for Health, Fitness and Performance is a full time course that includes additional modules to equip students with vocational skills alongside the research skills required for academic study to enable them to access higher education degree programmes.

Both qualifications aim to provide learners with the broad base of knowledge and skills to be able to work in a variety of customer-facing roles within the active leisure industry, including fitness instructing and personal training, as well as being able to access higher education degree programmes.

### Who could do this qualification?

Learners must be 16+ years old and have basic skills in communication as discussing, presenting, reading and writing are all involved. A degree of physical fitness is also necessary. On achieving the qualification, learners will be capable of progressing to work as a Fitness Instructor, Personal Trainer or administrator in the active leisure industry.

### What will they study?

Study areas include exercise and fitness knowledge, planning and instructing gym sessions, planning and instructing personal training, nutrition, technology in sport and exercise, entrepreneurship, marketing, customer service and managing personal and professional development. Students will learn how to:

- Develop their understanding of anatomy, physiology and nutrition and how it relates to exercise and fitness.
- Plan and instruct safe and effective exercise and physical activity sessions.
- Deliver safe and effective personal training sessions.
- Deliver exceptional customer service.
- Manage own personal and professional development.
- Develop enterprise skills.
- Market and sell products and services.
- Understand how technology is used within physical activity, fitness, sport and exercise.

### What will they study?

A mandatory requirement is access to meaningful employer engagement such as structured work experience or work placements to develop skills and knowledge relevant to the qualification, managing projects set with input from industry practitioners and attending master classes. Employer engagement shows a clear line of sight to work, enriches learning and raises the credibility of the qualification.

Find out more by visiting [Activeiq.co.uk](http://Activeiq.co.uk), calling **0845 688 1278** or emailing [businessdevelopment@activeiq.co.uk](mailto:businessdevelopment@activeiq.co.uk)

*Alternatively, learners can progress to higher education degree programmes as the qualifications have been nominated for inclusion in the UCAS Tariff For Higher Education for entry from 2018.*

### Advanced Study Options

The qualification is designed to offer entry to employment; however it also provides the perfect platform for learners to progress on to the following qualifications and/or apprenticeship frameworks:

- Level 3 Diploma in Exercise Referral.
- Level 3 NVQ Diploma in Personal Training.
- Active IQ Level 3 Diploma in Instructing Pilates Mat Work.
- Active IQ Level 3 Diploma in Teaching Yoga.
- Level 3 Diploma in Sports Massage Therapy.
- Advanced Apprenticeship in Exercise and Fitness.

# Turning ambitions into reality

## #beginwithbetter

Active IQ is an awarding organisation recognised and regulated by Ofqual within the Active Leisure sector, designing qualifications that support clear career pathways.

We pride ourselves on providing excellent customer service whilst providing high quality resources for our qualifications, enabling training providers and employers to offer positive learning experiences.

# Active iQ

Find out more at:  
[www.activeiq.co.uk](http://www.activeiq.co.uk)



## 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 once a month.

# The continuing QAR fiasco

**Colleges need to insist they are given the right data to make meaningful quality judgements about their own performance, says Graham Taylor**

Last April I wrote about the bother over the production of the 2014/15 Qualification & Achievement Report (QAR), received after an interminable delay on April 5 and well documented in FE Week.

An unnecessary change, it was littered with mistakes and lacked essential elements of the old QAR system – which also had better terminology. Information system managers up and down the country expressed their dissatisfaction publicly.

It was expected that the 2017 update would address these concerns, yet the new QAR, released over the Christmas break, is once again highly problematic.

Last year's concerns were mostly limited to the unhelpful – almost unusable – format of the dashboard. On this point, sector-wide negative feedback has been ignored and the format remains largely unchanged. The dashboard is slow and unreliable, lacks key information and is set up in a way that will cause further delays in producing information that was previously readily available.

But this year has also brought a host of new problems we are struggling to resolve due to the lack of accessible, accurate data.

At this point it may be helpful to insert a quick reminder of the (baffling) terminology changes from last year:

- 1) 'Success rates' (SR) no longer exist. These are now 'achievement rates'.
- 2) The old 'achievement rates' are now called 'pass rates'.
- 3) 'Learner starts' are now known as 'leavers' (don't ask).

The latest QAR contains the 'confirmed' achievement rates but these seem to be wrong. Some colleges are reporting achievement rates on the QAR's first release up to five percentage points lower than they had predicted, which could be at least a grade's difference in Ofsted's eyes. It seems the reason for the differences is that the software hasn't picked up on the '90-day rule', i.e. that achievers count if they pass within three months of the end date.

Another key difference is that we are unable to see either national averages (they have been promised as part of the National Achievement Rate Tables next month), or the overall AR for our college. And while we are able to calculate our overall figure from the 16-18 and 19+ breakdowns, the QAR

doesn't contain the data that would allow us to work out the national overall AR.

Using weighted averages by sector subject area is a concept that even some Ofsted inspectors we know and love struggle with, yet they are the best objective measures of quality available.

We should also be able to see achievement rates for UTC and school sixth forms – we should all be working to the same rulebook.

## No wonder reports are bland

Other problems include a time-consuming export function, which produces poorly formatted, often unusable PDFs (we'll have to resort to screen printing) and a lack of clarity about raw data downloads.

While colleges have been supplied with a csv download of the data used in the QAR dashboards for validation purposes, there have been a number of issues with the files, including no date of birth populated to allow analysis by age band and no clear guidance on the filters that need to be applied. This means it takes a significant amount of time to match the QAR data, and colleges are reporting many leaver number differences.

The QAR dashboard also states that due to "changes in business rules" it is "not directly comparable with last year's dashboard", which is singularly helpful for measuring quality over time.

I encourage all information system managers to feed back to the powers that be.

Colleges need national rates at course level upwards to make meaningful quality judgements against their own performance. Without validated data and the ability to compare correct achievement rates with national averages for the same year, how can informed decisions on quality be made both internally and by Ofsted?

How could any college in this year's Ofsted round be reasonably assessed without accurate 2015/16 benchmarks?

No wonder reports are bland. Consider appraisals like "this college's performance is in line with the rates for colleges nationally", which presumably refers to those from 2014/15. Reports used to be informative and give ideas on how to improve. Not now.

My advice? Fight the good fight. We're not finished yet.



## DAME ASHA KHEMKA

Principal and chief executive of West Nottinghamshire College and member of the education honours committee

# Honours are for everyone

**FE was poorly represented in this year's honours not because it was overlooked, but because the sector failed to submit enough nominations, says Dame Asha Khemka**

The FE sector was sadly lacking profile in the most recent new year's honours.

Some point to this as yet another example of how the sector generally lacks profile and positive reputation with government, seeing it as just another indication of how the sector will fare now that it is part of a combined Department for Education.

I don't agree. As a member of the education honours committee, directly involved in overseeing and approving applications for nominations, we have been wrestling with ways to increase nominations from all sections of society.

There is a dearth of nominations coming from black and minority ethnic communities, from working class communities, from nominees with disabilities and from the LGBT+ community. This is not because there aren't tremendously worthy recipients within these groups, or that there is some conspiracy afoot whereby thousands of nominations from these groups end up in the bin. The problem lies in the number of nominations received from them, and I suspect the issue with our sector is not much different.

Is it a lack of awareness about the process, or a perception that the honours system is elitist and exclusive? Or is it perhaps because not all sections in society are as good about shouting about their triumphs as others? I suspect it is a combination of factors that can be addressed.

The FE sector is rich with worthy nominees for honours. All of us can think of at least one person within our own institutions who has made a huge difference to the lives of the communities that we serve; who has gone over and above any reasonable expectation to ensure that lives are made richer through education.

Amazing things happen in our sector every single day. Perhaps we take too much for granted over the extraordinary things our colleagues do, until they become ordinary. These individuals are not just in our senior leadership teams. Honours are not just for principals and governors.

Perhaps it is time we shouted about the unsung heroes within our own organisations. Our sector, more than any other, has them in abundance. Perhaps every single organisation should make their new year's

resolution to put forward one of their heroes for an honour this year. Let's look beyond the confines of senior leadership and governing body teams for worthy nominees. What have we got to lose? Maybe then we will see the number of nominees from within our sector reflect the amazing work that we do.

## Our sector has unsung heroes in abundance

How widely do we currently share the call for nominations within our own institutions? Is it something that goes no further than the senior management team?

With the best will in the world, senior managers can't know every single thing that is happening in institutions; we should seek suggestions for nominations from a far wider group of individuals.

Not only will this enable us to develop a far richer bank of potential nominees for honours, but it will also help us better identify the organisational stars whom we need to nurture and develop.

Is awareness and support also an issue? How many of us know how to go about putting an honours nomination together? Further information and guidance is available at [www.gov.uk/honours](http://www.gov.uk/honours).

In the same way we support our sector through nominations for Beacon Awards, we should do the same for honours nominations. Perhaps those colleges which have been successful would be willing to share the secrets of their success with others. This is where representative bodies such as the Association of Colleges and the Education and Training Foundation can help. Let's develop a bank of resources that can help the sector as a whole write successful nominations, so that the process itself becomes less daunting.

It is easy to point fingers, to see the lack of FE representation as yet one more example of a maligned sector. But let's look within ourselves first, and at what we can do collectively to ensure that our sector is fairly represented in the number of nominations that are put forward. You never know, we might be pleasantly surprised.



## EXPERTS

Sometimes it's worth challenging an Ofsted report, says John Evans

One of the many dilemmas that principals must struggle with is when to appeal against an Ofsted decision. You have to balance the emotional response to the feelings of being unfairly treated with the knowledge that Ofsted seldom admits to being wrong.

My college was inspected in October 2016 and we had been prepared for over a year. The wait is always worse than the actual inspection, but within a couple of hours of receiving the phone call, the lead inspector had been sent position papers, 2015/16 SAR and data, timetables and our strategic plan. We were ready.

The week went well. We'd hoped for some grade ones but got all twos; however, strengths identified at the final feedback meeting included high learner-outcomes, English and maths, high quality work experience, and excellent partnerships and employer engagement.

It was with great surprise, then, that the written report sent for factual checking included some new additions. The words "college leaders have tackled the lack of pride and ambition that existed in the college" appeared on the front page – in fact, in the second bullet point. These words were not used at any point during the week and the statement is untrue and extremely emotive.

It also said "leaders and teachers should ensure that a higher proportion of learners attend their English and mathematics lessons



## JOHN EVANS

Principal, Yeovil College

## Is Ofsted always right?

and achieve their qualification".

Again, this had not been mentioned as an issue by any of the inspectors.

Also on pages one and two of the report, and listed as part of a significant recommendation, was the statement that there were "lower levels of success for the small group of 16- to 18-year-old learners with mixed heritage".

The total group of mixed-heritage learners was 22. The percentage difference in success rates compared with other groups was equivalent to two learners. This is important but hardly significant.

As the nominee, and an Ofsted inspector myself, I would have been able to challenge these statements if they had been fed back during the inspection process.

I challenged the statements through the Ofsted accuracy-check process to the lead inspector. I explained that the words were inaccurate and emotive, and that there was no evidence base for the assertion about

poor attendance in English and maths. I also pointed out that the mixed-heritage data was not significant.

His formal response was simply this: "No change required".

The words were inaccurate and emotive

For the first time in my career, I was left with a decision: whether to challenge Ofsted or not. Would it be worth it?

Following discussions with the chair of governors, we agreed to put in a formal complaint – the Ofsted term for an appeal. It is not easy to do, as it is based entirely on an electronic form, with a choice of three types

of complaint: conduct (inspector behaviour), process (did inspectors follow the handbook?) or judgement (does the evidence match the decision?).

I submitted all of my points under the process category.

An Ofsted investigating officer was appointed and spent time reviewing the evidence and interviewing relevant people.

I asked to have the report suspended until the investigation was completed, as I felt the emotive words would upset many of our excellent existing staff and governors. Ofsted refused and published the report on November 16.

On December 22 I received the formal response. Ofsted had upheld the three complaints. They removed the emotive words from the report and replaced them with: "College leaders have improved the quality of provision. They have created a culture in which staff work resolutely in the best interests of their learners and the college is a purposeful community."

All reference to poor attendance at English and maths was removed due to insufficient evidence and the mixed-heritage recommendation was removed from pages one and two as it was not deemed significant.

I am left with mixed feelings. I am pleased that Ofsted has proved to be what I always thought it was – a quality-assurance organisation. However, I am disappointed that the initial report went public with an unfair flavour.

But I did learn something: Ofsted isn't always right first time!

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# CAMPUS ROUND-UP *with Sam King*

## Horticulture students plant 33,000 tulips in historic gardens



Flower power: Forde Abbey in Dorset

Green-fingered students from Bridgwater and Taunton College have assisted in planting 33,000 tulip bulbs at the historic Forde Abbey in Dorset.

A group of level three horticulture students planted the bulbs, which will form the spring display at the Abbey's formal gardens.

As well as planting, students also received a tour of the rest of the grounds which span 30 acres, from head gardener Danny Burlingham.

Mr Burlingham said: "We are very grateful for the assistance that the horticulture students offered with the mass bulb planting. We have designed a new scheme within the

formal gardens and it will be a fantastic spring display."

Forde Abbey dates back 900 years, with the gardens originally used by monks to grow large quantities of vegetables, before being taken over by Sir Francis Gwyn during the early 18th century, who created the beginnings of the garden that remains now.

Tom Cunningham, course leader for horticulture at the college, said: "It was a pleasure to be able to assist Forde Abbey gardens with the project, and it offered good practical experience for the students. We are always keen to get involved in the local community projects."



Paper boys: Thomas Mills, left, and Mitchell Scott

## Doncaster college students are the nation's top paperhangers

Two students from Doncaster college have taken first and second place at the 20th annual Paperhanging Apprentice of the Year competition.

Painting and decorating apprentices Mitchell Scott and Thomas Mills took home the top awards in the competition, which was open to all registered apprentices in the UK.

Applicants were assessed on their wallpaper-hanging skills, and the finalists were decided after a series of heats which concluded at the college's Hub campus in October.

Seventeen-year-old Mitchell Scott, who

currently works for G Heaton Painting and Decorating, was named Junior Apprentice Paperhanger of the Year, with Thomas Mills taking second place in the senior category, receiving a £150 prize and a trophy.

The competition has been a long-standing fixture on the industry calendar, and it was the first time there have been separate categories for juniors and seniors, with the winners announced during a gala dinner.

Speaking of his award, Mr Mitchell said: "It feels amazing to have won the competition and to be named the Junior Apprentice Paperhanger of the Year".



Moovers and shakers: Agriculture students with Brinsbury Margot

## Dairy cows recognised for over a decade of service

Four cows at Chichester College have been presented with awards by agriculture students for over 10 years of service.

Three dairy shorthorn cows, named Brinsbury Margot, Digitalis and Symphony, have each spent 10 years at the college, while Rantonhall Baroness has completed 12 years of service, producing a grand total of 68,092 litres of milk between them.

The four cows, who are the matriarchs of the herd, with daughters, granddaughters and great-granddaughters all at the college, were recognised during end-of-term

celebrations at the Brinsbury campus.

Dan Stamper, the farm manager at Chichester College, said: "We felt it was important to mark the achievement of these four cows and to highlight how seriously we take animal health and welfare on the farm.

"It is absolutely vital to get this right to ensure our cows enjoy healthy, happy and long lives."

The college is home to 150 dairy cows, and students are involved in all aspects of dairy farming, from measuring grass to milking the cows twice daily.

## Plumbing lecturer saves primary pupils from sub-zero temperatures

A plumbing lecturer from Suffolk New College has travelled to one of Europe's poorest countries to help install toilets at a primary school.

Forty-six-year-old Richard Steward was among a team of volunteers who travelled to Moldova to carry out major refurbishment on a local school, which teaches 200 pupils.

Situated in the village of Ivancea, where temperatures plunge well below zero during winter, the school's outside toilets needed replacing with more suitable indoor facilities.

The volunteers built four toilet blocks in just a week, fitting lavatories, basins, urinals, hot-water cylinders and a septic tank outside.

They also distributed shoes and clothes to local families.

There were no hotels in the village so Richard and his fellow volunteers slept in classrooms on blow-up beds, and used a camping shower to wash.

Richard, who has been a plumber for 20 years, said: "Our efforts mean the children now have indoor toilet facilities before the very cold Moldovan winter sets in.

"The school was really grateful with the work and provided us with a show by the children to say thank you. It was hugely rewarding to be able to use my plumbing skills for such a worthy cause."



Let that sink in: Plumbing lecturer Richard in his element



# Visual impairment college opens eyes to specialist education

FEATURED  
CAMPUS  
ROUND-UP

The Royal National College for the Blind (RNC) has appeared in a BBC documentary presented by a former student who attended the college 30 years ago. Samantha King reports

When alumni return to college, it's unusual for them to bring a BBC documentary crew with them, but that was exactly what happened when Ian Hamilton approached his former college in Hereford about a documentary he was making on inclusive education for children with disabilities.

First aired on BBC Scotland on December 21, and still available on the BBC's iPlayer, the film 'Am I Included?' explores the difference between mainstream and specialist education, and looks at the debate on whether young people with disabilities should be taught in mainstream schools, or if specialist schools are the way forward.

Recalling his own experience of the college, presenter Hamilton used the RNC as an example of specialist support that had a lasting and positive impact on his life, and caught up with current students to see how



Principal Mark Fisher appearing on the BBC Documentary



On the ball: A student at RNC playing football

much things had changed.

One of the pupils interviewed, Thomas, has reportedly had requests for autographs since his appearance on the show, which he has been more than happy to oblige.

Speaking of the college's debut on BBC Scotland, principal Mark Fisher said "The benefit for us is to really remind people what specialist education is about. We get

frustrated sometimes when it's seen as outdated, when it's actually very modern, and very much part of providing learning solutions for people who have barriers."

Mr Fisher who has been principal at the college since December 2015, worked for disability charity Scope for 15 years, before joining the RNC as a deputy residential manager in 2002.

His views in favour of specialist education were aired during a segment of the documentary, when he was interviewed by Mr Hamilton.

"Young people need to be independent learners and where it goes wrong in mainstream is where people sometimes are over-supported and they become dependent on others. We need to make sure that we address that," Mr Fisher explained.

"Ian's experience is the same we find now, in that a lot of our students need confidence more than anything else. They need to have community participation and feel included beyond the class – it's not just what happens in the classroom, it's a 24-hour provision".

The Royal National College for the Blind was established in 1871, and currently has 85 students who are blind or partially-sighted. With a maximum capacity for 90, Mr Fisher insists that the college is "exactly where it needs to be".

"The thing to bear in mind is the only thing our students have in common is visual impairment," he added. "We have the most diverse range of students you can imagine for a small college."

## 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

**D**avid Byrne has been announced as principal-designate for the proposed merger of Barnet and Southgate College with Waltham Forest College.

Byrne has been the principal and CEO of Barnet and Southgate college – itself the result of a previous merger – in North London since 2012.

In the new role, Mr Byrne will initially be responsible for leading the public consultation on the proposed merger, and gathering views from the communities and stakeholders served by the colleges.

As principal-designate, he says he has plans to "strengthen ties with neighbouring colleges", alongside developing the college curriculum in order to "deliver more high quality courses that meet the needs of young people and businesses".

He added: "FE colleges need to continue to adapt and respond proactively to meet the needs of young people and employers.

"The principal of Waltham Forest College [Penny Wycherley] has done an amazing

job at leading her college through a period of significant improvement. She has helped shape this merger and I am proud to be working with her to make it happen."



DAVID BYRNE



FIONA SUMMERS



SIMON TITLEY

The awarding body YMCA Awards has made two new appointments to its senior leadership team as it looks to become a global education brand, it has revealed.

It specialises in health, fitness and wellbeing qualifications and is monitored by exam regulator Ofqual. To date, it has awarded more than 500,000 qualifications.

**Dr Fiona Summers** has now been appointed as its head of quality and compliance.

In the role, she will work closely with learning providers and businesses to help deliver qualifications to those aspiring to a

career in the active leisure sector. She will also oversee a range of new learning services including training days and webinars throughout 2017.

Before taking up her new role, Dr Summers worked at another awarding body, the charity Ascentis, and hopes to bring her experience in quality assurance with her.

Also joining YMCA Awards' leadership team is **Simon Titley**, who will take up the position of head of centre support.

He joins from Pearson, where he has worked for three years as its senior delivery manager. Before this, he worked as its digital content manager for two years.

There he was responsible for designing customer experience initiatives, and supporting learners and businesses throughout their training.

Rob May, the director of YMCA Awards, said: "We're delighted to welcome Fiona and Simon to the team."

He continued: "They will be instrumental in ensuring our qualifications and new digital learning tools meet the highest quality and usability standards, while we continue to maintain strong relationships with our new and existing customers."

The new appointments establish a five-strong leadership team at the organisation, as it works on growing the brand, and working with an increased number of fitness centres throughout 2017.





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# FE WEEK ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2017

ICC, BIRMINGHAM | WED 22 - FRI 24 MARCH

MAKING THE MOST OF THE LEVY |  
THE NATIONAL CONFERENCE FOR EMPLOYERS  
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**MINISTERIAL ADDRESS**  
RT HON Robert Halfon MP |  
Thursday, 09:30 - 10:30

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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

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

Solutions:  
Next edition

## Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

## Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug.  
Email your name and picture of your completed spot the difference to: news@feweek.co.uk.  
Last Edition's winner: Nicola York, New College