

FE Week

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**BEST OF THE
AoC CONFERENCE**
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INSET: The skills minister tries out the model car track with he colleague Chris Grayling

MILTON: "SKILLS SHOW IS CRITICAL TO FUTURE OF FE"



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> FE Week's college rankings for 2017

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EXCLUSIVE



Principal channels his inner Dolly ahead of budget

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NEWS

Colleges face independence threat under Labour

JUDE BURKE
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Jeremy Corbyn has split opinion at the Association of Colleges' annual conference, by revealing that colleges' status as independent corporations could be at risk under Labour's plans for free lifelong learning.

The Labour leader delivered the keynote speech to the annual event at the ICC in Birmingham, where he outlined plans for a new "National Education Service" – which could

This could see colleges lose some autonomy, he suggested in an interview with FE Week as he left the stage.

"We feel there's a danger with the independent model of college education that they get too far away from local communities and local education authorities," he said.

"And what we're looking to is a model that will bring them closer to that, but not removing the important connection with local industry."

He was joined on stage by Ofsted boss Amanda Spielman, who told delegates that the watchdog would carry out early monitoring visits at new apprenticeship providers to sniff out any "scandalous" attempts to waste public money.

"While it is early days in terms of understanding the volume of new providers entering the apprenticeship market, I do want to reassure you, our existing and experienced providers, that Ofsted will be

monitoring these newcomers closely," she said.

"I can tell you today that I have asked my inspectors, over the coming months, to conduct early monitoring visits to a sample of new providers. This will allow us to evaluate how well prepared these providers are."

Earlier on the opening day, the skills minister assured delegates that she was "banging the drum" for FE, as she outlined her vision for a refreshed "partnership" between the sector and government.

"I know that words like 'partnership' and 'working together' come with historical baggage," Anne Milton admitted. "There have been times in the past when our partnerships have been tested. But as we face new challenges, the way in which we work together will also need to change."

Alison Birkinshaw, AoC's president, opened the second day of the conference with a heartfelt tribute to colleges' valuable work, and to the principals whose legacy "has resonance across the sector".

She also begged the chancellor for more funding ahead of next week's budget.

"Government must understand that we cannot deliver unless we are properly funded and supported to make our mark on history," she said.

The event was packed with workshops, each addressing the pressing issues colleges face, and featuring speakers from across the government and the rest of the sector.

Topics included the development of Institutes of Technology and work placements.



Jeremy Corbyn

Keith Smith, the director of funding and programmes at the Education and Skills Funding Agency, challenged colleges to deliver more apprenticeships to levy-paying employers, while a panel of sector figures debated whether Ofsted's common inspection framework was still fit for purpose.

The winners of this year's AoC Beacon Awards, which recognise innovative and outstanding activities in colleges across the UK, were also announced on the first day of the event.

These included Plymouth College, which won the award for effective use of technology.

The college's 'Curious and creative' project was based on providing all full-time 16- to 18-year-old students with an Apple iPad Mini, "creating a sophisticated yet personalised learning experience".

FE Week was the premier media partner at this year's AoC Conference. For more coverage, see our 16-page supplement sponsored by NOCN, free with this week's paper.

Only one ITP in T-levels work placement pilot

BILLY CAMDEN
@BILLYCAMDEN

Just one independent training provider has been included in the government's 45-day work placement pilot for T-levels – as well as 20 colleges.

Twenty-one FE providers have been selected to test "high-level principles and models", and work gets underway at the beginning of this term, ending next July.

The pilots are expected to determine the wrinkles providers could face when delivering this mandatory component of T-levels, which are due to be taught from 2020.

The Association of Employment and Learning Providers has supported the government's idea of introducing substantial work placements in T-levels, but said it was shocked to find there is just one private provider involved, considering that many of the courses will be delivered by the independent sector.

"We believe that making work placements as part of T-levels is essential to make young people work ready, and that's why work-

based apprenticeships are so successful," AELP's boss Mark Dawe told FE Week.

"Independent training providers are largely responsible for driving the growth in apprenticeships through their excellent relationships with employers so it is a little surprising that the government has felt it necessary to include only one ITP in the pilot."

Paul Warner, AELP's research director, tweeted that there should be a "spread of pilot provider types" in order to "identify what good placements should look like and identify specific challenges and ways of overcoming them".

A DfE spokesperson did not explain the imbalance directly.

"The department worked with organisations including the Association of Colleges and the AELP in order to ensure they had the opportunity to feed in to the process," they said.

"Successful providers were selected on the basis of their ability to deliver a robust delivery plan and overall value for money."

Around 2,500 students currently on vocational courses across the country are involved with the pilots.

The Challenge Network is leading the work after winning a contract in February to design a framework for how good placements should look. It declined to comment on the situation.

DfE guidance suggests that it expects 180,000 work placements per year, each lasting an average length of 50 working days, in a range of 45 to 60, lasting a minimum of 315 hours.

Officials have so far been clear on their approach, insisting "no work placement, no certificate", but many college leaders believe the rule will limit young people's choice as it stands, and want it changed.

In an FE Week investigation into the feasibility of the rule, David Hughes, the boss of the AoC, said it would "punish" young people to make work placements mandatory.

"The danger is you limit people's choices to what they can attend on a local basis in labour markets that are sometimes very limited in scope," he said.

"You might not have engineering, manufacturing and creative, for example, where you live, so does that mean you can't do any of those? That doesn't feel right or fair."

The 21 FE providers running T-level work placement pilots

- > Yeovil College
- > Rotherham College
- > North Notts College
- > Dearne Valley College
- > Hertford Regional College
- > Burnley College
- > Access to Music – the only ITP
- > Bolton College
- > Havering College of Further and Higher Education
- > Myerscough College
- > Newham Sixth Form College
- > Preston's College
- > Reaseheath College
- > Shrewsbury Colleges Group
- > South Thames College
- > The Manchester College
- > Trafford College
- > City of Sunderland College
- > Truro and Penwith College
- > Blackburn College
- > Blackpool and The Flyde
- > The College of Haringey, Enfield and North East London (CONEL)
- > Tameside College

NEWS

Inquiry launched into apprenticeships quality

PAUL OFFORD
@PAULOFFORD

Robert Halfon has launched a new inquiry into the quality of apprenticeships and skills training on behalf of the Commons education select committee.

“Social justice and productivity is at the heart of the work of the committee and high-quality apprenticeships and skills training should play a key part in helping people climb the ladder of opportunity,” he said in a speech at the Skills Show in Birmingham.

“Encouraging more people to pursue training is vital to the future health of our economy, but too much of what is on offer does not live up to the standards that people deserve and will do little to boost our productivity.”

Mr Halfon, who was elected as chair of the committee in July this year, said he was particularly concerned about the quality of training provided by “some subcontractors”.

The one-time skills minister has repeatedly told FE Week that he wants to investigate subcontracting abuses.

He told us two weeks ago that he wanted a “wholesale review” into why Ofsted had yet



to inspect a single subcontractor more than a year after the rules changed to allow it.

Mr Halfon made the demand just days after chief inspector Amanda Spielman admitted to the education committee that she was also worried by this lack of action.

“We need a wholesale review into subcontracting and whether it enhances or curtails quality apprenticeships,” he said.

The committee will examine not only the

quality of training, but also how effective the current monitoring system is at rooting out “those courses which are not up to scratch”.

“We will also be looking at how government funding should be distributed to ensure we’re filling skills gaps, rewarding great providers and punishing poor ones,” he said.

“Finally, amid worrying reports that pursuing apprenticeships and other forms of

training is prohibitively expensive for some, we will be looking at what can be done to ensure that they are truly open to everyone, regardless of background.”

The inquiry will look into whether employers, learners and taxpayers are getting sufficient value for the time and money they invest in training, and whether more needs to be done to detect poor-quality provision.

It will also examine the barriers faced by the socially disadvantaged when accessing skills training, and consider how government funding can be used to remove them.

The committee will look at all forms of government-funded apprenticeships and skills training.

It is inviting written submissions on issues including the quality of current provision, how it varies by sector, level and region, and its impact on learner outcomes.

The effectiveness of the quality-monitoring system, in particular the role and capacity of Ofsted, is also in the frame, as is how the ESFA ensures value for money, and the impact of different funding models.

The deadline for sector submissions is January 5.

Skills Summit: A ‘revolution’ for employers?

PAUL OFFORD
@PAULOFFORD

The education secretary is leading a summit to launch what she is billing as a revolutionary new “skills partner” programme with employers.

But it is clearly very early days, as the LinkedIn group which boldly announces the “skills revolution” it intends to start only had 68 followers by the time FE Week went to press.

The Department for Education announced that its Skills Summit would take place on November 30.

Justine Greening will chair the event, which is backed by the Confederation of British Industry.

But with just two weeks left before it is slated to take place, it still said that anyone interested would have to “follow this page for updates” and “more information on how to register your organisation’s interest in the Skills Partner programme”.

“The Skills Summit is the start of a new partnership between employers and government to deliver a skills revolution. This will help people, communities and businesses to achieve their potential,” the announcement read.

“The skills partner programme will see employers working with government to design and deliver reforms to technical and vocational education, so that British businesses have the home-grown skills

they need to compete globally,” said a spokesperson.

“A skills partnership – between government and business – can create a skills revolution,” said the minister Ms Greening.

It’s time to set ourselves a collective challenge: to develop our homegrown talent.”

The Skills Partner page on LinkedIn also explains that the summit, understood to be taking place in London, will “help people, communities and businesses to achieve their potential”.

“We are creating a world-class technical and vocational education system that will be as prestigious as our leading universities, creating opportunities to help everyone reach their potential, regardless of their background.

“We are working with employers and education providers to design and deliver these reforms so that British businesses have the home-grown skills they need to compete globally.”

The extent to which employers will be involved with policy reform remains to be seen, but this is the government’s latest attempt to get employers involved in skills training.

Employers have previously been encouraged to help design new apprenticeships through the Trailblazer programme.

The skills minister Anne Milton referred to the event during her speech at the AoC conference in Birmingham this week, during

which she pleaded with sector leaders for closer collaboration after years of turbulence that have “put too much distance between us”.

“At the Skills Summit later this month

we will be focusing on developing our partnership with employers,” she said.

“Today, I’d like to talk about our partnership with you.”

The CBI declined to comment.





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NEWS

Ministerial VIPs impressed with Skills Show

BILLY CAMDEN
@BILLYCAMDEN

An A-list parliamentary cast arrived in Birmingham to help tackle what one MP described as the “nightmare on skills street” that Britain currently faces, at this year’s Skills Show.

Early visitors to the NEC arena on Thursday got the chance to speak with the skills and apprenticeships minister Anne Milton, the chair of the education select committee Robert Halfon, shadow skills minister Gordon Marsden, and transport secretary Chris Grayling.

Mr Halfon also brought the select committee along with him for the first time ever.

“The Skills Show isn’t just an exhibition; it shows the future of where Britain could be,” said Mr Halfon, who in his former job was the first skills minister to visit the Skills Show in four years in 2016. “We have ‘a nightmare on skills street’ in our country, where we are behind many other leading countries in terms of skills.

“The fourth industrial revolution is coming, with robots and artificial intelligence, and we’re playing catch-up so we need to put a rocket booster under



Robert Halfon

this.”

Ms Milton told FE Week that having over 70,000 people come and watch more than 500 apprentices compete in dozens of disciplines would be “critical” to boosting the profile of skills in this country.

“WorldSkills is the best-kept secret and we need everybody to be aware of it. We have young people here competing for three days.

“Unlike at the Olympics where your event can be over in 10 seconds, these young competing are doing it over a long period of time and doing it at an extremely high standard,” she said.

“This is also the big apprentice recruitment drive, and it is a message to employers to shift yourself, start spending that levy, get apprentices in.”

She visited Abu Dhabi last month to witness Team UK maintain its top-10 position at the international finals of WorldSkills.

The Skills Show is “as good as” the event in Abu Dhabi, she insisted, and wished all the young people competing the “best of luck”, as their victory could see them visit Russia to compete at WorldSkills Kazan in 2019.

Mr Grayling used his visit to launch his department’s ‘Year of Engineering’, for which the government has pledged to offer a million “direct and inspiring experiences of engineering to young



people throughout the year”.

The UK faces an estimated shortfall of 20,000 engineering graduates a year, or more than 180,000 new engineers by 2024.

“If you look at what the skills show is all about, bringing thousands of young people to see engineering in action and to see what they would be doing if they chose engineering as a career, there is no better place to send the message,” Mr Grayling told FE Week.

“This is all about talking to the next generation of school, college and university leavers about engineering as a potential

profession.”

Skills Show 2017 runs from November 16 to 18 and sees 500 apprentices and students competing in 55 skills competitions, from which the squad for EuroSkills Budapest 2018 and Kazan 2019 will be selected.

There was also a Youth Summit and over 25,000 job and training opportunities were on offer from exhibitors including BAE Systems, Dyson, HS2, Health Education England and colleges including BMet, South Cheshire College and West Cheshire College and South and City Birmingham and Bournville College.



Skills competition



Anne Milton



Anne Milton and Chris Grayling with model trains



The Youth Summit

Bradford College boss steps down after double blow

PAUL OFFORD
@PAULOFFORD

Bradford College has confirmed that its boss is stepping down after it received a financial notice to improve and an Ofsted grade three in short succession.

Andy Welsh, who became group chief executive in August 2014, will leave at the end of this academic year.

The Education and Skills Funding Agency issued a financial health notice to improve on November 15, a day after Ofsted's 'requires improvement' verdict, in which the college has fallen one grade from its previous inspection in 2014.

The chair of the college corporation, Richard Wightman, thanked Mr Welsh and praised his contribution.

"We are grateful for the support Andy has provided in his time as group chief executive and his contributions as a member of the senior team in the previous decade," he said.

"In his role as CEO Andy has made significant efforts to improve and raise the college's external profile and has fostered strong links with businesses and local

communities.

"We are confident our executive team is wholly committed to addressing the issues facing the college and supporting and guiding our ongoing journey."

In his own statement, Mr Welsh said he was proud of his work.

"I have completed three years as CEO and 14 years at the college in total. I feel it is now time to move on to pursue other goals," he said.

"During my time in post, I have been proud to see the college position itself as a true partner of business, communities and



Andy Welsh

individuals in Bradford.

"It has been great to see the increasing esteem in which the college is held and that the brilliant work of our students and staff is well recognised."

A spokesperson for the college would not confirm whether there would be redundancies as a result of the college's financial problems or the related intervention from the FE commissioner Richard Atkins.

But she conceded that the college "must now make significant financial savings, the timescale of which is yet to be determined".

"The college is committed to mitigating the impact on staff and students, and has assured staff it will provide open and honest communications, consultation and support during this difficult period," she said.

A new director of finance and central services was appointed at the start of this academic year.

Chris Malish joined after almost nine years at the University of Bradford, in roles including interim finance director.

"Chris will now lead the college's financial recovery plan and operational

implementation working with the ESFA and FE commissioner," she said.

The college, which enrolled just over 15,000 learners last academic year, was allocated around £14.7 million for 2017/18.

According to the financial notice to improve, the college "must work with the ESFA and the FE commissioner and his advisers to undertake an independent assessment of the college's capability and capacity to make the required changes and improvements".

Authorities must undertake regular reviews of potential cashflow requirements, and must supply the ESFA with monthly management accounts.

Earlier this term, the college informed senior managers that financial savings would need to be made. Predicted savings in 2016/17 were not fully realised, while other factors, including lower-than-expected HE student numbers, capital repayments and the need to increase cash holdings alongside predicated inflation rates, have led the college to seek financial support from the ESFA.

Only Bradford College's adult learning programmes and apprenticeships were rated grade two.

Inspectors said that leaders and managers needed to ensure that learner attendance improves "especially in English and maths lessons", and that they should "assess the quality of teaching, learning and assessment more realistically".

"Too few learners make the progress of which they are capable from their starting points," it warned.

Kirklees College, rated 'good' overall by Ofsted, was also issued with a financial notice to improve at the same time, and has been referred for intervention.

Redcar and Cleveland College slides to grade four

PAUL OFFORD
@PAULOFFORD

A college in the Tees Valley has received the lowest possible Ofsted rating, facing particular criticism for "inadequate" leadership and management and "very weak" finances.

Redcar and Cleveland College was also singled out for poor quality-assurance processes, low attendance and achievement rates, poor teaching, learning and assessments and a lack of detailed information provided to governors.

The troubled college was given grade threes across the board at inspections in February 2013, July 2014 and November 2015, and received a notice of concern for financial health from the ESFA in March 2015.

The report, based on an inspection in October, acknowledged the college had faced a "period of significant instability in senior leadership" that was now beginning to improve, but said leaders and management had not taken "rapid enough action" to improve the performance of teaching staff or make sure the curriculum meets "local needs", which has led to a decline in the recruitment of learners.

FE Week reported four months ago that

merger talks with Middlesbrough College had broken down back in February, despite the fact that RCC had only been taken out of its previous intervention in October last year on the specific condition that the merger went through.

Ofsted's report found that "too many learners" failed to get qualifications, the achievement of apprentices "remains too low", and teaching, learning and assessment requires improvement "in too many curriculum areas".

"The financial position of the college is very weak," inspectors wrote. "This presents very significant challenges for the college's sustainability and its ability to maintain a broad and responsive curriculum."

Although Ofsted commended the college's governors as "highly committed", they criticised leaders for providing them with insufficient information about the college's performance.

The inspectorate did recognise that "very recent actions" were beginning to show "early signs of improvement" in the progress of learners, including new opportunities to gain additional qualifications and work experience, a recently strengthened governing body and new quality-assurance system.

But it is a "matter of urgency" that the



Redcar and Cleveland College

college provide appropriate training for staff to ensure all learners recognise the "risks of extremism and radicalisation". It must also "take immediate and sustained action to ensure more learners and apprentices stay on their programmes and make good progress".

The college has been allocated £2.3 million for 2017/18 by the Education and Skills Funding Agency.

Redcar and Cleveland College's acting principal, Ed Heatley, said he was "disappointed" with the result but confirmed that "measures are already being put in place

to ensure improvements.

"While Ofsted highlighted a number of areas of concern in their report, it also recognised that recent actions have resulted in the early signs of improvement, and that the college has a clear focus and strategy going forward," he said.

Providing further education opportunities in Redcar remains the college's "priority" and the college committed to continuing providing "high-quality" work experience and guidance for students and ensuring learners continue into employment or higher education.

Anxious wait for sector ahead of budget

PIPPA ALLEN-KINROSS
@PIPPA_AK

The FE sector faces an anxious wait before the budget is announced on November 22 after it united to make a last-ditch plea to reverse funding cuts.

The Support our Sixth Formers campaign, backed by major players including the Association of Colleges and Sixth Form Colleges Association, as well as FE Week, wants a £200 “SOS uplift” in 16-to-18 per-pupil funding rates.

Last week, the Sixth Form Colleges Association claimed colleges had reached “tipping point”, after their overall Ofsted ratings fell for a third year running.

Cuts were largely blamed after just 69 per cent were rated ‘good’ or ‘outstanding’ in 2017.

The AoC’s chief executive, David Hughes, said he was “hopeful but not optimistic” ahead of next week’s announcement, and that it would be a “real shock” if any cuts to FE were made.

There is “still not enough money” to support students, particularly 16- to 18-year-olds and those undertaking adult education courses, he claimed.

“This country needs investment in colleges to improve skills, social mobility and productivity. All these words the government keeps saying,” he added. “The most important thing is that students are missing out.”

Sue Pember, the boss of adult learning body Hoxex, wants to see a new basic adult skills fund for low-skill sectors, to ease the anticipated problems in home-grown recruitment post-Brexit.

She argued this should work alongside a new cross-department post-16 education, skills and employment strategy to help “meet the twin challenges of developing our own resident workforce in the context of a tighter EU immigration policy and increases in the state pension age”.

“In this week’s debate on Brexit, very little was said about what this means to ordinary working people,” she said.

“We have a skills deficit, low productivity,

and people in the workplace with poor skills ill-equipped to meet post-Brexit challenges. We need the chancellor to recognise these issues and fund accordingly.”

For the AELP’s chief executive, Mark Dawe, this budget is a chance for the government to “turn the rhetoric surrounding social mobility into reality”.

“We would argue that this year the agenda has gone backwards, with the number of apprenticeships for 16- to 18-year-olds dropping by 44 per cent in the last quarter and traineeship opportunities falling over the year,” he said.

“Providers and employers deserve more support to meet the challenges of social

mobility, low productivity and Brexit skills shortages.”

AELP wants a greater commitment to the traineeship programme, as well as equitable funding for additional maths and English provision on apprenticeship programmes, and an “open debate” on funding non-levy apprenticeships after April 2019.

The Learning and Work Institute has warned that there could be bad news on the horizon for the levy.

In an expert piece for FE Week below, its chief executive Stephen Evans warned the amount it is expected to raise may be downgraded once again.

In last year’s autumn statement, initial predictions that the levy would raise £3 billion in 2019/20 were revised down by £200 million.

Mr Evans, based on his organisation’s analysis, now believes the levy revenue estimate may drop by as much as a further £100 million.

SFCA’s deputy chief executive, James Kewin, said the budget was an opportunity for the chancellor “to start giving sixth-form students a fair deal” after the association’s funding impact survey found two thirds of schools and colleges were forced to drop extracurricular activities and student support services due to funding cuts.

He claimed education funding for 16- to 18-year-olds, which is stuck at 2013 levels, is “chronically” lacking, and “young people are being short changes as a result”.



Philip Hammond

PA/WIRE

The gloomy outlook for our economy risks reduced investment via the levy in apprenticeships when we need it most, says Stephen Evans

We all have times when we wake up and know it’s going to be a tough day ahead. Theresa May has perhaps had more than most since June’s general election, and the budget is going to be another such day for the chancellor, Philip Hammond.

We know it will be tough because a range of experts, including the Bank of England and Office for Budget Responsibility, have signalled they’ve changed their mind about the potential of our economy. They’re gloomier now, and think our economic growth speed limit has permanently fallen since the 2008 financial crisis.

This has profound implications for living standards and public services: if economic growth is slower, then wages and taxes (which pay for public services) will also rise more slowly. This is a big problem for a chancellor under pressure to loosen the purse strings and to balance the books – he can’t do both. It is a bigger problem for households across the country, who will find their living standards not improving as they’d hoped.

I want to focus on the impact on the apprenticeship levy, a payroll tax on large employers that’s ring-fenced for spending on apprenticeships, specifically on the amount it will raise, rather than how it is spent. Last year, the amount the levy was



STEPHEN EVANS

CEO, the Learning and Work Institute

Mr Hammond, it’s up to you to make the levy work

expected to raise by 2020 was revised down by £200 million. This year at the Learning and Work Institute, we think there might be a further downgrade.

The amount the levy raises is determined by how many people are employed in levy-paying firms. Employment rates are at a record high and have been stronger than many forecasters have expected. So there’s unlikely to be an issue there.

But earnings growth has consistently been weaker than expected. And a permanent downgrade to the speed limit of the economy means a permanent downgrade to potential growth in earnings. Which means, all else being equal, a downgrade to the amount the levy will raise. We’ve crunched the numbers and think

this could mean anything from a £50 million drop (based on the most recent Bank of England forecasts) to £100 million (based on more recent earnings growth levels). Taken with the previous £200 million downgrade, this would see the levy raising almost 10 per cent less than was originally forecast by 2019/20.

We don’t have long to wait to find out the answer – the budget will reveal all. And while the revisions may get lost in the roundings this time, particularly if employment is stronger than expected, but ultimately lower earnings growth will definitely mean the levy raises less.

This points to a bigger challenge for the levy than changes in economic forecasts. The way it is set up will cut investment in

apprenticeships when the economy slows, arguably when we most need to increase investment in training. This would reinforce the falls we usually see in employers investing in training during a downturn. It could also mean too little resource for non-levy-payers, and put the government’s at risk three million apprenticeship starts target.

“**The overall apprenticeship budget should be guaranteed over the economic cycle**”

The Learning and Work Institute has argued that the overall apprenticeship budget should be guaranteed over the economic cycle. There should also be guaranteed levels of funding for non-levy-payers, who are as important to our economy as large employers.

One way to increase the speed of our economy is to invest in skills. We should protect investment so slower growth doesn’t become a self-fulfilling prophecy. The introduction of the levy is a good thing. To make it work, we need to guarantee investment in learning and apprenticeships.

NEWS

Colleges allocated £5.2 million through the AEB procurement

PAUL OFFORD
@PAULOFFORD

EXCLUSIVE

A total of £5.2 million was shared among 19 general FE colleges during the recent adult education budget procurement, sparking complaint that the money did not go to independent training providers.

ITPs were told a year ago that their AEB contracts would come to an end this July, rather than being automatically renewed as before, and they were forced to take part in a procurement process for a pot worth around £110 million.

Colleges did not have to take part in the bidding war, which at first resulted in major funding cuts for many ITPs compared with previous years. The ESFA later found extra cash, and many providers learned in September if their allocations had been increased for November to July.

The figures for the full AEB procurement have now been revealed, and colleges have received an unexpectedly large sum.

“If colleges were allowed to tender for the £110 million AEB pot that was previously allocated to ITPs in addition to their allocations, then the whole budget should have been put out to tender,” said AELP boss Mark Dawe.

Eastleigh College received the highest sum at £1.18 million, on top of £8.34 million it gets in non-procured AEB funding.

“We have a high demand of AEB funding. Our provision is in priority areas, so we bid and were awarded it,” said its principal Jan Edrich.

Middlesbrough College was awarded £329,825, on top of £4.23 million AEB that it didn’t need to bid for.

“After discussions around employer and adult demand, we took up the opportunity to bid for additional funds to support the retraining needs of our regional economy. We were pleased with the outcome,” said its principal Zoe Lewis.

A spokesperson for the college added that “colleges were encouraged to participate” in the bidding process, so ITPs may wish to take up any complaint “directly” with the government.

Bridgwater and Taunton College was allocated £375,335 through the procurement, and £5.32 million otherwise.

A spokesperson said this was “to support the skills training needs of the nuclear new build at Hinkley Point C”.

“Our bid was made with the full support of local colleges and independent training providers, the majority of whom are members of the Hinkley Point Training Agency and will work with us to deliver the vast number of skills interventions required,” he added.

Neither North East Surrey College of Technology nor Strode College, the other two biggest recipients, were available for

College	AEB not-procured	AEB Procured	Total AEB 2017/18	% procured
EASTLEIGH COLLEGE	£8,340,513	£1,186,808	£9,527,321	2%
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	£3,738,565	£539,595	£4,278,160	13%
BRIDGWATER AND TAUNTON COLLEGE	£5,326,311	£375,335	£5,701,646	7%
STRODE COLLEGE	£1,904,257	£330,044	£2,234,301	15%
MIDDLESBROUGH COLLEGE	£4,232,317	£329,825	£4,562,142	7%
RICHMOND ADULT COMMUNITY COLLEGE (RACC)	£2,637,543	£316,415	£2,953,958	11%
ST HELENS COLLEGE	£3,182,780	£259,527	£3,442,307	8%
UNITED COLLEGES GROUP	£11,568,241	£232,377	£11,800,618	2%
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	£3,489,472	£208,516	£3,697,988	6%
NEWHAM COLLEGE OF FURTHER EDUCATION	£12,683,467	£200,333	£12,883,800	2%
SHEFFIELD COLLEGE	£7,648,922	£193,716	£7,842,638	2%
ABINGDON AND WITNEY COLLEGE	£4,494,746	£182,361	£4,677,107	4%
SUSSEX COAST COLLEGE HASTINGS	£2,015,430	£151,655	£2,167,085	7%
NORTH HERTFORDSHIRE COLLEGE	£5,158,799	£148,513	£5,307,312	3%
STOCKTON RIVERSIDE COLLEGE	£2,806,981	£146,412	£2,953,393	5%
DUDLEY COLLEGE	£4,623,438	£145,836	£4,769,274	3%
MORLEY COLLEGE LIMITED	£5,399,930	£131,174	£5,531,104	2%
YEOVIL COLLEGE	£1,008,222	£114,657	£1,122,879	10%
SELBY COLLEGE	£809,175	£102,499	£911,674	11%

comment.

FE Week revealed in September that providers had failed to spend a giant chunk of the AEB over the past academic year.

A staggering £200 million remained unspent, which caused an outcry at many ITPs, which are exasperated now the extent to which colleges dipped into the procurement funding pot is clear.

“The invitation to tender for the adult education budget is open to all eligible organisations, which does include colleges,” a Department for Education spokesperson said. “As is normal, the procurement was done in accordance with procurement regulations for the public sector.”

The new primes who struck gold in the first AEB tender

PAUL OFFORD
@PAULOFFORD

There were many winners to emerge from the AEB procurement, including two new prime providers which each received more than £1 million.

Top of the list of first-time primes is London-based Free to Learn, which has £2 million for November to July next year.

Its chief commercial officer was bullish about the company’s ability to deliver as a lead contractor.

“Free to Learn is a pioneering organisation that’s focused on providing high quality and worthwhile, vocational training to individuals throughout the country in order to make a difference and change people’s lives,” said Andrew Hibbitt.

“Although we have not held a direct contract for AEB previously, we have vast experience and a proven track record in delivering in excess of £10 million per annum as a subcontractor and are an organisation that is learner centred and passionate about quality.”

The firm was listed over the summer by

the Education and Skills Funding Agency as subcontracting with 12 primes, including Barnet and Southgate College, Eastleigh College, and the FA Premier League, for contracts worth more than £8 million in total.

The company only has one director, listed on Companies House as Gabriele Ghercovic.

Jason Holt, the author of a 2012 government-commissioned review into apprenticeships for smaller employers, was briefly a director last year as the current owners was said to have bought out a firm he owned.

“Free to Learn purchased Holts Academy in 2016 and rebranded to the British Academy of Jewellery (hence the departure of Jason Holt) to support an industry in need of the next generation of jewellers,” he explained.

The provider plans to use its allocation to deliver “high-quality training in key targeted areas, to support the local enterprise partnership priorities through training the unemployed and supporting them into work”, and “traineeships in targeted areas, with strong successful outcomes and a key focus on progression into apprenticeships”.

The second most remunerated of the first-time primes is Best Practice Training & Development, which has been allocated £1.16 million.

Company director David Allenstein told

FE Week that the provider had 20 years experience “of successful training delivery”.

“We have worked as a subcontractor for several private providers and colleges since 2004, successfully delivering apprenticeships for numerous organisations – mostly in business skills, for example customer service, business administration, management, learning and development, etc.

“We have delivered classroom training, funded through the adult education budget since 2012, as a subcontractor, working on behalf of several private providers, local authorities and colleges.”

It is listed by the ESFA as a subcontractor for 12 primes as of May this year, including NCG, New College Swindon, Cambridge Regional College, and Buckinghamshire County Council.

The combined value of these contracts is just under £900,000.

“We have a core team of nine permanent staff and 15 freelance tutors who will be delivering this contract,” said Mr Allenstein. “We are not intending to subcontract any aspect of the delivery of this contract.”

“We pride ourselves on delivering high-quality programmes that meet and surpass expectations in every respect, developing skills, positive attitudes and behaviours, meeting stakeholder and learner needs.”

UKPRN 1718	Provider Name 1718	AEB Procured 1718
10030935	FREE TO LEARN LTD	£2,000,000
10023705	BEST PRACTICE TRAINING & DEVELOPMENT LIMITED	£1,160,000
10027518	MILLENNIUM ACADEMY LTD	£832,647
10027803	LD TRAINING SERVICES LIMITED	£697,632
10007484	THE WHITE ROSE SCHOOL OF BEAUTY AND COMPLEMENTARY THERAPIES LIMITED	£689,636
10007635	WORKING LINKS (EMPLOYMENT) LIMITED	£677,172
10034279	DHUNAY CORPORATION LTD	£533,831
10010586	CJI SOLUTIONS LIMITED	£500,452
10001647	FUTURES ADVICE, SKILLS AND EMPLOYMENT LIMITED	£391,306
10005094	PHOENIX TRAINING SERVICES (MIDLANDS) LIMITED	£369,971

EDITORIAL

Ian's Dolly song is Pryceless



From Leadbelly to Woody Guthrie and Billy Bragg, there's a proud history of protest singers drawing attention to injustice.

Now Bedford College principal Ian Pryce deserves huge credit for the national media attention he has attracted to the funding plight faced by our sector, through his brilliant reworking of Dolly Parton's classic track 'Jolene'.

His rendition, addressing the lyrics to the education secretary Justine Greening, had us all laughing out loud in the office when he first posted the audio on Twitter.

He then dropped jaws by dressing as Dolly to perform the song during our NICDEX college league table launch at the AoC conference.

We all think he's a legend, and as a folk singer myself, I have nothing but respect for his singing and playing – which has helped lighten the mood during an anxious build-up to the budget.

Let's hope his music and witty turn of phrase succeeds where so many other more sober attempts to explain the direness of the situation to ministers and their mandarins has previously failed.

Paul Offord, Deputy Editor
news@feweek.co.uk

AOC CONFERENCE TWEETS:

Bill Jones @BJonesDCEOatLCC

Impressed that @amanda_spielman can speak from extensive experience of talking to FE students, staff and leaders. She's spot on around need for careful design of study programmes, particularly at L2. #AoCConf

Natalie Honeybun @nataliehoneybun

Great to hear @AoCDavidH reaffirm importance of student voice and relationship between NUS and AoC. @Emy_Chapman_6 and @ShakiraSweet1 are wonderful advocates for FE #AoCConf #MyFEJourney

Ian Pryce CBE @ipryce

Interesting the idea of National Education Service free at point of use draws no applause at all. Very odd concept #AoCConf

Ben Odams @B_Odams

#AoCConf student panel which is interesting. Clearly, passionate and articulate. I disagree with some of their points but they are example of what we, as a sector, can nurture.



See page 15

Institute for Apprenticeships' new boss is former army general

PAUL OFFORD
@PAULOFFORD

The new chief executive of the Institute for Apprenticeships is military man Sir Gerry Berragan, who was previously unveiled as a board member.

He was a career soldier for 37 years, finishing as adjutant general, responsible for all army personnel matters, a role he occupied between August 2012 and August 2015.

Sir Gerry was appointed the army's apprentices ambassador in 2008, to lead an effort to make the army the largest apprenticeships provider in the country, offering more than 45 schemes.

He was previously announced as one of the IfA's board members in January, when it was also revealed that former Barclays chief executive Anthony Jenkins had been appointed as shadow chair.

Anne Milton, the skills and apprenticeships minister, said this week she was "delighted that Sir Gerry has been appointed".

"He will drive the Institute to meet

the challenges ahead, and I look forward to working closely with him. Having met Sir Gerry, I know that he will make sure that high-quality apprenticeships, available for everyone, will be at the heart of the Institute's work," she said.

"I am honoured to have been appointed as chief executive of the Institute for Apprenticeships," said Sir Gerry, who will start in his new role on November 27. "I was closely involved in delivering high-quality apprenticeships during my army career and I have been an Institute board member from the outset earlier this year, so I understand the challenge.

"I look forward to working with employers to deliver high-quality apprenticeships to meet their needs, while providing excellent opportunities for people and employers across the country."

The search for a full-time successor to outgoing IfA boss Peter Lauener, who is also coming to the end of his stint as chief executive of the Education and Skills Funding Agency, began in April.

The original closing date for applications was in late May.

It was revealed at the time that the position would be on a fixed-term contract of up to five years, with a salary of up to £142,500.

The initial recruitment round proved to be fruitless, with apparently no suitable candidates identified, so the IfA turned to headhunters in July.

They carried out a second round of interviews over three weeks up to the end of the first week of October.

The IfA has many important responsibilities, including developing and maintaining quality criteria for the approval of apprenticeship standards and assessment plans, which it also publishes, and quality-assuring the delivery of end-point assessments.

The DfE announced in October last year that Mr Lauener had been installed as the IfA's shadow chief executive.

He had been planning to retire after permanent replacements were found to all three of his senior jobs, but it emerged last week that he will take over at the Student Loans Company later this month, after its chief executive departed suddenly under a cloud.

According to a statement on the SLC's website, he will start in an interim capacity on November 27.

He will remain in the post until a permanent replacement for Steve Lamey is recruited.



Sir Gerry Berragan

COMMENTS

Spielman: Ofsted to begin hunt for 'scandalous' apprenticeship providers

It's great to see Ofsted getting stuck in to inspecting new providers to the apprenticeship market and weeding out rogue providers, this is long overdue, but there is also a large number of small, often sub-contractor providers that provide fantastic training and employer/learner engagement in the apprenticeship market and they too deserve to be inspected and recognised for their essential, positive contribution to the quality of apprenticeship training.

Noel Johnson

ESFA threatens to bring forward data deadlines

I think the ESFA have spent huge amounts of money developing the HUB and its software, yet because it can't cope with multiple submissions, providers are now being penalised. Small Providers work right up to the 11th hour for all data to be included often doing sign ups or additional IQA at the end of the month. Of course they can't explain how shortening the deadline will help Providers – because they know it WONT help us.

Caroline Smith

Exclusive: Ofsted ratings decline for colleges exposed as funding cuts bite

I'm not sure why colleges are singled out as having 'the biggest funding challenge'. The whole of the sector is feeling the pinch and training providers are further hit by additional AEB reductions through the procurement process. Apprenticeship funding price reductions are significant yet seem to go under the radar of all concerned, and starts reductions plus cash flow issues linked to new apprenticeship delivery (systems issues, lack of EPA and impact on monthly price) will start to hit the sector. Apprenticeship reform asks the sector to do more teaching, and passes down more administration, but pays less for it. Asking to do more for less money invariably will only mean one thing for quality and outcomes for learners unfortunately so none of this is a surprise.

Caroline Smith

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FE Week

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The Board of On Course South West CIC (OCSW) is looking to recruit a Chief Executive Officer to strategically lead and develop its' service delivery within the Plymouth area. The Board is looking for an exceptional strategic leader with a proven track record of successfully managing and developing learning within the adult and community education sector. We want to appoint a leader with a talent for business development and entrepreneurship but also one who is not afraid of making difficult decisions to secure a strong and sustainable future for OCSW and its' community. We expect the successful candidate to be able to demonstrate highly developed leadership skills to bring out the best in our staff and students and to show a passion for outstanding and inclusive education whilst demonstrating significant skills to ensure the future financial sustainability of OCSW.

Your duties will include leading the Company in its strategic development as a fully responsive and integrated adult learning service; leading and managing the OCSW Senior Management Team, providing strategic overview and direction on operational matters; overseeing the successful delivery of core contracts with the ESFA and Local Authority; acting as the Company Lead in the development of all new, full cost recovery contracts with local commercial businesses; implementing the OCSW Business Plan, ensuring the delivery of excellence in teaching and learning, and establishing a business model that is cost effective, viable and sustainable; reviewing the delivery and quality of programmes, products and services in line with Company strategic plans, Ofsted Common Inspection Framework and ESFA funding guidelines; overseeing the management of the organisation's financial, human and physical resources within annual budget parameters and according to current laws and regulations; ultimately ensuring that the CIC develops and delivers a clearly identifiable product that positions OCSW as the premier provider of entry level qualifications within the local training and employment market place.

Essential experience and skills required:

- Degree/Management Qualification or equivalent, with a minimum of 3 years' experience in a senior management position.
- Working knowledge and experience of local and national strategies for Post 16 education, training and employment
- Proven experience of managing a learning organisation with AEB funding
- A thorough understanding of what constitutes outstanding provision in the area of education and training
- Proven ability to effectively manage complex concepts and problems
- Commitment to achieving results against key performance indicators
- A high level of commercial acumen, and ability to develop new business for the company.
- Proven experience of managing operational budgets
- Proven experience of leading and implementing organisational change
- Ability to establish strong and appropriate relationships with Board, volunteers, staff, stakeholders, external agencies and learners.

If you would like to have an informal discussion about this role, please contact **John Hamblin**, Chair of Board of Directors on **07889 683010**.

Closing Date: Friday 15th December 2017 @ 12noon.

Interviews and assessments: Friday 19th January 2018*

**Shortlisted candidates will receive an invitation to interview in week ending 5th January 2018*

OCSW is an equal opportunities employer and committed to safeguarding and promoting the welfare of children and vulnerable adults.



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This is a crucial role and the ideal candidate will have experience of working in a senior quality role in a complex organisation and significant experience of inspection and quality processes to ensure we unlock the potential of those we serve.

We have retained FE Associates to support us with this important appointment.

More information can be found on our microsite:
<https://ncgleadership.fea.co.uk>.

Interested candidates are welcome to have an initial discussion with Samantha Bunn at FE Associates (01454 617 707).

Closing date for applications:
Noon Tuesday 12th December 2017

Interview date:
Wednesday 10 January 2018





As part of the ongoing development and growth of our engineering and apprenticeship provision at HLC, we are seeking to appoint to the following post:

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The ideal candidate will be fully qualified (minimum HNC) and have relevant work / industrial experience within the engineering industry.

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Visit our website at www.hlcollege.ac.uk email personnel@hlcollege.ac.uk or telephone (01432) 365429 for job descriptions and application forms.

Closing date: Friday 8th December 12.00pm

Interview date: Wednesday 13th December (am)



£COMPETITIVE

We have an exciting opportunity for an experienced, dynamic and commercially-minded **Operations Manager**. You should have sound management experience of working within the **work-based learning** sector, and have great knowledge of the Levy and current changes within the industry.

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www.b-skill.com



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"Inspiring Young People"

FT Curriculum Leader: Science Programme Area Ref: CLS1117
Salary Scale: Leadership Band (L3 £48,816 - L7 £53,194),
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with a possibility of more for an exceptional candidate.

Governing Body and Senior Leadership Team of Shooters Hill Sixth Form College are seeking to appoint a dedicated, outstanding and inspirational Curriculum Leader for the Science Department to lead and develop our A-Level, BTEC and GCSE provision, which includes A-Level Biology, Chemistry, Environmental Studies, Geography, Geology and Physics, BTEC Level 2 & 3 Diploma in Applied Science and GCSE Biology, Chemistry and Geography.

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Closing date: Friday 1 December at 12 noon.

Interviews will take place week commencing 11 December 2017.

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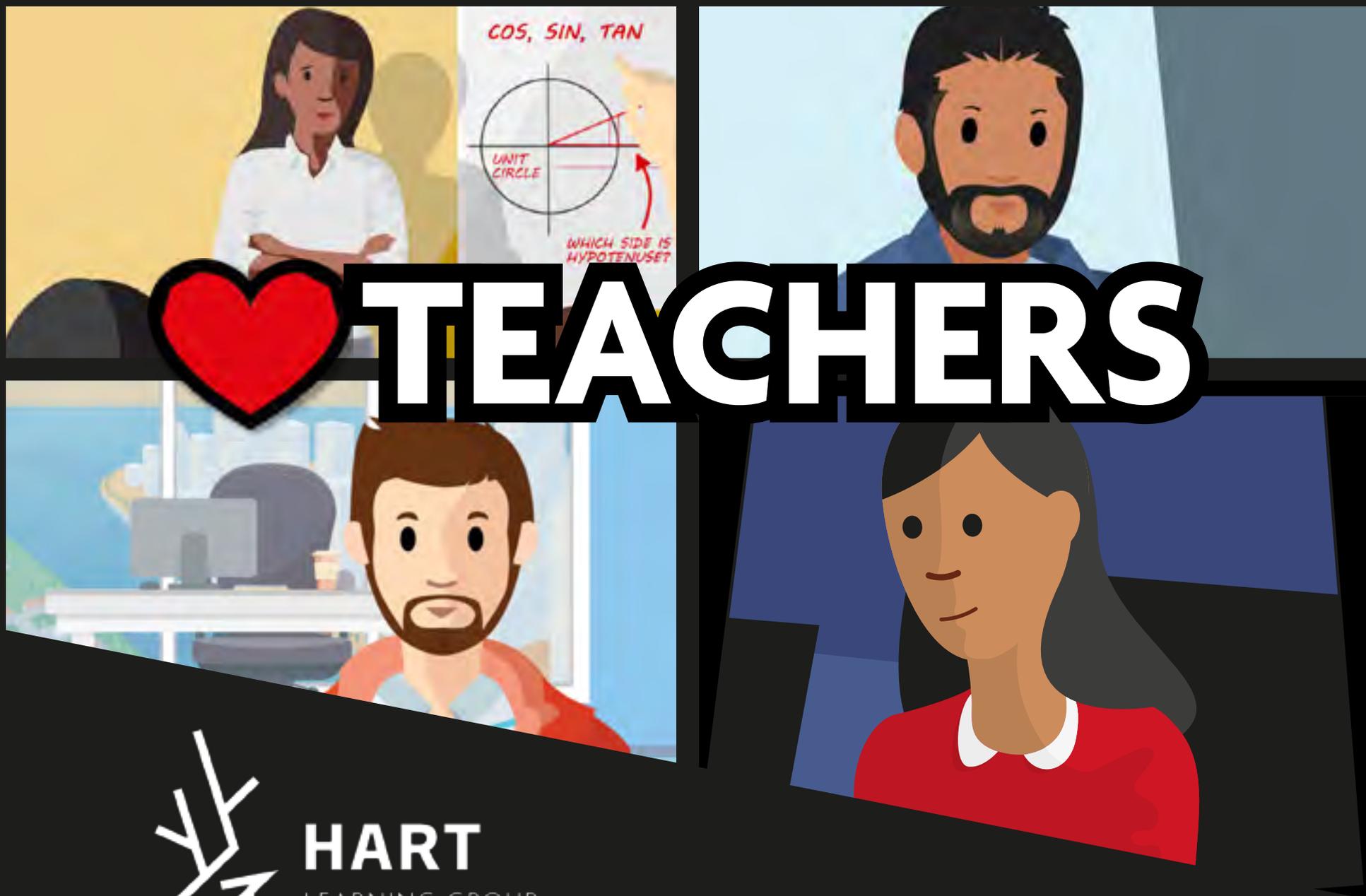


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CAS1
Fixed Term - 24 months

Building on the University's leading reputation for professional and work-integrated learning, higher and degree apprenticeships, Middlesex aims to provide high quality higher education that meets the skills needs of employers while enhancing social mobility and access to the professions. We are looking for a high performing Apprenticeships and Skills Contracts Manager to be responsible for ensuring the effective development, management and monitoring of apprenticeship and skills related contracts with employers and other providers working with University Service Areas and Faculties.

The role will require external and internal liaison and communication to ensure that all apprenticeships and skills related contracts are compliant with required regulation and funding rules. This will include working with University Registry, internal and (where required) external legal advisers, Finance, Quality, Academic Partnership, Marketing and Communications teams as well as Faculties. It will also include working with employers and other main providers and/or sub-contracted providers and/or apprentice assessment organisations.

You will have the capability to develop, manage and monitor apprenticeships and skills contracts that are compliant with required regulation and funding rules as well as all due diligence requirements. You will be able to liaise effectively with Faculty teams to ensure that all contracts are developed in accordance with the agreed business case for delivering apprenticeships and skills provision. You will also be able to develop and deliver effective training for University Service and Faculty staff regarding contracting requirements for apprenticeships and skills provision. You will need to be able to report on and oversee the quality of contract management services, to respond to identified issues to ensure that the University's, employer and partner needs are being met effectively.

If you have any specific questions on this job please contact Darryll Bravenboer on (020) 8411 5479.

To apply please visit the Middlesex University website.

Closing Date: 21st November 2017



Middlesex University is working towards equality of opportunity.



Apprenticeships and Skills Operations Manager

Salary: £36,794 - £42,266 per annum
CAS2
Fixed Term- 24 months

Building on the University's leading reputation for professional and work-integrated learning, higher and degree apprenticeships, Middlesex aims to provide high quality higher education that meets the skills needs of employers while enhancing social mobility and access to the professions. We are looking for a high performing Apprenticeships and Skills Operations Manager to be responsible for ensuring the effective operation, coordination, development and quality enhancement of University Services Area systems and procedures to support the development and delivery of higher and degree apprenticeships and other skills related provision.

You will require excellent organisational, liaison, cross-functional team working and communication skills to ensure that the University's provision of apprenticeships and skills is of high quality. This will include working with University Registry, Finance, Quality, Academic Partnership, Marketing and Communications teams as well as Faculties. It will also include working with employers and other main providers and/or sub-contracted providers and/or

apprentice assessment organisations to ensure that the University's provision is meeting employer needs and compliant with required regulation.

You will have the capability to prepare, plan, implement effective operational systems and procedures bringing to bear your knowledge and experience of apprenticeships and skills related provision. You will also have responsibility for the development and delivery effective training for University Service and Faculty staff to support the implementation of new systems and procedures. You will need to demonstrate a positive and proactive mindset that supports ongoing quality enhancement of the University's provision while managing and addressing issues that are identified responsively and effectively.

If you have further questions about this exciting opportunity please contact Darryll Bravenboer on d.bravenboer@mdx.ac.uk

To apply please visit the Middlesex University website.

Closing Date: 21st November 2017



Middlesex University is working towards equality of opportunity.

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<https://cityofbristolleadership.fea.co.uk> Early confidential discussions are encouraged.
Please contact Samantha.Bunn@fea.co.uk or call **01454 617707**.

Closing date for both roles:

Friday 24th November 2017 at noon

Interview Dates:

Vice Principal: Monday 4th and Tuesday 5th December 2017
Assistant Director: Monday 11th December 2017



EXPERTS

Dear Dr Sue



Dr Sue, director of policy and external relations at Hoxley, answers your questions on college governance, backed by her experience as principal of Canterbury College and in senior civil service posts in education and skills.

Q1: DEVOLUTION

What can governors do to reassure staff about their jobs as we move to funding devolution?

Answer:

Although devolution to combined authorities doesn't come in until 2019/20 and covers only eight areas, it amounts to half the students and half the total national adult education budget. It will touch not only all colleges and providers in the CAs, but also those who border on a CA or work nationally.

I understand why staff and managers are concerned. They know CA strategic planning really needs to happen this winter. Prospectuses for the 2019/20 academic year would normally be ready in the year before enrolment, and devolved areas need to be in a position to say what they will be commissioning in the spring of 2018. Without plans in place, staff will feel vulnerable.

The other major concern is the impact on financial viability for a whole college, provider or service. Although only the AEB is being devolved to CAs, most colleges operate a mixed model, where programmes are only viable to run if both adult and young people's funding is available.

It is important as governors for you to ensure there is early dialogue with the relevant CAs and start to assess risk and impact immediately.

Q2: LOBBYING

With the current environment, it seems most of what matters is outside our control. How can we influence higher authorities to make sure we have been heard?

Answer:

Setting the strategic vision is a vital for governors and to do that effectively you really need not only to understand the national policy landscape but also your local requirements.

“

Advocacy should be seen as an important tool for a 21st century governing body

It is your role to ensure your institution's plan and education offer meets the needs of your locality. If there are rules in the system, or barriers to doing what is needed, they need to be flagged up to the government, either directly or through your representative bodies. If that doesn't work, talk to your MP.

It is for you to lead the skills agenda, and advocacy should be seen as an important characteristic of a 21st century governing body.

Q3: T-LEVELS

I'm beginning to believe all T-levels will do is reduce the number of students on A-levels and displace BTECs. This might improve the technical brand image, but what's in it for students without five good GCSEs?

Answer:

I think the direct answer is not much! Many of us have been here before, but previous attempts to ensure parity between academic and vocational routes have understood the need for a proper progression route and allowed those who were failed by the secondary school system to regroup and start afresh on a level two or even a level one vocational route.

Like you, I think more work needs to be done on working out who are the client group for this award. At present, it looks like T-levels are just for those with five to eight good GCSEs including maths and English, who want an alternative to A-levels. This is fine, but really, can we afford to spread these students thinly, which will result in inefficient class sizes, and would not they not do just as well in their future careers by doing A-levels?

What I would like to see is as much energy and resource going into supporting the 40 per cent of young people who will not be eligible for T-levels. The present offer of traineeships and a transition year is not sufficiently intensive or resourced.



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EXPERTS

ROB
MAYCEO, the Association of
Business Executives

When is an apprenticeship not an apprenticeship?

Simply put, there are too many pathways, says Rob May, and they're more than likely too specialised to be truly useful

More than a few people in the sector believe that multiple regulators and a lack of standardisation will fundamentally undermine the apprenticeship reform programme. It's an opinion I've shared in the past, but I'm now starting to reconsider.

We need an elementary reframing of what an apprenticeship actually is, and, importantly, what it isn't. The definition varies, and the one offered on gov.uk lacks any razzmatazz: "Apprenticeships combine practical training in a job with study." That's true, but as an explanation it neglects the helpful, subtle distinction that separates apprenticeships from other forms of vocational learning.

An apprenticeship is when someone is learning under a master in a particular field. It describes a relationship, not an outcome. Leonardo Da Vinci served as an apprentice, and so did Benjamin Franklin, although there were no "gateways", EPAOs or 20-per-cent off-the-job training rules in their day!

That's because, unlike A-levels, applied generals or GCSEs, an apprenticeship is a concept, not a product.

An apprenticeship is a psychological and cultural contract, the terms of which are often implied on the basis of custom, or a tradition of usage. It's a dynamic approach to industrial continuity and evolution.

So, it's not really surprising to see trailblazers, employers and trade bodies interpret apprenticeship content, assessment and regulation very differently. Industries have evolved their understanding of apprenticeships over centuries and now they've been asked to codify the concept as a "product". We've seen an army of designers each bring divergent wisdoms about what an apprenticeship actually is and how it should be configured, but they often show no real understanding of the robotic assessment pipeline into which they stuff their reworking of the concept.

The government was right to throw open the drafting of new standards to industry, but it is now funnelling apprenticeship delivery and assessment into a market that relies heavily on consistency, coherence and cohesion to ensure public confidence in the education system.

This is a system that is used to commodified qualifications, linear progression and performance tables, and above all to reliable, comparable assessment. Equating academic levels with levels of apprenticeship only

adds to the potential for the implosion of the system, and it's not how parity of esteem is achieved. We must recognise that there are different, equally valid ways of learning, with different rules. The idea that one institution can regulate an increasingly atomised learning environment is fallacious.

Arguably, apprenticeships are not subject to the same natural laws as qualifications, but likewise, not every qualification can become an apprenticeship, as this risks stripping away the very thing which determines distinctiveness. Some trailblazers seem intent on transforming anything they touch into apprenticeships when they are clearly not.

My dad undertook his carpentry apprenticeship in 1960. It lasted five years and led to a broad range of occupational possibilities. But some of today's apprenticeship standards are way too job-specific; for example 'mineral weighbridge operator', or 'electronic door opener'. With respect, these are not apprenticeships; they are specific jobs requiring specific, contained training. There may be transferable skills involved, but enough to become a specialist in a trade? Doubtful.

So, the answer to the question, when is an apprenticeship not an apprenticeship, is, unfortunately: most of the time.

Addressing the complexities of the vocational education system by making

“An apprenticeship is a psychological and cultural contract”

everything "an apprenticeship" won't work, and dilutes the value of the concept in fields where it is a well-trodden pathway, in areas such as engineering, construction, tailoring and carpentry. To return credibility to the concept, some of these job-specific apprenticeship standards simply have to go.

In the world of apprenticeships, multiple accountabilities are unavoidable. Let's reassess how we think of the regulation landscape, stop resisting compromise and accept the inevitable, if accidental redesign of the technical education system.

Inspired by 'Skilling up for a future' at The Centre for Education Economics on 7 Nov

ADRIAN
ANDERSONCEO, the University Vocational
Awards Council

In defence of degree and higher apprenticeships

There's too much hearsay and negativity surrounding apprenticeships at levels six and seven, argues Adrian Anderson

Degree apprenticeships should be a roaring success: from a productivity perspective, the UK needs a high-skill economy. In the public sector, we need the new police officers, registered nurses and social workers degree apprenticeships will help train.

They will enhance social mobility by providing a much-needed debt-free, work-based progression route through higher education to technical, professional and managerial occupations. They knock on the head the English concept of the academic and vocational divide and raise the standing of the entire apprenticeship brand.

However, there are a few issues that could derail their growth.

First, we've still got an FE-first apprenticeship system. Neither the Institute for Apprenticeships nor the Education and Skills Funding Agency have much understanding of higher education, while they tend to see skills and apprenticeships as synonymous with FE.

This is stifling the development of degree apprenticeships and the ability of higher education providers to deliver the provision employers want.

No better example of this was the failure of the ESFA's first procurement for apprenticeship provision for non-levy paying employers, and its subsequent decision to fund providers on the basis of historic patterns of provision. It meant that HE institutions that were new providers delivering higher-level apprenticeships received negligible allocations. According to a study by the HE regulator HEFCE, it decimated the degree apprenticeships provision developed for non-levy payers, much of which was supported through the DfE's degree apprenticeship development fund. Indeed, only 13 per cent remained.

To ensure a balanced approach to the operational system in future, UVAC is calling for appropriate HE representation on all key ESFA committees, the IfA board, and for senior managers in the ESFA to be appointed with specific responsibility for higher and degree apprenticeships.

Second, there's currently a wobble in the implementation of apprenticeship policy. The levy was introduced under the Cameron administration to compel employers to invest in the training and development of their staff to raise productivity. Under the May administration, while the focus on productivity has remained, social mobility has

become an equally important policy objective. Degree apprenticeships fulfil both: they will help smash the level three glass ceiling by developing new work-based progression routes from advanced apprenticeships to technical, professional and managerial occupations.

“They knock on the head the English concept of the academic and vocational divide”

Third are the misplaced claims that employers will spend too much on degree apprenticeships. In 2015/16, 58 per cent of apprenticeship starts were at level two, 38 per cent at level three, and five per cent at four and five. Only 0.2 per cent took place at levels six and seven. The top five frameworks by take-up were health and social care, business administration, management, hospitality and catering, and customer service.

Isn't this pattern of provision for a skills and productivity programme at best questionable? Where's the STEM provision, the technical provision at levels four and five, let alone the managerial and professional provision at six or seven? Don't we want to support employers in developing the higher-level skills of their employees?

Fourth, there is a flimsy claim frequently made that degree apprenticeships will be hijacked by the middle classes as a debt-free route through higher education. Perhaps here we should make the point that apprenticeships should be a desirable option for the children of parents of all socioeconomic classes. I'd also add, though, that UVAC is working with several trailblazers developing standards for some very significant occupations, focused on targeting people in work who haven't previously had the opportunity to progress to professional occupations.

Finally, we should be positive about the changing focus of apprenticeships. Government should celebrate the success of the apprenticeship reforms; the focus of trailblazers on the development of apprenticeships in areas where there are real skills gaps and shortages and the prestige of new higher and degree apprenticeships, which will positively transform the perception of the apprenticeship brand England-wide.

EXPERTS

Why should the corporate world of mergers, cartels and market abuses apply to those teaching and training young people? Lindsay Draffan explains

I was rather surprised by the number of times the words “competition” and “competitors” were used at the recent FAB conference in Leicester.

I didn't expect that. Neither did I expect references to “collaboration”, “market dynamics” or difficulties for new entrants against the relative comfort for more established players.

What was lacking, however, was any mention of competition law as a means to help a) establish a level playing field for those providing educational services and b) choice, quality and innovation, all at a reasonable price for the learner.

What does competition law have to do with FE?

In a nutshell, competition law regulates the activities of those offering services (or goods) for the benefit of the consumer. So a training provider offering an FE course for a fee must comply with competition law. To price-fix a course with a competing provider, for example, is a complete no-no.

In exactly the same way, awarding organisations must comply when they carry out their business activities. And those with the good fortune of holding a leading market position, usually 40 per cent or more, must not try to prevent a rival from offering a competing product. That can happen through abusive



LINDSAY DRAFFAN

Senior Associate,
Bates Wells Braithwaite

What FE needs to know about competition law

behaviour in related markets, not just in the award process itself. You might think it's a great tactic to make sure your competitors cannot get their materials to print due to a network of exclusivity with publishers, but it's highly unlikely the competition authorities would agree!

What are the penalties for anti-competitive behaviour?

The law penalises anti-competitive agreements with fines based on annual turnover, and the severity and duration of the infringement. The maximum financial penalty is 10 per cent of worldwide turnover, not just that generated in the UK. The same goes for abusing a dominant position.

In addition to unlimited fines, the cartel offence (usually price-fixing between

competitors) also carries potential criminal penalties for individuals of up to five years' imprisonment, and 15 years' disqualification as a director.

“
Your gut instinct can go a long way

Competition law also includes merger control, where merging or acquiring competitors can be reviewed for approval or prohibition by the Competition and Markets Authority (CMA), should certain turnover or market-share thresholds be met. In the current climate of amalgamation, merger control is highly relevant, although reviews are carried

out in the context of many factors, including market conditions, financial sustainability and sometimes unavoidable “direction” from local government.

How can we tell if we're breaking the law?

It is a complex area of law with a firm economic basis that often sits outside the comfort zone of many competent professionals. Nevertheless, when I am asked questions about whether a commercial agreement or behaviour is on the right side of the law, I tend to ask whether an organisation would be happy for their agreements or behaviour (confidentiality aside) to appear in the local or national newspapers. Your gut instinct can go a long way, and so can being transparent, objective and non-discriminatory in your commercial direction and relations with others in the sector, whether they're a competing organisation or active at a different level.

There is, however, no magic remedy other than being compliant. You can't really ask the CMA for help – this has been a self-assessment regime since 2000. You have to make sure you understand as best you can what is and isn't permitted (ask a friendly lawyer for assistance if need be). Compliance is also a useful exercise if you believe your competitors are not playing by the rules.

From the first foray into the price-fixing of school fees many moons ago, to the recent shaming of the Law Society which abused its position as a combined AO and training provider, the competition authorities and courts are more than capable of tackling the education sector. The time has come to educate yourself.

NOT TO BE MISSED

UPCOMING EVENTS

APPRENTICESHIP FUNDING - CRITICAL UPDATE SIX MONTHS IN

LIVERPOOL

DATE: 29 NOVEMBER 2017
TIME: 10:00 - 15:30

LONDON

DATE: 4 DECEMBER 2017
TIME: 10:00 - 15:30

BIRMINGHAM

DATE: 5 DECEMBER 2017
TIME: 10:00 - 15:30

YORK

DATE: 13 DECEMBER 2017
TIME: 10:00 - 15:30

Places are expected to go fast, so register now to avoid disappointment. The fee is £265+ VAT per delegate (no limit per organisation).

FE Week gold members will receive £50 off the cost of this event (gold membership must be in the delegates name).

Register now at no risk (full refund for cancellations 7 days or more before the event) as this event has been fully booked in the past.

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CAMPUS ROUND-UP *with Samantha King*



Mark Hammans, centre, with the student team

From Mansfield to the Gambia... by ambulance

Motor vehicle engineering students are helping to renovate two ambulances, which are to be driven over 3,000 miles to west Africa.

The group of 11 students from West Nottinghamshire College will prepare the vehicles for a 3,390-mile drive across France and Spain into Gibraltar, which will then cross the sea to Tangiers, traversing Morocco and entering the Gambia as part of the Aid2Gambia project.

Led by former police sergeant Mark Hammans, the project aims to provide people in the Gambia with medical supplies, books and stationery – and ambulances are next on his list.

“Once we deliver the ambulances we’re

hoping that they will be self-funded and put to great use helping ladies who are in difficult labour get to a safe environment, as the mortality rate there is very poor,” he explained.

“We’ve already driven ambulances to the Gambia before, so we know it can be done. We’re really grateful for the students’ help on the vehicles.”

The ambulances were paid for with fundraising by Aid2Gambia staff, and dropped off at the college for the necessary repairs.

“It’s great to be involved in this project as it’s going to help people less fortunate. It’s something different for us to work on in the engineering workshop,” said level three student Simon Wicks.

Transport issues dominate student SEND parliament



Harvey Duncan at the Natspec Student Voice Parliament

Students with disabilities and learning difficulties came together in Coventry for the second meeting of the Student Voice Parliament.

The event, organised by Natspec, a membership organisation for specialist colleges and independent providers, gives students a chance to raise awareness of the issues that are affecting them in their studies.

Concerns centred on accessibility and transport on the commute to college, and there was lively debate on how to make sure taxis use the appropriate safety belts on wheelchairs.

Two students from Hereward College, Harvey Duncan and Callum Klapyti, spoke of a campaign they have launched to stop people parking on pavements in Coventry.

“We’re trying to raise awareness for people to think before they actually park on a pavement because it creates a danger for people who use wheelchairs and people cannot see,” Mr Klapyti explained.

Twenty students from nine specialist colleges attended the event, which met for the first time in June.

“The voice of students with disabilities and learning difficulties is too often forgotten about,” said Emily Chapman, the NUS vice president for FE. “I’m here to speak to them directly and make sure we get their voices heard.”

Durham’s new dementia café



Students, staff, friends and family post-walk

Health and social care students have raised over £850 to help set up a dementia café service at New College Durham with a sponsored memory walk.

Around 70 people including staff and students, and their friends and family, took part in the 1.6-mile walk on the perimeter of County Durham’s Beamish Museum.

Some of the funds will be used to set up a dementia café service for two hours a month at the college’s Café 50 with the support of the Alzheimer’s Society, and the rest will be directly donated to the charity.

The café will help reduce isolation for

those suffering from the degenerative disease, and it will provide opportunities to socialise, while guest speakers will come to offer advice and information to carers.

“The Dementia Café project will provide an excellent opportunity for our students to work in partnership with the local community and gain hands-on experience of working closely with individuals with a diagnosis of dementia and see the impact it has on their lives, and the lives of their family,” said Helen Owen, head of school for health, care and public services at the college.



Winner Rebecca Nash

Climate change? There’s an app for that

A student from West Herts College emerged victorious in a competition to make an app teaching children about climate change.

The College App Challenge, hosted by Whipsnade Zoo, asked students from local colleges to create an interactive app educating key stage 3 and 4 pupils on the topic, which they then had to present before a panel of judges.

Rebecca Nash was chosen as the winner for her Eco Earth app, which featured an animated map students could click on to explore different ecosystems and find out how greenhouse gases are produced.

She will present the app to school pupils taking part in the zoo’s ‘Climate Change and Animals’ education session in the coming weeks.

Five teams from across Aylesbury College and West Herts College took part in the challenge.

“Given the fact that they had other college projects to carry out simultaneously, they did a great job,” said Michelle Lindson, the zoo’s discovery and learning officer. “Particular teams showed huge dedication to the project, working into the night and at weekends, which really showed when they presented their apps.”

CAMPUS ROUND-UP *with Samantha King*FEATURED
CAMPUS
ROUND-UP

Justine, Justine, please don't take our money

The principal and chief executive of a further education college has found viral fame with a unique cover of Dolly Parton's hit song 'Jolene', reports Samantha King.

Substituting the name of the current education secretary into the incredibly famous country song, self-professed Dolly Parton fan Ian Pryce, who heads up Bedford College, is using his platform to demand fairer funding for the further education sector.

Replacing the name Jolene with Justine in the song, Mr Pryce hopes his cover will encourage Justine Greening to make more money available to FE.

His cover version includes lines such as "We may not all deserve respect/ and in that you might be quite correct/ but we're not as bad as LearnDirect" and "You could get to number 10/ but then we might get Gove again/ you're the only one for us, Justine", and was released online just in time for the Association of Colleges' annual conference.

"People are usually curious if you write about them, so this seemed a humorous way to get the serious AoC view heard. I also thought it might raise a smile after a long year, in time for our conference," Mr Pryce said. "The reaction has been fantastic and so positive. My kids think it's hilarious."

Now the song, which was recorded during



a Friday lunch break, has spread across Twitter, racking up hundreds of likes, shares, and messages of support from leaders in the FE sector since

it was uploaded to the music streaming platform SoundCloud earlier this week.

"I asked our technicians if they would give up their lunch break to record it quickly on Friday and they did a great job," he laughed.

Mr Pryce even donned a blonde wig, a

pink cowboy hat and a dress to perform a live rendition of the cover to delegates at the AoC conference on Tuesday night.

Despite its unexpected success, he won't be leaving Bedford College any time soon to pursue a full-time music career.

"I don't think I'll give up the day job just yet, though, as it's always the difficult follow-up single that is make or break!" he

 Ian Pryce CBE
@ipryce

This is getting out of hand now! Must be a slow news day



Dolly Parton song in college cash plea

A college principal uses country classic Jolene to beg Justine Greening for "fairer" treatment.

3:55 PM - 13 Nov 2017

said.

"Of course I'm expecting Justine to respond in kind. She's an impressive and talented politician. 'I Will Always Love You' would be a good response to the sector."

Do you want to be in Campus Round-up?

If you have a story you'd like to see featured in campus round-up, get in touch by emailing samantha.king@feweek.co.uk



Sue Noyes

Chair of governors,
Coventry College

Start date January 2018

Previous job

Chief executive of the East Midlands Ambulance Service

Interesting fact

Sue was part of a world record attempt for the most people taking part in an air guitar session in Sheffield. The song was 'The Pretender' by the Foo Fighters.



Claire Boliver

Principal and chief executive,
South Staffordshire College

Start date 2018 (month TBC)

Previous job

Principal and chief executive of City of Wolverhampton College

Interesting fact

Claire began her career in FE on a teaching placement at South Staffordshire College, where she now returns.



Beth Curtis

Head of business development and
strategy, Protocol Excellence in FE

Start date November 2017

Previous job

Head of partnerships and communications at the National College for High Speed Rail

Interesting fact

Beth swam with whale sharks in Mexico earlier this year.



Dr Graham Cory

CEO, Institution of Fire Engineers

Start date November 2017

Previous job

CEO, British Horse Society

Interesting fact

Graham's career has ranged from roles in finance to international aviation.



Andy Tuscher

Chair, DN Colleges Group

Start date October 2017

Previous job

Director for national defence industries at the EEF (ongoing)

Interesting fact

Andy coaches junior rugby with the Newark Rugby Union Football Club.

Movers & Shakers

...

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

NICDEX 2017

Exeter College is the best in the country – again

PIPPA ALLEN-KINROSS
@PIPPA_AK

Exeter College reigns supreme as the best college in the country for the second year running in FE Week's exclusive league table.

This year's NICDEX gave 202 colleges a score of up to 40, with 10 marks available in four categories: learner satisfaction, employer satisfaction, 16-to-18 positive progression and adults into employment.

The league table was devised last year by Nick Linford, FE Week's editor and a former director of performance at Lewisham College, based on key criteria published by the Department for Education. Methodology is explained below and over the following four pages.

Exeter College, which was led by Richard Atkins until he retired in March 2016 and

became FE commissioner, topped of the leader board with an impressive score of 35, scooping a perfect 10 for employer satisfaction and nine out of 10 for both learner satisfaction and 16-to-18 positive progression.

The college's principal and chief executive John Laramy said he was "delighted" that it was top two years running, and thanked everyone "involved with or connected to" the college for their "engagement and support".

"Our success is not down to luck. We have amazing students, great partners, committed employers, exceptional staff and astute governors," he said.

Second place was shared by Kendal College, Barnsley College, Petroc in Devon, and Northampton College.

All four came in just one point behind Exeter with a score of 34.

Both Kendal and Barnsley received full marks for learner and employer satisfaction,

but Kendal dropped marks on 16-to-18 destinations and Barnsley on adults into employment.

Barnsley's principal and chief executive, Christopher Webb, described the ranking as a "fantastic achievement" and "an accolade the whole college can be proud of" after it climbed from joint third in last year's inaugural table.

"We work exceptionally hard to ensure our students enjoy their time with us and progress to higher education or employment, and we are continuing to build strong working relationships with all of our stakeholders," he said.

"To be ranked second in the country means we are definitely doing something right."

Kendal's principal Graham Wilkinson said the college was "delighted" with the result, after it was also ranked joint second last year.

"We appreciate the views of both our employers and students and are very proud of our sustained destination data and our strong record of ensuring local unemployed students' progress to long-term employment," he said.

Petroc improved this year, after it came



L-R: Nick Linford, editor of FE Week with John Laramy, principal of Exeter College in Birmingham at the launch of NICDEX 2017

joint seventh in 2016, receiving a perfect score for employer satisfaction and nine out of 10 for 16-to-18 destinations.

Petroc's principal and chief executive, Diane Dimond, said she was "delighted" to be joint second, and congratulated Exeter College, saying "we are pleased to see Devon colleges leading the way nationally".

"At Petroc we are all absolutely committed to delivering excellent teaching and learning experience and outcomes for all of our students. It is great to see our staff team's hard work recognised," she added.

Northampton College received 10 points for learner satisfaction and nines in employer satisfaction and 16-to-18 destinations, but was not available for comment.

Explained: our league table and points-based method

NICK LINFORD
@NICKLINFORD

The NICDEX is back! After a successful inaugural edition launched at the annual AoC conference last year, we return with a new and improved college league table.

The government has legislated to improve the way it reports learner destination data, and this year I've replaced the apprenticeship allocation score with a new DfE measure on the percentage of young learners (at key stage 5) progressing positively into further learning, an apprenticeship or work.

The overall score for each college is based

on a balanced scorecard approach, covering satisfaction and progression.

It was what the Framework for Excellence had been intended to be, but it lost its way as it morphed into a simple satisfaction survey through FE Choices.

For those wondering why I have chosen not to include qualification achievement rates, it is well recognised that an overall all-age, level and sector-achievement rate tells you little to nothing about how good a college is.

I've also chosen not to include Ofsted grades in the NICDEX because they represent a snapshot in time, and many colleges go long periods without a visit.

See more coverage in next edition of *FE Week*.

Learner satisfaction (p12)	Average learners	Average satisfaction
	1,058	80.5%
Employer satisfaction (p13)	Average employers	Average satisfaction
	135	83%
16-18 positive progression (p14)	Average learners	Average positive progression
	533	85%
Adults into employment (p15)	Average learners	Average progression into work
	972	48%

	Bonus points	0	1	2	3	4	5	6	7	8
Learner satisfaction (p12)	2 for more than 500 learners	under 65% or not recorded	65% to 67%	68% to 70%	71% to 73%	74% to 76%	77% to 80%	81% to 84%	85% to 89%	90% and above
Point spread across 202 colleges		27	2	7	12	28	33	43	33	17

	Bonus points	0	1	2	3	4	5	6	7	8
Employer satisfaction (p13)	2 for more than 100 employers	under 65% or not recorded	65% to 67%	68% to 70%	71% to 73%	74% to 76%	77% to 80%	81% to 84%	85% to 89%	90% and above
Point spread across 202 colleges		16	9	10	6	8	26	26	42	59

	Bonus points	0	1	2	3	4	5	6	7	8
16-18 positive progression (p14)	1 for 250 to 399 and 2 for more than 400 learners	under 70%	71% to 73%	74% to 76%	77% to 79%	80% to 82%	83% to 85%	86% to 88%	89% to 91%	92% and above
Point spread across 202 colleges		0	4	7	11	15	53	64	41	7

	Bonus points	0	1	2	3	4	5	6	7	8
Adults into employment (p15)	1 for 250 to 499 and 2 for more than 500 learners	under 30% or not recorded	30% to 34%	35% to 39%	40% to 44%	45% to 49%	50% to 54%	55% to 59%	60% to 64%	65% or more
Point spread across 202 colleges		3	2	14	40	65	43	20	9	6

NIGDEX 2017

OVERALL COLLEGE LEAGUE TABLE

The points system is based on publicly available data published by the government (see pages 12-15) and the methodology is explained in detail on page 10. It was devised by Nick Linford, a former director of performance at Lewisham College and the current editor of FE Week, in an attempt to design a balanced scorecard league table for colleges, as originally planned as part of the government's original Framework for Excellence. Where no performance information is available, zero points have been awarded. We would very much like your views on this approach to this type of league table, so send your thoughts to news@feweek.co.uk

COLLEGE	Learner sat'	Employer sat'	16-18 dest'	Adult dest'	Total points	COLLEGE	Learner sat'	Employer sat'	16-18 dest'	Adult dest'	Total points	COLLEGE	Learner sat'	Employer sat'	16-18 dest'	Adult dest'	Total points
EXETER COLLEGE	9	10	9	7	35	ISLE OF WIGHT COLLEGE	9	10	5	5	29	THE CITY OF LIVERPOOL COLLEGE	6	6	7	5	24
BARNSELY COLLEGE	10	10	8	6	34	KNOWSLEY COMMUNITY COLLEGE	9	10	5	5	29	TRESHAM COLLEGE	6	4	8	6	24
KENDAL COLLEGE	10	10	6	8	34	LEEDS CITY COLLEGE	9	8	7	5	29	WAKEFIELD COLLEGE	6	5	7	6	24
NORTHAMPTON COLLEGE	10	9	9	6	34	NORTH KENT COLLEGE	8	8	7	6	29	AYLESBURY COLLEGE	6	4	8	5	23
PETROC	8	10	9	7	34	NORTH LINDSEY COLLEGE	8	8	7	6	29	BOURNMOUTH AND POOLE COLLEGE	7	5	7	4	23
CITY COLLEGE PLYMOUTH	10	10	7	6	33	TELFORD COLLEGE OF ARTS & TECHNOLOGY	8	9	5	7	29	BROMLEY COLLEGE	4	6	5	8	23
DONCASTER COLLEGE	8	10	7	8	33	TRURO AND PENWITH COLLEGE	10	5	8	6	29	HERTFORD REGIONAL COLLEGE	5	2	8	8	23
DUDLEY COLLEGE	9	10	9	5	33	ACTIVATE LEARNING	6	8	9	5	28	MACCLESFIELD COLLEGE	7	4	7	5	23
EAST SURREY COLLEGE	9	10	8	6	33	BIRMINGHAM METROPOLITAN COLLEGE	7	8	8	5	28	REDBRIDGE COLLEGE	0	10	6	7	23
EASTLEIGH COLLEGE	9	9	8	7	33	BRACKNELL AND WOKINGHAM COLLEGE	9	8	7	4	28	SOUTH & CITY COLLEGE BIRMINGHAM	8	9	3	3	23
FARNBOROUGH COLLEGE OF TECHNOLOGY	9	8	9	7	33	BROCKENHURST COLLEGE	8	6	8	6	28	SOUTH ESSEX COLLEGE	0	8	8	7	23
NEW COLLEGE SWINDON	7	9	10	7	33	CANTERBURY COLLEGE	8	10	6	4	28	STRODE COLLEGE	0	9	8	6	23
RIVERSIDE COLLEGE	9	10	8	6	33	COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON	10	10	3	5	28	WEYMOUTH COLLEGE	6	6	6	5	23
SUNDERLAND COLLEGE	9	9	8	7	33	HARLOW COLLEGE	8	7	8	5	28	BURTON AND SOUTH DERBYSHIRE COLLEGE	5	2	8	7	22
TRAFFORD COLLEGE	7	9	9	8	33	LAKES COLLEGE WEST CUMBRIA	7	10	6	5	28	GRIMSBY INSTITUTE	0	10	6	6	22
WIGAN AND LEIGH COLLEGE	9	10	8	6	33	LANCASTER AND MORECAMBE COLLEGE	8	10	5	5	28	GUILDFORD COLLEGE	7	0	7	8	22
BATH COLLEGE	8	10	8	6	32	MIDDLESBROUGH COLLEGE	9	7	7	5	28	HARROW COLLEGE	8	2	6	6	22
BEDFORD COLLEGE	8	8	9	7	32	NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	7	7	7	7	28	HEART OF WORCESTERSHIRE COLLEGE	1	5	9	7	22
CHESTERFIELD COLLEGE	8	9	8	7	32	PETERBOROUGH REGIONAL COLLEGE	5	9	7	7	28	NEWBURY COLLEGE	8	1	7	6	22
KIRKLEES COLLEGE	9	10	8	5	32	SOUTH CHESHIRE COLLEGE	6	9	9	4	28	STRATFORD-UPON-AVON COLLEGE	2	5	7	8	22
NEW COLLEGE NOTTINGHAM (NCN)	8	9	8	7	32	SOUTH DOWNS COLLEGE	7	7	9	5	28	AMERSHAM & WYCOMBE COLLEGE	6	3	6	6	21
NEWCASTLE-UNDER-LYME COLLEGE (NULC)	9	9	9	5	32	THE COLLEGE OF WEST ANGLIA	4	8	8	8	28	CENTRAL SUSSEX COLLEGE	5	1	9	6	21
SELBY COLLEGE	8	7	9	8	32	WARRINGTON COLLEGIATE	8	8	5	7	28	MID-KENT COLLEGE	2	7	7	5	21
SOUTH DEVON COLLEGE	10	10	6	6	32	WEST HERTS COLLEGE	8	6	8	6	28	RICHMOND UPON THAMES COLLEGE	4	7	7	3	21
WALSALL COLLEGE	9	9	7	7	32	WEST SUFFOLK COLLEGE	7	7	9	5	28	ST HELENS COLLEGE	8	1	7	5	21
WEST NOTTINGHAMSHIRE COLLEGE	9	7	9	7	32	BOURNVILLE COLLEGE	6	7	7	7	27	CITY OF BRISTOL COLLEGE	4	3	7	6	20
WESTON COLLEGE	10	10	8	4	32	BURY COLLEGE	7	7	7	6	27	LEEDS COLLEGE OF BUILDING	7	6	1	6	20
BARNET & SOUTHGATE COLLEGE	8	10	8	5	31	CALDERDALE COLLEGE	7	8	7	5	27	NEW COLLEGE STAMFORD	0	5	9	6	20
BRADFORD COLLEGE	9	10	8	4	31	CRAVEN COLLEGE	6	8	6	7	27	NORTHUMBERLAND COLLEGE	7	4	4	5	20
BURNLEY COLLEGE	9	10	8	4	31	DERBY COLLEGE	8	5	8	6	27	CENTRAL BEDFORDSHIRE COLLEGE	6	5	5	3	19
CHICHESTER COLLEGE	9	5	9	8	31	DERWENTSIDE COLLEGE	10	10	1	6	27	EALING, HAMMERSMITH & WEST LONDON COLLEGE	7	1	6	5	19
CITY OF WOLVERHAMPTON COLLEGE	10	10	5	6	31	FAREHAM COLLEGE	8	9	6	4	27	MILTON KEYNES COLLEGE	0	9	8	2	19
DARLINGTON COLLEGE	9	10	6	6	31	GREAT YARMOUTH COLLEGE	8	7	6	6	27	NEWHAM COLLEGE	0	9	5	5	19
GLOUCESTERSHIRE COLLEGE	6	10	8	7	31	HULL COLLEGE	8	10	5	4	27	SOUTH THAMES COLLEGE	0	6	7	6	19
HEREFORDSHIRE AND LUDLOW COLLEGE	10	7	6	8	31	KENSINGTON AND CHELSEA COLLEGE	8	8	5	6	27	STEPHENSON COLLEGE	5	0	5	9	19
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	8	10	6	7	31	LINCOLN COLLEGE	6	7	8	6	27	WIRRAL METROPOLITAN COLLEGE	0	6	5	8	19
PRESTON COLLEGE	8	10	7	6	31	RUNSHAW COLLEGE	0	10	10	7	27	EAST RIDING COLLEGE	0	10	4	4	18
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	6	10	9	6	31	WILTSHIRE COLLEGE	6	6	9	6	27	GRANTHAM COLLEGE	5	3	6	4	18
TYNE METROPOLITAN COLLEGE	8	10	9	4	31	BOSTON COLLEGE	9	5	6	6	26	LEWISHAM SOUTHWARK COLLEGE	8	0	4	6	18
ABINGDON AND WITNEY COLLEGE	9	10	7	4	30	CAMBRIDGE REGIONAL COLLEGE	7	2	8	9	26	MID-CHESHIRE COLLEGE	0	6	8	4	18
BLACKBURN COLLEGE	8	9	8	5	30	COLCHESTER INSTITUTE	7	6	7	6	26	STOCKPORT COLLEGE	0	6	6	6	18
BLACKPOOL AND THE FYLDE COLLEGE	9	10	6	5	30	DEARNE VALLEY COLLEGE	9	9	5	3	26	WEST KENT AND ASHFORD COLLEGE	7	2	5	4	18
BRIDGWATER COLLEGE	8	7	8	7	30	EAST KENT COLLEGE	7	7	7	5	26	BARKING AND DAGENHAM COLLEGE	5	2	5	5	17
CENTRAL COLLEGE NOTTINGHAM	8	8	8	6	30	FURNESS COLLEGE	6	10	6	4	26	CHELMSFORD COLLEGE	2	1	10	4	17
CITY COLLEGE BRIGHTON AND HOVE	7	9	8	6	30	LOUGHBOROUGH COLLEGE	4	6	9	7	26	CITY COLLEGE COVENTRY	6	0	6	5	17
CITY OF WESTMINSTER COLLEGE	7	10	8	5	30	RNN GROUP	8	9	4	5	26	EPPING FOREST COLLEGE	4	0	8	5	17
CORNWALL COLLEGE	7	10	7	6	30	SALFORD CITY COLLEGE	7	7	7	5	26	HIGHBURY COLLEGE PORTSMOUTH	6	0	5	6	17
EAST BERKSHIRE COLLEGE	8	9	7	6	30	SANDWELL COLLEGE	9	7	5	5	26	KINGSTON COLLEGE	1	6	7	3	17
NELSON AND COLNE COLLEGE	10	10	7	3	30	SHEFFIELD COLLEGE, THE	5	9	7	5	26	SEVIC COLLEGE	4	5	8	0	17
NEW COLLEGE DURHAM	10	9	6	5	30	SOUTH TYNESIDE COLLEGE	8	10	3	5	26	BROOKLANDS COLLEGE	3	0	8	5	16
NORTH HERTFORDSHIRE COLLEGE	5	9	9	7	30	SOUTHPORT COLLEGE	8	7	6	5	26	NORTH SHROPSHIRE COLLEGE	4	1	6	5	16
OAKLANDS COLLEGE	7	9	9	5	30	SUFFOLK NEW COLLEGE	6	5	9	6	26	MANCHESTER COLLEGE, THE	5	0	7	3	15
SOLIHULL COLLEGE	9	7	8	6	30	SUSSEX DOWNS COLLEGE	4	7	9	6	26	SOUTHAMPTON CITY COLLEGE	0	1	8	6	15
SOUTH STAFFORDSHIRE COLLEGE	7	10	7	6	30	SWINDON COLLEGE	0	10	9	7	26	STOCKTON RIVERSIDE COLLEGE	0	4	7	4	15
STOKE ON TRENT COLLEGE	9	9	6	6	30	TAMESIDE COLLEGE	7	8	6	5	26	CROYDON COLLEGE	0	2	5	7	14
SUSSEX COAST COLLEGE HASTINGS	9	8	7	6	30	THE OLDHAM COLLEGE	6	9	6	5	26	HUGH BAIRD COLLEGE	6	0	3	5	14
UXBRIDGE COLLEGE	7	10	7	6	30	TOWER HAMLETS COLLEGE	8	7	7	4	26	HUNTINGDONSHIRE REGIONAL COLLEGE	0	2	5	7	14
WEST CHESHIRE COLLEGE	6	10	7	7	30	WARWICKSHIRE COLLEGE	7	5	9	5	26	LEICESTER COLLEGE	0	0	8	6	14
WEST THAMES COLLEGE	7	10	7	6	30	BOLTON COLLEGE	8	10	3	4	25	WORTHING COLLEGE	5	0	9	0	14
YEovil COLLEGE	6	10	8	6	30	CARLISLE COLLEGE	7	4	7	7	25	BARNFIELD COLLEGE	2	0	5	6	13
YORK COLLEGE	6	7	9	8	30	CITY COLLEGE NORWICH	7	4	8	6	25	STANMORE COLLEGE	0	0	8	5	13
BASINGSTOKE COLLEGE OF TECHNOLOGY	6	8	9	6	29	HOPWOOD HALL COLLEGE	7	10	3	5	25	WALTHAM FOREST COLLEGE	0	7	1	5	13
COLLEGE OF NORTH WEST LONDON	8	10	6	5	29	SHIPLEY COLLEGE	9	7	3	6	25	REDCAR & CLEVELAND COLLEGE	0	2	6	4	12
EAST DURHAM COLLEGE	9	10	4	6	29	WESTMINSTER KINGSWAY COLLEGE	8	3	8	6	25	CARSHALTON COLLEGE	4	3	2	2	11
GATESHEAD COLLEGE	10	5	8	6	29	ACCRINGTON AND ROSSENDALE COLLEGE	8	9	2	5	24	LAMBETH COLLEGE	0	3	3	5	11
HALESOWEN COLLEGE	9	7	10	3	29	BISHOP AUCKLAND COLLEGE	10	6	3	5	24	LOWESTOFT COLLEGE	3	0	3	4	10
HARTLEPOOL COLLEGE	8	10	6	5	29	HENLEY COLLEGE COVENTRY	8	2	7	7	24						
HAVERING COLLEGE	7	9	5	8	29	NORTHBROOK COLLEGE SUSSEX	0	10	7	7	24						

COLLEGE LEARNER SATISFACTION LEAGUE TABLE

The figures on this table are taken from the FE Choices learner satisfaction survey taken between 2016 and 2017, published on July 13. The government says “the final score is based on the percentage of respondents who would recommend to family or friends”. Link to source data: <http://bit.ly/2t6gpdv>

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

COLLEGE	Learner responses	Satisfaction %	COLLEGE	Learner responses	Satisfaction %	COLLEGE	Learner responses	Satisfaction %
COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON	909	94.6	TOWER HAMLETS COLLEGE	1,409	83.0	FURNESS COLLEGE	692	75.5
CITY COLLEGE PLYMOUTH	690	93.9	WEST HERTS COLLEGE	1,260	82.9	BASINGSTOKE COLLEGE OF TECHNOLOGY	602	75.4
BARNSEY COLLEGE	663	93.1	BEDFORD COLLEGE	1,309	82.7	LOUGHBOROUGH COLLEGE	290	75.4
KENDAL COLLEGE	528	93.1	SOUTHPORT COLLEGE	701	82.7	SOUTH CHESHIRE COLLEGE	2,019	75.0
SOUTH DEVON COLLEGE	655	92.2	FAREHAM COLLEGE	754	82.6	THE CITY OF LIVERPOOL COLLEGE	717	74.9
NELSON AND COLNE COLLEGE	1,695	92.0	TYNE METROPOLITAN COLLEGE	878	82.6	WEST CHESHIRE COLLEGE	570	74.9
BISHOP AUCKLAND COLLEGE	1,027	91.9	HARTLEPOOL COLLEGE	802	82.5	AYLESBURY COLLEGE	749	74.8
NEW COLLEGE DURHAM	2,036	91.8	LANCASTER AND MORECAMBE COLLEGE	767	82.4	SUSSEX DOWNS COLLEGE	243	74.6
GATESHEAD COLLEGE	668	91.2	CHESTERFIELD COLLEGE	1,445	82.3	WAKEFIELD COLLEGE	922	74.6
TRURO AND PENWITH COLLEGE	1,150	90.5	TELFORD COLLEGE OF ARTS & TECHNOLOGY	1,096	82.3	CITY COLLEGE COVENTRY	715	74.4
ST HELENS COLLEGE	275	90.4	BROCKENHURST COLLEGE	844	82.1	GLOUCESTERSHIRE COLLEGE	1,034	74.3
CITY OF WOLVERHAMPTON COLLEGE	1,017	90.1	BRIDGWATER COLLEGE	1,372	81.9	THE OLDHAM COLLEGE	1,633	74.3
HEREFORDSHIRE AND LUDLOW COLLEGE	1,930	90.0	CANTERBURY COLLEGE	719	81.9	WILTSHIRE COLLEGE	1,105	74.2
NORTHAMPTON COLLEGE	713	89.9	NORTH LINDSEY COLLEGE	550	81.9	AMERSHAM & WYCOMBE COLLEGE	639	74.1
DERWENTSIDE COLLEGE	1,188	89.7	WARRINGTON COLLEGIATE	1,539	81.9	BOURNVILLE COLLEGE	1,228	74.0
KENSINGTON AND CHELSEA COLLEGE	254	89.6	HARROW COLLEGE	1,342	81.8	CARSHALTON COLLEGE	370	74.0
WESTON COLLEGE	2,057	89.5	NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	1,433	81.8	SUFFOLK NEW COLLEGE	1,150	74.0
SOLIHULL COLLEGE	882	89.3	EAST BERKSHIRE COLLEGE	1,069	81.5	RICHMOND UPON THAMES COLLEGE	273	73.8
EASTLEIGH COLLEGE	1,272	88.7	PETROC	1,482	81.4	BARKING AND DAGENHAM COLLEGE	817	73.4
SHIPLEY COLLEGE	650	88.3	BOLTON COLLEGE	816	81.3	NORTH HERTFORDSHIRE COLLEGE	1,056	73.3
BLACKPOOL AND THE FYLDE COLLEGE	838	88.2	WEYMOUTH COLLEGE	413	81.3	LOWESTOFT COLLEGE	246	73.1
WALSALL COLLEGE	1,199	87.9	DERBY COLLEGE	882	81.1	MANCHESTER COLLEGE, THE	567	73.0
LEEDS CITY COLLEGE	658	87.8	HARLOW COLLEGE	2,206	80.9	GRANTHAM COLLEGE	786	72.9
DEARNE VALLEY COLLEGE	691	87.7	NEWBURY COLLEGE	580	80.9	BURTON AND SOUTH DERBYSHIRE COLLEGE	1,195	72.6
WIGAN AND LEIGH COLLEGE	575	87.6	RNN GROUP	1,498	80.8	SHEFFIELD COLLEGE, THE	1,536	71.9
ABINGDON AND WITNEY COLLEGE	1,132	87.5	EALING, HAMMERSMITH & WEST LONDON COLLEGE	1,536	80.4	CENTRAL SUSSEX COLLEGE	640	71.4
EAST SURREY COLLEGE	510	87.4	NORTHUMBERLAND COLLEGE	618	80.4	STEPHENSON COLLEGE	633	71.4
ISLE OF WIGHT COLLEGE	607	87.4	SOUTH DOWNS COLLEGE	1,340	80.4	BROOKLANDS COLLEGE	204	71.2
RIVERSIDE COLLEGE	671	87.4	LEEDS COLLEGE OF BUILDING	737	80.3	HERTFORD REGIONAL COLLEGE	1,450	71.2
MIDDLESBROUGH COLLEGE	832	87.3	MACCLESFIELD COLLEGE	536	80.3	PETERBOROUGH REGIONAL COLLEGE	1,691	70.5
NEWCASTLE-UNDER-LYME COLLEGE (NULC)	1,264	87.3	WEST SUFFOLK COLLEGE	750	80.3	CITY OF BRISTOL COLLEGE	965	70.4
KIRKLEES COLLEGE	1,099	87.2	SOUTH STAFFORDSHIRE COLLEGE	1,217	80.2	BROMLEY COLLEGE	957	70.1
BRACKNELL AND WOKINGHAM COLLEGE	1,271	87.1	EAST KENT COLLEGE	551	80.0	NORTH SHROPSHIRE COLLEGE	568	69.9
EAST DURHAM COLLEGE	625	87.1	WARWICKSHIRE COLLEGE	1,091	80.0	THE COLLEGE OF WEST ANGLIA	1,783	69.3
DUDLEY COLLEGE	1,534	87.0	CITY COLLEGE NORWICH	1,889	79.9	BARNFIELD COLLEGE	446	68.2
BOSTON COLLEGE	851	86.8	GUILDFORD COLLEGE	772	79.7	EPPING FOREST COLLEGE	549	67.6
DARLINGTON COLLEGE	1,431	86.7	WEST THAMES COLLEGE	1,108	79.6	SEEVIC COLLEGE	1,344	67.5
BURNLEY COLLEGE	1,034	86.4	NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	1,871	79.4	HEART OF WORCESTERSHIRE COLLEGE	201	67.3
CHICHESTER COLLEGE	1,411	86.4	BOURNEMOUTH AND POOLE COLLEGE	727	78.9	KINGSTON COLLEGE	446	66.5
FARNBOROUGH COLLEGE OF TECHNOLOGY	1,824	86.3	OAKLANDS COLLEGE	1,030	78.9	MID-KENT COLLEGE	966	63.2
KNOWSLEY COMMUNITY COLLEGE	605	86.1	CALDERDALE COLLEGE	644	78.7	STRATFORD-UPON-AVON COLLEGE	678	63.2
SANDWELL COLLEGE	765	85.5	WORTHING COLLEGE	397	78.7	CHELMSFORD COLLEGE	797	62.8
WEST NOTTINGHAMSHIRE COLLEGE	1,460	85.4	CAMBRIDGE REGIONAL COLLEGE	2,162	78.3	STOCKPORT COLLEGE	370	60.9
SUNDERLAND COLLEGE	1,116	85.0	COLCHESTER INSTITUTE	1,793	78.3	CROYDON COLLEGE	*	*
HALESOWEN COLLEGE	841	84.9	HOPWOOD HALL COLLEGE	2,786	78.1	EAST RIDING COLLEGE	*	*
BRADFORD COLLEGE	1,117	84.7	NEW COLLEGE SWINDON	630	78.1	GRIMSBY INSTITUTE	*	*
EXETER COLLEGE	2,473	84.7	TRAFFORD COLLEGE	1,751	77.9	HUNTINGDONSHIRE REGIONAL COLLEGE	*	*
CARLISLE COLLEGE	417	84.5	WEST KENT AND ASHFORD COLLEGE	909	77.9	NEWHAM COLLEGE	*	*
STOKE ON TRENT COLLEGE	1,350	84.5	BIRMINGHAM METROPOLITAN COLLEGE	3,992	77.7	REDBRIDGE COLLEGE	*	*
SUSSEX COAST COLLEGE HASTINGS	743	84.5	CITY COLLEGE BRIGHTON AND HOVE	1,601	77.6	REDCAR & CLEVELAND COLLEGE	*	*
HENLEY COLLEGE COVENTRY	809	84.4	HAVERING COLLEGE	636	77.6	SOUTH THAMES COLLEGE	*	*
SOUTH & CITY COLLEGE BIRMINGHAM	2,460	84.4	LAKES COLLEGE WEST CUMBRIA	583	77.6	SOUTHAMPTON CITY COLLEGE	*	*
SELBY COLLEGE	706	84.3	CORNWALL COLLEGE	552	77.5	STOCKTON RIVERSIDE COLLEGE	*	*
GREAT YARMOUTH COLLEGE	644	84.1	BURY COLLEGE	1,900	77.4	STRODE COLLEGE	*	*
BARNET & SOUTHGATE COLLEGE	1,084	84.0	UXBRIDGE COLLEGE	1,093	77.3	SWINDON COLLEGE	*	*
COLLEGE OF NORTH WEST LONDON, THE	1,051	84.0	TAMESIDE COLLEGE	590	77.1	WALTHAM FOREST COLLEGE	*	*
ACCRINGTON AND ROSSENDALE COLLEGE	814	83.7	CITY OF WESTMINSTER COLLEGE	735	76.7	WIRRAL METROPOLITAN COLLEGE	*	*
BLACKBURN COLLEGE	1,694	83.7	SALFORD CITY COLLEGE	675	76.7	LAMBETH COLLEGE	**	**
PRESTON COLLEGE	1,083	83.7	CRAVEN COLLEGE	584	76.4	LEICESTER COLLEGE	**	**
WESTMINSTER KINGSWAY COLLEGE	5,260	83.6	YEOVIL COLLEGE	685	76.4	MID-CHESHIRE COLLEGE	**	**
BATH COLLEGE	876	83.5	YORK COLLEGE	563	76.4	MILTON KEYNES COLLEGE	**	**
CENTRAL COLLEGE NOTTINGHAM	2,207	83.4	HIGHBURY COLLEGE PORTSMOUTH	592	76.3	NEW COLLEGE STAMFORD	**	**
HULL COLLEGE	950	83.4	ACTIVATE LEARNING	1,237	76.1	NORTHBROOK COLLEGE SUSSEX	**	**
LEWISHAM SOUTHWARK COLLEGE	874	83.4	TRESHAM COLLEGE	1,784	76.1	RUNSHAW COLLEGE	**	**
NEW COLLEGE NOTTINGHAM (NCN)	1,705	83.4	LINCOLN COLLEGE	855	76.0	SOUTH ESSEX COLLEGE	**	**
DONCASTER COLLEGE	1,250	83.3	SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	1,967	76.0	STANMORE COLLEGE	**	**
NORTH KENT COLLEGE	800	83.1	HUGH BAIRD COLLEGE	1,333	75.8			
SOUTH TYNESIDE COLLEGE	1,424	83.1	CENTRAL BEDFORDSHIRE COLLEGE	672	75.7			

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COLLEGE EMPLOYER SATISFACTION LEAGUE TABLE

The figures on this table are taken from the FE Choices employer satisfaction survey taken between 2016 and 2017, published on October 13. The government says “the scores calculated for each college or training organisation enable comparisons about their performance to be made against other colleges and training organisations of the same organisation type”.

Link to source data: <http://bit.ly/2grX8hA>

* There was not enough data to award a score

COLLEGE	Employer responses	Satisfaction %	COLLEGE	Employer responses	Satisfaction %	COLLEGE	Employer responses	Satisfaction %
CITY COLLEGE PLYMOUTH	196	99.5	SUSSEX DOWNS COLLEGE	79	88.5	SANDWELL COLLEGE	156	78.5
BOLTON COLLEGE	165	99.4	NEWHAM COLLEGE	160	88.4	BRIDGWATER COLLEGE	206	78.4
EAST SURREY COLLEGE	123	99.2	SALFORD CITY COLLEGE	68	88.2	WAKEFIELD COLLEGE	78	78.4
GLOUCESTERSHIRE COLLEGE	205	99.0	CITY COLLEGE BRIGHTON AND HOVE	150	88.0	CENTRAL BEDFORDSHIRE COLLEGE	61	78.3
NORTHBROOK COLLEGE SUSSEX	176	98.9	NORTHAMPTON COLLEGE	172	87.8	HEREFORDSHIRE AND LUDLOW COLLEGE	112	77.8
ABINGDON AND WITNEY COLLEGE	147	98.6	RICHMOND UPON THAMES COLLEGE	50	87.8	LINCOLN COLLEGE	211	77.7
EXETER COLLEGE	201	98.5	CHESTERFIELD COLLEGE	206	87.7	WEST NOTTINGHAMSHIRE COLLEGE	242	77.4
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	215	98.1	ACCRINGTON AND ROSSENDALE COLLEGE	149	87.6	BOSTON COLLEGE	61	77.0
TYNE METROPOLITAN COLLEGE	144	97.9	NEW COLLEGE DURHAM	223	87.5	BURY COLLEGE	121	76.9
LAKES COLLEGE WEST CUMBRIA	172	97.7	SUNDERLAND COLLEGE	114	87.5	STRATFORD-UPON-AVON COLLEGE	53	76.9
SWINDON COLLEGE	172	97.7	SOUTH & CITY COLLEGE BIRMINGHAM	111	87.4	TOWER HAMLETS COLLEGE	154	76.9
WARRINGTON COLLEGIATE	85	97.6	EAST BERKSHIRE COLLEGE	153	86.9	NEW COLLEGE STAMFORD	56	76.8
LANCASTER AND MORECAMBE COLLEGE	189	97.4	FAREHAM COLLEGE	159	86.8	SUFFOLK NEW COLLEGE	90	76.7
RUNSHAW COLLEGE	151	97.4	SOUTH CHESHIRE COLLEGE	149	86.3	WEST SUFFOLK COLLEGE	134	76.7
EAST RIDING COLLEGE	113	97.3	STRODE COLLEGE	108	86.1	BOURNEMOUTH AND POOLE COLLEGE	96	76.6
GRIMSBY INSTITUTE	207	96.6	OAKLANDS COLLEGE	180	86.0	GATESHEAD COLLEGE	64	76.6
DARLINGTON COLLEGE	114	96.5	GREAT YARMOUTH COLLEGE	99	85.9	DERBY COLLEGE	87	76.5
DERWENTSIDE COLLEGE	114	96.3	HAVERING COLLEGE	171	85.9	BROMLEY COLLEGE	209	76.4
BURNLEY COLLEGE	181	96.1	SELBY COLLEGE	71	85.9	COLCHESTER INSTITUTE	101	76.2
BATH COLLEGE	128	96.0	SHEFFIELD COLLEGE, THE	201	85.6	STOCKPORT COLLEGE	154	75.8
WESTON COLLEGE	199	95.9	DEARNE VALLEY COLLEGE	110	85.5	NORTHUMBERLAND COLLEGE	62	75.4
COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON	168	95.8	EAST KENT COLLEGE	83	85.4	MACCLESFIELD COLLEGE	68	75.0
KENDAL COLLEGE	167	95.8	HALESOWEN COLLEGE	50	85.4	STOCKTON RIVERSIDE COLLEGE	60	75.0
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	160	95.6	BLACKBURN COLLEGE	143	85.3	AYLESBURY COLLEGE	64	73.8
CITY OF WOLVERHAMPTON COLLEGE	197	95.4	THE OLDHAM COLLEGE	167	85.3	CARLISLE COLLEGE	69	73.5
FURNESS COLLEGE	151	95.4	NEWCASTLE-UNDER-LYME COLLEGE (NULC)	182	85.1	GRANTHAM COLLEGE	57	73.2
SOUTH TYNESIDE COLLEGE	223	95.4	PETERBOROUGH REGIONAL COLLEGE	160	85.0	LAMBETH COLLEGE	63	73.0
ISLE OF WIGHT COLLEGE	166	95.2	SOUTH DOWNS COLLEGE	100	85.0	WARWICKSHIRE COLLEGE	121	72.3
YEOVIL COLLEGE	179	95.0	WALTHAM FOREST COLLEGE	61	85.0	AMERSHAM & WYCOMBE COLLEGE	58	71.9
EAST DURHAM COLLEGE	126	94.4	NEW COLLEGE NOTTINGHAM (NCN)	247	84.9	CARSHALTON COLLEGE	64	71.4
BARNESLEY COLLEGE	194	93.8	TELFORD COLLEGE OF ARTS & TECHNOLOGY	152	84.8	HEART OF WORCESTERSHIRE COLLEGE	165	71.0
CRAVEN COLLEGE	78	93.6	NORTH HERTFORDSHIRE COLLEGE	219	84.6	CITY COLLEGE NORWICH	183	70.3
SOUTH DEVON COLLEGE	210	93.3	SHIPLEY COLLEGE	80	84.6	TRESHAM COLLEGE	157	69.7
BRADFORD COLLEGE	245	93.0	BASINGSTOKE COLLEGE OF TECHNOLOGY	180	84.4	HERTFORD REGIONAL COLLEGE	65	69.2
PETROC	201	93.0	NORTH KENT COLLEGE	149	84.4	BARKING AND DAGENHAM COLLEGE	73	69.0
RIVERSIDE COLLEGE	187	93.0	BRACKNELL AND WOKINGHAM COLLEGE	115	84.2	REDCAR & CLEVELAND COLLEGE	58	69.0
HARTLEPOOL COLLEGE	141	92.9	SOUTH THAMES COLLEGE	57	84.2	HARROW COLLEGE	49	68.8
BARNET & SOUTHGATE COLLEGE	168	92.8	KINGSTON COLLEGE	56	83.9	BURTON AND SOUTH DERBYSHIRE COLLEGE	60	68.4
CITY OF WESTMINSTER COLLEGE	153	92.8	TAMESIDE COLLEGE	118	83.9	CROYDON COLLEGE	59	68.4
DONCASTER COLLEGE	156	92.8	NORTH LINDSEY COLLEGE	163	83.6	HENLEY COLLEGE COVENTRY	53	67.9
WIGAN AND LEIGH COLLEGE	209	92.8	WEYMOUTH COLLEGE	67	83.6	WEST KENT AND ASHFORD COLLEGE	59	67.8
CANTERBURY COLLEGE	151	92.6	LEEDS CITY COLLEGE	214	83.3	CENTRAL SUSSEX COLLEGE	65	67.2
DUDLEY COLLEGE	220	92.6	SUSSEX COAST COLLEGE HASTINGS	404	83.3	CHELMSFORD COLLEGE	59	67.2
WEST THAMES COLLEGE	118	92.2	THE CITY OF LIVERPOOL COLLEGE	71	83.1	ST HELENS COLLEGE	64	67.2
SOUTH STAFFORDSHIRE COLLEGE	176	92.0	CENTRAL COLLEGE NOTTINGHAM	273	83.0	WESTMINSTER KINGSWAY COLLEGE	185	66.9
HULL COLLEGE	170	91.8	BISHOP AUCKLAND COLLEGE	59	82.8	CITY OF BRISTOL COLLEGE	204	66.7
KIRKLEES COLLEGE	134	91.7	LEEDS COLLEGE OF BUILDING	93	82.6	NEWBURY COLLEGE	36	65.7
BLACKPOOL AND THE FYLDE COLLEGE	178	91.5	WILTSHIRE COLLEGE	97	82.1	SOUTHAMPTON CITY COLLEGE	64	65.1
CORNWALL COLLEGE	196	91.3	BROCKENHURST COLLEGE	75	81.9	EALING, HAMMERSMITH & WEST LONDON COLLEGE	48	64.6
NELSON AND COLNE COLLEGE	170	91.1	BEDFORD COLLEGE	204	81.5	NORTH SHROPSHIRE COLLEGE	48	64.6
KNOWSLEY COMMUNITY COLLEGE	134	91.0	WIRRAL METROPOLITAN COLLEGE	65	81.5	STEPHENSON COLLEGE	92	63.0
KENSINGTON AND CHELSEA COLLEGE	22	90.9	MID-CHESHIRE COLLEGE	61	81.4	CAMBRIDGE REGIONAL COLLEGE	166	62.9
COLLEGE OF NORTH WEST LONDON, THE	121	90.8	ACTIVATE LEARNING	210	81.3	LEICESTER COLLEGE	84	62.7
REDBRIDGE COLLEGE	247	90.6	LOUGHBOROUGH COLLEGE	85	81.2	BROOKLANDS COLLEGE	66	62.5
UXBRIDGE COLLEGE	170	90.5	SOUTH ESSEX COLLEGE	207	80.9	LOWESTOFT COLLEGE	97	62.5
FARNBOROUGH COLLEGE OF TECHNOLOGY	93	90.2	BIRMINGHAM METROPOLITAN COLLEGE	210	80.8	GUILDFORD COLLEGE	65	59.4
PRESTON COLLEGE	197	90.2	CALDERDALE COLLEGE	166	80.7	HUNTINGDONSHIRE REGIONAL COLLEGE	117	55.5
WEST CHESHIRE COLLEGE	152	90.0	THE COLLEGE OF WEST ANGLIA	148	80.7	HIGHBURY COLLEGE PORTSMOUTH	97	55.3
HOPWOOD HALL COLLEGE	118	89.8	WEST HERTS COLLEGE	62	80.6	MANCHESTER COLLEGE, THE	68	54.4
RNN GROUP	296	89.1	YORK COLLEGE	123	80.2	CITY COLLEGE COVENTRY	62	54.1
SOUTHPORT COLLEGE	64	89.1	HARLOW COLLEGE	150	80.1	BARNFIELD COLLEGE	71	49.3
NEW COLLEGE SWINDON	155	89.0	MIDDLESBROUGH COLLEGE	214	79.5	EPPING FOREST COLLEGE	*	*
NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	74	89.0	SOLIHULL COLLEGE	120	79.5	HUGH BAIRD COLLEGE	*	*
TRAFFORD COLLEGE	102	89.0	CHICHESTER COLLEGE	99	79.4	LEWISHAM SOUTHWARK COLLEGE	*	*
WALSALL COLLEGE	253	89.0	MID-KENT COLLEGE	146	79.3	STANMORE COLLEGE	*	*
EASTLEIGH COLLEGE	479	88.6	TRURO AND PENWITH COLLEGE	86	79.1	WORTHING COLLEGE	*	*
MILTON KEYNES COLLEGE	149	88.6	SEEVIC COLLEGE	81	79.0			
STOKE ON TRENT COLLEGE	220	88.5	BOURNVILLE COLLEGE	129	78.7			

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COLLEGE 16-18 POSITIVE PROGRESSION LEAGUE TABLE

The figures on this table relate to “key stage 5 students going into education, employment and training destinations”. They were published on October 18 and have been taken from the spreadsheet entitled ‘Key stage 5 – institution level tables: SFR56/2017’. The government says “key stage 5 destinations follow students who had entered A-levels or other level three qualifications at the end of their 16-to-18 study in 2014/15. In the destination year, 2015/16, these students are mostly aged 18 or 19 (although some may be 17) and entering higher or further education as adults, or entering full time employment”. Link to source data: <http://bit.ly/2xzKm8a>

COLLEGE	16-18 learners	Positive progression %	COLLEGE	16-18 learners	Positive progression %	COLLEGE	16-18 learners	Positive progression %
CHELMSFORD COLLEGE	487	93	WEST CHESHIRE COLLEGE	301	88	BURY COLLEGE	1,253	84
NEW COLLEGE SWINDON	661	93	BARNLEY COLLEGE	1,160	87	CENTRAL BEDFORDSHIRE COLLEGE	194	84
SWINDON COLLEGE	285	93	BRADFORD COLLEGE	561	87	CITY COLLEGE COVENTRY	349	84
HALESOWEN COLLEGE	1,172	92	BRIDGWATER COLLEGE	788	87	CITY OF BRISTOL COLLEGE	535	84
RUNSHAW COLLEGE	1,902	92	CAMBRIDGE REGIONAL COLLEGE	767	87	HARROW COLLEGE	322	84
SELBY COLLEGE	393	92	CHESTERFIELD COLLEGE	684	87	LEEDS CITY COLLEGE	1,399	84
SOUTHAMPTON CITY COLLEGE	171	92	EAST KENT COLLEGE	267	87	NORTH SHROPSHIRE COLLEGE	277	84
BASINGSTOKE COLLEGE OF TECHNOLOGY	459	91	LEICESTER COLLEGE	615	87	REDBRIDGE COLLEGE	304	84
BATH COLLEGE	399	91	LINCOLN COLLEGE	536	87	REDCAR & CLEVELAND COLLEGE	262	84
EAST SURREY COLLEGE	260	91	MILTON KEYNES COLLEGE	558	87	STEPHENSON COLLEGE	115	84
EASTLEIGH COLLEGE	260	91	PETERBOROUGH REGIONAL COLLEGE	314	87	THE OLDHAM COLLEGE	309	84
FARNBOROUGH COLLEGE OF TECHNOLOGY	439	91	SEEVIC COLLEGE	801	87	UXBRIDGE COLLEGE	894	84
HEART OF WORCESTERSHIRE COLLEGE	600	91	SOLIHULL COLLEGE	1,050	87	WAKEFIELD COLLEGE	761	84
HENLEY COLLEGE COVENTRY	171	91	STOCKTON RIVERSIDE COLLEGE	295	87	WEST KENT AND ASHFORD COLLEGE	217	84
NEWCASTLE-UNDER-LYME COLLEGE (INULC)	1,081	91	SUNDERLAND COLLEGE	1,143	87	WEYMOUTH COLLEGE	286	84
SOUTH CHESHIRE COLLEGE	610	91	THE COLLEGE OF WEST ANGLIA	621	87	CITY OF WOLVERHAMPTON COLLEGE	230	83
WARWICKSHIRE COLLEGE	954	91	WEST HERTS COLLEGE	1,061	87	COLCHESTER INSTITUTE	780	83
YEOVIL COLLEGE	334	91	WEST THAMES COLLEGE	261	87	DARLINGTON COLLEGE	389	83
YORK COLLEGE	1,150	91	WIGAN AND LEIGH COLLEGE	546	87	DEARNE VALLEY COLLEGE	228	83
BEDFORD COLLEGE	657	90	ABINGDON AND WITNEY COLLEGE	332	86	MANCHESTER COLLEGE, THE	829	83
BRACKNELL AND WOKINGHAM COLLEGE	202	90	BIRMINGHAM METROPOLITAN COLLEGE	2,054	86	MIDDLESBROUGH COLLEGE	967	83
BROOKLANDS COLLEGE	365	90	BLACKBURN COLLEGE	736	86	NEWHAM COLLEGE	185	83
CENTRAL SUSSEX COLLEGE	668	90	BURTON AND SOUTH DERBYSHIRE COLLEGE	445	86	NORTH KENT COLLEGE	744	83
MID-CHESHIRE COLLEGE	318	90	CALDERDALE COLLEGE	367	86	SOUTH STAFFORDSHIRE COLLEGE	549	83
NEWBURY COLLEGE	107	90	CENTRAL COLLEGE NOTTINGHAM	482	86	STOCKPORT COLLEGE	359	83
NORTHAMPTON COLLEGE	482	90	CITY COLLEGE BRIGHTON AND HOVE	498	86	TAMESIDE COLLEGE	371	83
TYNE METROPOLITAN COLLEGE	429	90	CITY OF WESTMINSTER COLLEGE	683	86	THE CITY OF LIVERPOOL COLLEGE	827	83
WILTSHIRE COLLEGE	489	90	COLLEGE OF NORTH WEST LONDON, THE	120	86	WALSALL COLLEGE	626	83
WORTHING COLLEGE	543	90	EAST BERKSHIRE COLLEGE	369	86	BLACKPOOL AND THE FYLDE COLLEGE	568	82
ACTIVATE LEARNING	1,382	89	FURNESS COLLEGE	184	86	BROMLEY COLLEGE	396	82
AYLESBURY COLLEGE	306	89	GATESHEAD COLLEGE	582	86	CANTERBURY COLLEGE	580	82
CARLISLE COLLEGE	126	89	GLOUCESTERSHIRE COLLEGE	547	86	EALING, HAMMERSMITH & WEST LONDON COLLEGE	406	82
CHICHESTER COLLEGE	788	89	KIRKLEES COLLEGE	707	86	EAST RIDING COLLEGE	198	82
DUDLEY COLLEGE	918	89	LAKES COLLEGE WEST CUMBRIA	70	86	KNOWSLEY COMMUNITY COLLEGE	356	82
EPPING FOREST COLLEGE	362	89	NELSON AND COLNE COLLEGE	363	86	TELFORD COLLEGE OF ARTS & TECHNOLOGY	385	82
EXETER COLLEGE	1,573	89	NORTHBROOK COLLEGE SUSSEX	381	86	GRIMSBY INSTITUTE	563	81
LOUGHBOROUGH COLLEGE	617	89	PRESTON COLLEGE	387	86	LANCASTER AND MORECAMBE COLLEGE	273	81
NEW COLLEGE STAMFORD	567	89	ST HELENS COLLEGE	330	86	NEW COLLEGE DURHAM	627	81
NORTH HERTFORDSHIRE COLLEGE	523	89	STOKE ON TRENT COLLEGE	169	86	WIRRAL METROPOLITAN COLLEGE	254	81
OAKLANDS COLLEGE	874	89	TOWER HAMLETS COLLEGE	257	86	BARKING AND DAGENHAM COLLEGE	399	80
PETROC	810	89	TRESHAM COLLEGE	466	86	HAVERING COLLEGE	383	80
SOUTH DOWNS COLLEGE	1,417	89	WESTMINSTER KINGSWAY COLLEGE	885	86	ISLE OF WIGHT COLLEGE	307	80
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	934	89	WESTON COLLEGE	719	86	NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NESCOT)	484	80
SUFFOLK NEW COLLEGE	657	89	AMERSHAM & WYCOMBE COLLEGE	284	85	CROYDON COLLEGE	419	79
SUSSEX DOWNS COLLEGE	1,238	89	BARNFIELD COLLEGE	184	85	EAST DURHAM COLLEGE	251	79
TRAFFORD COLLEGE	664	89	BOSTON COLLEGE	277	85	LEWISHAM SOUTHWARK COLLEGE	270	79
WEST NOTTINGHAMSHIRE COLLEGE	636	89	CITY COLLEGE PLYMOUTH	477	85	SANDWELL COLLEGE	466	79
WEST SUFFOLK COLLEGE	475	89	CORNWALL COLLEGE	680	85	SHIPLEY COLLEGE	129	79
BARNET & SOUTHGATE COLLEGE	618	88	CRAVEN COLLEGE	380	85	HULL COLLEGE	460	78
BOURNVILLE COLLEGE	330	88	DONCASTER COLLEGE	552	85	LOWESTOFT COLLEGE	83	78
BROCKENHURST COLLEGE	1,108	88	FAREHAM COLLEGE	318	85	NORTHUMBERLAND COLLEGE	292	78
BURNLEY COLLEGE	622	88	GREAT YARMOUTH COLLEGE	262	85	BISHOP AUCKLAND COLLEGE	114	77
CITY COLLEGE NORWICH	1,207	88	GUILDFORD COLLEGE	771	85	COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON	176	77
DERBY COLLEGE	714	88	HARTLEPOOL COLLEGE	295	85	LAMBETH COLLEGE	143	77
GRANTHAM COLLEGE	227	88	HEREFORDSHIRE AND LUDLOW COLLEGE	346	85	SOUTH TYNESIDE COLLEGE	294	76
HARLOW COLLEGE	717	88	HIGHBURY COLLEGE PORTSMOUTH	205	85	BOLTON COLLEGE	260	75
HERTFORD REGIONAL COLLEGE	439	88	HUNTINGDONSHIRE REGIONAL COLLEGE	142	85	CARSHALTON COLLEGE	110	75
KENDAL COLLEGE	246	88	KENSINGTON AND CHELSEA COLLEGE	72	85	HOPWOOD HALL COLLEGE	393	75
MACCLESFIELD COLLEGE	323	88	KINGSTON COLLEGE	762	85	HUGH BAIRD COLLEGE	378	75
NEW COLLEGE NOTTINGHAM (NCN)	826	88	MID-KENT COLLEGE	917	85	RNN GROUP	513	75
NORTH LINDSEY COLLEGE	314	88	RICHMOND UPON THAMES COLLEGE	1,006	85	ACCRINGTON AND ROSSENDALE COLLEGE	149	74
NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	250	88	SALFORD CITY COLLEGE	1,696	85	LEEDS COLLEGE OF BUILDING	85	72
RIVERSIDE COLLEGE	517	88	SHEFFIELD COLLEGE, THE	1,040	85	SOUTH & CITY COLLEGE BIRMINGHAM	518	72
SOUTH ESSEX COLLEGE	1,104	88	SOUTH DEVON COLLEGE	361	85	WALTHAM FOREST COLLEGE	147	72
STANMORE COLLEGE	441	88	SOUTH THAMES COLLEGE	599	85	DERWENTSIDE COLLEGE	24	71
STRATFORD-UPON-AVON COLLEGE	384	88	SOUTHPORT COLLEGE	398	85	SUSSEX COAST COLLEGE HASTINGS	291	n/a
STRODE COLLEGE	528	88	WARRINGTON COLLEGIATE	233	85			
TRURO AND PENWITH COLLEGE	1,743	88	BOURNEMOUTH AND POOLE COLLEGE	577	84			

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COLLEGE ADULTS INTO EMPLOYMENT LEAGUE TABLE

The figures on this table relate to “benefit learner” completions and their “sustained employment rate”. They were published on October 26 and have been taken from the spreadsheet entitled ‘Summary tables: SFR52/2017’. The government says “this publication uses data from the Longitudinal Education Outcomes study, which links together learning data from the Department for Education with benefits data from the Department for Work and Pensions, and employment and earnings data from Her Majesty’s Revenue and Customs”. Link to source data: <http://bit.ly/2zH20EF>

COLLEGE	Adult learners on benefit	Progression into work %	COLLEGE	Adult learners on benefit	Progression into work %	COLLEGE	Adult learners on benefit	Progression into work %
EXETER COLLEGE	250	57	ISLE OF WIGHT COLLEGE	310	45	THE CITY OF LIVERPOOL COLLEGE	2,030	41
BARNSELY COLLEGE	310	50	KNOWSLEY COMMUNITY COLLEGE	360	47	TRESHAM COLLEGE	720	48
KENDAL COLLEGE	80	66	LEEDS CITY COLLEGE	4,440	44	WAKEFIELD COLLEGE	1,060	49
NORTHAMPTON COLLEGE	750	49	NORTH KENT COLLEGE	80	56	AYLESBURY COLLEGE	620	44
PETROC	1,120	53	NORTH LINDSEY COLLEGE	570	45	BOURNMOUTH AND POOLE COLLEGE	240	47
CITY COLLEGE PLYMOUTH	570	46	TELFORD COLLEGE OF ARTS & TECHNOLOGY	2,130	52	BROMLEY COLLEGE	370	60
DONCASTER COLLEGE	1,300	55	TRURO AND PENWITH COLLEGE	190	58	HERTFORD REGIONAL COLLEGE	260	61
DUDLEY COLLEGE	900	42	ACTIVATE LEARNING	380	49	MACCLESFIELD COLLEGE	120	52
EAST SURREY COLLEGE	140	57	BIRMINGHAM METROPOLITAN COLLEGE	4,590	44	REDBRIDGE COLLEGE	320	56
EASTLEIGH COLLEGE	2,390	51	BRACKNELL AND WOKINGHAM COLLEGE	130	48	SOUTH & CITY COLLEGE BIRMINGHAM	2,850	33
FARNBOROUGH COLLEGE OF TECHNOLOGY	60	62	BROCKENHURST COLLEGE	740	47	SOUTH ESSEX COLLEGE	750	53
NEW COLLEGE SWINDON	530	50	CANTERBURY COLLEGE	390	42	STRODE COLLEGE	700	47
RIVERSIDE COLLEGE	290	53	COLLEGE OF HARINGEY, ENFIELD AND NORTH-EAST LONDON	6,220	43	WEYMOUTH COLLEGE	90	50
SUNDERLAND COLLEGE	1,460	51	HARLOW COLLEGE	2,600	44	BURTON AND SOUTH DERBYSHIRE COLLEGE	410	56
TRAFFORD COLLEGE	620	56	LAKES COLLEGE WEST CUMBRIA	650	44	GRIMSBY INSTITUTE	1,390	48
WIGAN AND LEIGH COLLEGE	680	47	LANCASTER AND MORECAMBE COLLEGE	220	54	GUILDFORD COLLEGE	230	67
BATH COLLEGE	390	51	MIDDLESBROUGH COLLEGE	770	43	HARROW COLLEGE	960	46
BEDFORD COLLEGE	800	53	NORTH WARWICKSHIRE AND HINCKLEY COLLEGE	990	53	HEART OF WORCESTERSHIRE COLLEGE	1,250	54
CHESTERFIELD COLLEGE	670	52	PETERBOROUGH REGIONAL COLLEGE	1,160	52	NEWBURY COLLEGE	130	58
KIRKLEES COLLEGE	1,420	40	SOUTH CHESHIRE COLLEGE	120	45	STRATFORD-UPON-AVON COLLEGE	70	71
NEW COLLEGE NOTTINGHAM (NCN)	1,140	51	SOUTH DOWNS COLLEGE	290	46	AMERSHAM & WYCOMBE COLLEGE	420	52
NEWCASTLE-UNDER-LYME COLLEGE (NULC)	420	49	THE COLLEGE OF WEST ANGLIA	300	60	CENTRAL SUSSEX COLLEGE	380	51
SELBY COLLEGE	190	69	WARRINGTON COLLEGIATE	350	58	MID-KENT COLLEGE	330	49
SOUTH DEVON COLLEGE	280	54	WEST HERTS COLLEGE	440	53	RICHMOND UPON THAMES COLLEGE	280	38
WALSALL COLLEGE	810	52	WEST SUFFOLK COLLEGE	390	48	ST HELENS COLLEGE	690	41
WEST NOTTINGHAMSHIRE COLLEGE	2,830	51	BOURNVILLE COLLEGE	2,100	52	CITY OF BRISTOL COLLEGE	1,800	47
WESTON COLLEGE	3,230	38	BURY COLLEGE	440	51	LEEDS COLLEGE OF BUILDING	510	49
BARNET & SOUTHGATE COLLEGE	5,560	40	CALDERDALE COLLEGE	750	43	NEW COLLEGE STAMFORD	170	56
BRADFORD COLLEGE	2,820	37	CRAVEN COLLEGE	550	52	NORTHUMBERLAND COLLEGE	1,430	42
BURNLEY COLLEGE	420	40	DERBY COLLEGE	2,620	46	CENTRAL BEDFORDSHIRE COLLEGE	290	39
CHICHESTER COLLEGE	980	56	DERWENTSIDE COLLEGE	2,060	48	EALING, HAMMERSMITH & WEST LONDON COLLEGE	2,830	42
CITY OF WOLVERHAMPTON COLLEGE	1,120	45	FAREHAM COLLEGE	240	48	MILTON KEYNES COLLEGE	3,570	26
DARLINGTON COLLEGE	1,740	46	GREAT YARMOUTH COLLEGE	160	55	NEWHAM COLLEGE	1,580	44
GLOUCESTERSHIRE COLLEGE	1,030	53	HULL COLLEGE	3,900	37	SOUTH THAMES COLLEGE	1,590	45
HEREFORDSHIRE AND LUDLOW COLLEGE	150	67	KENSINGTON AND CHELSEA COLLEGE	730	46	STEPHENSON COLLEGE	610	61
NORTH EAST SURREY COLLEGE OF TECHNOLOGY (NECOT)	460	56	LINCOLN COLLEGE	1,070	48	WIRRAL METROPOLITAN COLLEGE	560	55
PRESTON COLLEGE	1,150	48	RUNSHAW COLLEGE	240	62	EAST RIDING COLLEGE	510	39
SOUTH GLOUCESTERSHIRE AND STROUD COLLEGE	570	45	WILTSHIRE COLLEGE	1,470	45	GRANTHAM COLLEGE	160	46
TYNE METROPOLITAN COLLEGE	580	35	BOSTON COLLEGE	1,190	49	LEWISHAM SOUTHWARK COLLEGE	2,380	45
ABINGDON AND WITNEY COLLEGE	90	47	CAMBRIDGE REGIONAL COLLEGE	920	60	MID-CHESHIRE COLLEGE	160	49
BLACKBURN COLLEGE	1,040	41	COLCHESTER INSTITUTE	670	45	STOCKPORT COLLEGE	730	45
BLACKPOOL AND THE FYLDE COLLEGE	1,330	42	DEARNE VALLEY COLLEGE	310	38	WEST KENT AND ASHFORD COLLEGE	490	41
BRIDGWATER COLLEGE	580	52	EAST KENT COLLEGE	1,410	43	BARKING AND DAGENHAM COLLEGE	1,900	44
CENTRAL COLLEGE NOTTINGHAM	2,280	48	FURNESS COLLEGE	220	48	CHELMSFORD COLLEGE	500	38
CITY COLLEGE BRIGHTON AND HOVE	380	52	LOUGHBOROUGH COLLEGE	180	64	CITY COLLEGE COVENTRY	270	49
CITY OF WESTMINSTER COLLEGE	1,710	43	RNN GROUP	620	41	EPPING FOREST COLLEGE	180	52
CORNWALL COLLEGE	1,180	48	SALFORD CITY COLLEGE	2,420	44	HIGHBURY COLLEGE PORTSMOUTH	520	47
EAST BERKSHIRE COLLEGE	350	54	SANDWELL COLLEGE	1,540	40	KINGSTON COLLEGE	160	43
NELSON AND COLNE COLLEGE	390	37	SHEFFIELD COLLEGE, THE	2,670	40	SEEVIC COLLEGE	30	x
NEW COLLEGE DURHAM	620	41	SOUTH TYNESIDE COLLEGE	300	49	BROOKLANDS COLLEGE	310	48
NORTH HERTFORDSHIRE COLLEGE	1,210	51	SOUTHPORT COLLEGE	160	53	NORTH SHROPSHIRE COLLEGE	480	47
OAKLANDS COLLEGE	910	44	SUFFOLK NEW COLLEGE	100	57	MANCHESTER COLLEGE, THE	4,050	34
SOLIHULL COLLEGE	850	45	SUSSEX DOWNS COLLEGE	730	47	SOUTHAMPTON CITY COLLEGE	320	53
SOUTH STAFFORDSHIRE COLLEGE	140	56	SWINDON COLLEGE	680	52	STOCKTON RIVERSIDE COLLEGE	1,310	37
STOKE ON TRENT COLLEGE	1,420	48	TAMESIDE COLLEGE	310	48	CROYDON COLLEGE	520	51
SUSSEX COAST COLLEGE HASTINGS	710	46	THE OLDHAM COLLEGE	740	40	HUGH BAIRD COLLEGE	390	45
UXBRIDGE COLLEGE	1,180	47	TOWER HAMLETS COLLEGE	850	36	HUNTINGDONSHIRE REGIONAL COLLEGE	1,180	50
WEST CHESHIRE COLLEGE	900	50	WARWICKSHIRE COLLEGE	200	53	LEICESTER COLLEGE	2,520	47
WEST THAMES COLLEGE	1,000	45	BOLTON COLLEGE	1,020	36	WORTHING COLLEGE	x	x
YEOVIL COLLEGE	150	56	CARLISLE COLLEGE	140	63	BARNFIELD COLLEGE	2,540	47
YORK COLLEGE	150	65	CITY COLLEGE NORWICH	200	55	STANMORE COLLEGE	480	46
BASINGSTOKE COLLEGE OF TECHNOLOGY	260	53	HOPWOOD HALL COLLEGE	760	44	WALTHAM FOREST COLLEGE	950	43
COLLEGE OF NORTH WEST LONDON, THE	1,590	41	SHIPLEY COLLEGE	660	45	REDCAR & CLEVELAND COLLEGE	200	49
EAST DURHAM COLLEGE	1,200	46	WESTMINSTER KINGSWAY COLLEGE	1,810	48	CARSHALTON COLLEGE	80	39
GATESHEAD COLLEGE	4,920	49	ACCRINGTON AND ROSSENDALE COLLEGE	1,240	40	LAMBETH COLLEGE	2,160	43
HALESOWEN COLLEGE	120	44	BISHOP AUCKLAND COLLEGE	810	44	LOWESTOFT COLLEGE	140	46
HARTLEPOOL COLLEGE	1,140	43	HENLEY COLLEGE COVENTRY	630	53			
HAVERING COLLEGE	900	56	NORTHBROOK COLLEGE SUSSEX	600	54			

FE Week

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FE Week Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next edition

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference To WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug.
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