

# FE Week

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## CAMERON TO BREAK BANK FINE PLEDGE?

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**EXCLUSIVE**

- **PM promised to train 50,000 unemployed 22 to 24-year-olds from £200m Libor fines**
- **Shadow minister tables question to Osborne for update on the missing millions**

**Continued on page 4**

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EDITION 163

NEWS

FE WEEK NEWS IN BRIEF

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College area review rerun

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Five FE and sixth form colleges involved in a pilot review of post-16 provision in Norfolk and Suffolk last year will be revisited in November, the Department for Business, Innovation and Skills (BIS) has confirmed.

The news of the revisit as part of the region's planned area review comes as 11 colleges in Norfolk and Suffolk this month announced a collaborative partnership aimed to improve the quality of education across the area. BIS confirmed to FE Week that the upcoming area review would be broader than the pilot, looking at post-16 education and training provision across the two counties, how that meets local need and the extent to which colleges may need to make further changes.

Lessons learned from the pilot have been incorporated into the area review framework, BIS told FE Week.

Following the pilot, which was carried out during the first five months of last year, the five colleges involved announced merger plans.

Great Yarmouth College, Lowestoft College, and Lowestoft Sixth Form College said they are looking at forming a partnership, "designed to combine their strengths but still protect the individual identity of each college".

East Norfolk Sixth Form College and Paston Sixth Form College announced plans to merge and work towards becoming part of a multi-academy trust.

Christina Sadler, merger project manager for Lowestoft College, Great Yarmouth College and Lowestoft Sixth Form College, said: "While we are unclear as to the extent of our involvement, we are happy to co-operate with and engage in the area review as required."

"In the meantime, we are continuing to work on our merger plans to secure our future for our learners and for the businesses in the east coast region."

Dr Catherine Richards, principal of East Norfolk Sixth Form College said: "East Norfolk Sixth Form College and Paston Sixth Form College have announced our intention to merge and work towards becoming part of a multi-academy trust."

"Merging was one of the recommendations from the pilot review and this is being implemented. We are aware that wave five of the area review is due to return to Norfolk and Suffolk towards the end of the year. However, we are expecting to have significantly progressed our plans by this time."

Last year's pilot review was overseen by the FE Commissioner, Dr David Collins and Sixth Form College Commissioner, Peter Mucklow during the first five months of the year.

A report published last July by Mr Mucklow said that it was "clear from the evaluation, that it would be difficult for all five [colleges] to stand alone in the longer term."

"Doing nothing has already been determined not to be a viable option," the report added.

"There is the strong likelihood of the collapse of some of the local provision within the next two years if nothing is done."

Falling tree costs arm and leg

Guildford College has been fined £70,000 after a student's leg was fractured last May by a falling tree. Redhill Magistrates' Court heard the campus supervisor had told staff to take two students to fell the tree. As it fell it hit another student who was watching, fracturing his leg. The Health and Safety Executive found there was insufficient training given, inadequate supervision and risk assessments had not been followed. The college was also ordered to pay costs of £3,461.

MPs to hear from FE experts

MPs will hold their first evidence session next week to hear about career guidance provision and how it can be improved. The new Committee on Education, Skills and the Economy meets on Monday to hear from experts in the education and business sectors, including Professor Ann Hodgson, Co-Director of UCL's Centre for Post-14 Education and Work and Martin Doel, Chief Executive of the Association of Colleges. The committee brings together members from the Education Committee and Business, Innovation and Skills Committee.

Apprentice challenge kicks off

The Brathay Apprentice Challenge, the official search to find the apprentice team of the year, is now open for nominations. Teams of nine apprentices will be given work-related challenges to demonstrate their leadership, logistic and communications abilities. The teams can be from a single employer, a group of small businesses, an industry, supply chain or training organisation, and there's no limit to the number of teams that each organisation or group can enter. Nominations close at midnight on 15 February, and there is more information at www.brathay.org.uk/brathay-apprentice-challenge

Promote FE loans yourself, BIS tells providers

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The responsibility for telling learners about new FE loans will lie with providers after the government admitted it had no budget to promote them.

Meanwhile, it remained tight-lipped on how much it will be spending on its latest apprenticeships campaign, despite repeated enquiries from FE Week.

Loans for learners aged 19 and older are due to be introduced in 2016/17, as announced during the government's spending review in November. However, as with loans for learners aged 24 and above, launched in 2013, there will be no national awareness campaign.

"I can confirm there is no marketing specific budget for advanced learner loans," a spokesperson for the Department for Business, Innovation and Skills (BIS) told FE Week.

"There is support to ensure providers have the resources they need to be able to inform learners about the availability of loans," the spokesperson added.

Advanced learner loans have had low take-up from their launch.

The government scrapped loans for apprenticeships soon after they were launched, after the Student Loans Company, which administers the loans, received just 404 applications in seven months.

As revealed in FE Week, figures published in

October showed that just 38 per cent of the £397m budgeted for FE loans in 2014/15 was awarded, meaning that providers missed out on £250m in loans cash.

The latest figures, published by BIS on January 28, showed that loan take-up had effectively stalled, with 52,610 applications for the year to date, compared to 52,670 for the same time last year.

In a report published on Monday, the Learning and Work Institute said that awareness of FE learner loans needed to be developed further.

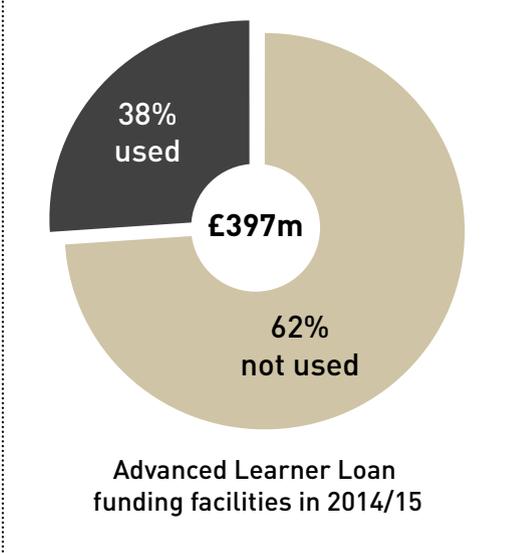
The Shadow Skills Minister, Gordon Marsden criticised the government for its "head in the sand attitude" towards promoting FE loans, and urged it to learn the lessons from the 24+ loans.

"They know very well how the failure to promote effectively the 24+ advance learning loans either by marketing or by directly encouraging and engaging with colleges has lost the department millions," he said.

Meanwhile, BIS has refused to tell FE Week how much it will be spending on a communications campaign to promote apprenticeships.

The campaign, which was due to have been launched last month, according to the government's English Apprenticeships: Our 2020 Vision Report, "will bring together messages about apprenticeships, traineeships and work experience to encourage employers to consider in the round their pipeline of skills".

The Skills Minister, Nick Boles has indicated



that this year's campaign will be similar in size to that campaign, which cost £6m and included TV, radio, posters, print and digital advertising. "We had a big campaign last year and will have another campaign this year," Mr Boles told the Education, Skills and Economy Sub-Committee last month.

"We do not often get sign off for marketing budgets in Government anymore, but we do for apprenticeships," he added.

A BIS spokesperson said that information about the marketing budget for the new campaign would be published "in due course".

## NEWS

# Research finds almost 90 per cent of BAME staff have faced promotion 'barriers'

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Almost 90 per cent of black, Asian and minority ethnic (BAME) FE staff members have "often" or "sometimes" faced barriers when seeking promotion, a new survey by the University and College Union (UCU) has found.

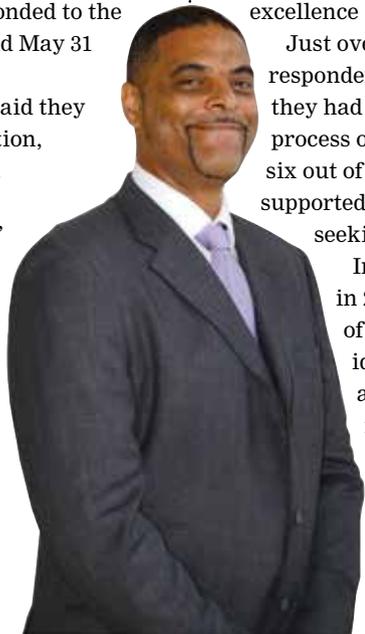
A total of 185 BAME members of the union who work in the sector responded to the survey between March 31 and May 31 last year.

Some 88 per cent of them said they had faced barriers to promotion, either 'sometimes' or 'often'.

And 68 per cent said they were "often" or "sometimes" subject to bullying and harassment from their managers.

Two-thirds also said they had been bullied and harassed by colleagues.

Anthony Bravo, principal of Basingstoke College of Technology, has previously shared with *FE Week* some of the challenges he faced in progressing with his career.



And commenting on the UCU survey, he said: "I am disappointed to hear that this still seems to have been the experience for so many colleagues.

"I believe education does best when it pulls skills and talent – at all levels – from diverse sources.

"I would encourage all colleagues with the skills and enthusiasm to lead, regardless of their background, to continue pushing for excellence in education."

Just over half of the BAME respondents from the sector also said they had not been fully informed of the process of applying for promotion, and six out of 10 did not feel they had been supported by senior colleagues in seeking progression.

In England's FE colleges in 2013/14, 10 per cent of teaching staff identified themselves as non-white, while for senior managers the figure was half this amount.

The report, which also explored



the same issues in higher education, concluded with suggested ways to tackle problems in the workplace.

Respondents rated effective sanctions against perpetrators as the most effective measure for challenging racism.

The UCU has called on colleges and universities to take a more proactive

## BULLYING AND HARASSMENT FROM MANAGERS

ANSWER	FE STAFF RESPONSES	
Often	46	24%
Sometimes	83	44%
Rarely	38	20%
Never	22	12%
	189	

## I HAVE FACED BARRIERS WHEN SEEKING PROMOTION

ANSWER	FE STAFF RESPONSES	
Often	93	48%
Sometimes	77	40%
Rarely	16	8%
Never	8	4%
	194	

Source: The experiences of BME staff in FE and HE, UCU, Feb 2016

approach to tackling discrimination and racism in the workplace.

The union's general secretary, Sally Hunt, said: "All institutions must be prepared to radically examine their structures, policies and procedures and make changes."

A spokesperson for the Association of Colleges said: "Colleges take allegations of bullying and harassment very seriously and would seek to redress issues which might undermine effective working relationships between staff."

## INDEPENDENT TRAINING PROVIDERS TO COMPETE FOR FUNDING AFTER EU LAW CHANGE

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Independent training providers (ITPs) will have to compete for Skills Funding Agency (SFA) contracts following changes to European Union law.

The document, Adult Education Budget: Changing context and arrangements for 2016 to 2017, published on January 28, said that contract arrangements would stay the same for the next academic year.

But it warned: "In advance of 2017/18, changes to EU procurement regulations will require us to procure the adult budget provided to ITPs.

"This means that the AEB [adult education budget] will be subject to competition as part of a procurement process.

"We are working through the detail of this, including taking advice from our group of stakeholders and we will provide further information later in the year."

The change is not expected to apply to apprenticeships, as the Government plans to introduce the levy on large employers from April 2017. However, it looks set to apply to the rest of the AEB.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said he was aware of the planned change.

He said: "This will mean that the SFA will

probably have to run an open tender process some time in 2016.

"Grant funded organisations can have a 'roll-over' contract without external tendering, but our view is that all providers should be treated in the same way.

"We also believe that the rules may also allow some budget for each ITP to be 'rolled over' without tendering.

"If this was the case, the majority of providers would retain their current contracts."

He added that the SFA would be discussing how the procurement process should work in practice with AELP in the "next few months".

An SFA spokesperson said: "We are developing our approach to the competitive procurement of AEB-funded activity in line with EU public procurement regulations, including taking advice from our group of stakeholders. We will provide further information later in the year."

When asked if the changes would apply to apprenticeships, she added: "We are reviewing the impact of the Public Contracts Regulations 2015 on how apprenticeships are delivered, following the introduction of the levy in 2017.

"We will confirm any procurement plans arising from this later in the year."

An EU spokesperson declined to comment when asked why it was changing the procurement regulations.

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DYNISTICS

## NEWS

# Bankrupt founder of Elmfield could face charges

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Criminal charges could be brought against the founder of a controversial former apprenticeship provider, who has been disqualified from acting as a director for six years.

Manchester-based Elmfield Training was one of the country's largest providers of apprenticeships, which received more than £100m in public money before it was wound up in 2013 owing 180 companies more than £11m.

The company had previously been subject to extensive investigations by *FE Week* that revealed alleged malpractices at the firm founded by Gerard Syddall, who was subsequently declared bankrupt in April 2015.

*FE Week* reported on January 30 that Mr Syddall, of St Helens, Merseyside, had been disqualified from acting as a director until



Ged Syddall giving evidence to the Business, Innovation and Skills select committee in 2012

February 2022 after insolvency investigators found he paid himself nearly £1m while his firm was going into administration.

This newspaper has since learned that further investigations by the Insolvency Service, which has the authority to bring its own criminal cases, could lead to him being charged. *FE Week* also asked the Serious Fraud Office (SFO) if it was investigating the case on Monday.

A spokesperson said in response that it could neither confirm nor deny interest in the matter.

Mr Syddall was still listed on Thursday by Companies House as a director for the St Helens-based scientific and technical consulting firm Marad Ltd.

*FE Week* asked the Insolvency Service why this was possible, bearing in mind it announced on January 29 that he had "been disqualified for a period of six years for breaching his fiduciary duty" to Elmfield.

A spokesperson said in response: "As is normal with undertakings, it doesn't take effect for 21 days after signature, so February 9 is when the disqualification comes into effect."

In a scathing investigation report, the Insolvency Service said Mr Syddall had told the Elmfield board of directors he would not use company funds for his own benefit in March 2013 because the firm was experiencing cashflow difficulties.



But investigators found Mr Syddall, along with "individuals connected to him, and another company of which he was a director" whom the Insolvency Service declined to identify, went on to receive nearly £954,000 from Elmfield.

By the time it went into administration in October that year, Mr Syddall owed the company £2.6m.

Robert Clarke, group leader of insolvent investigations north at the Insolvency Service, said: "Mr Syddall clearly put his own interests ahead of those of the company."

The controversial businessman was hauled in front of the Business, Innovation and Skills select committee in 2012 and accused of paying himself "rip off" £3m dividend payments two years previously, all from government funding.

Then, after *FE Week* revealed the firm's "appalling" pass rate – just 47.5 per cent of leavers in 2011/12 walked away with an apprenticeship certificate – it was given a grade four Ofsted rating, leading to Mr Syddall's resignation as chief executive in July 2013.

A BBC Newsnight report, supported by *FE Week*, alleged three months later that Elmfield had received public money for courses that Morrisons employees had declined to take.

But an SFA investigation cleared the company the following April of falsely claiming for learners although it found "weakness in their controls that were not good practice".

*FE Week* was unable to contact Mr Syddall for a comment ahead of publication.

## BIS ACCUSED OF FE BRAIN DRAIN OVER SHEFFIELD OFFICE AXE PLANS

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The Department for Business, Innovation and Skills (BIS) has been accused of launching an FE "brain drain" through the planned closure of its Sheffield office that could lead to almost 250 people losing their jobs.

The Public and Commercial Services Union (PCS) told *FE Week* on Monday that 240 civil servants, with a vast combined knowledge of the FE and skills sector, had been warned by BIS that they stood to lose their jobs through plans announced by the department last week.

A 90-day consultation was launched with staff on January 28, a PCS spokesperson said, over the BIS plans to close the office in St Paul's Place, Sheffield, and centralise policy making to London.

A BIS spokesperson said: "The move will create a combined central headquarters and policy centre in London", with about six business centres also set to be established across the country with each one focusing on a key business activity.

A former senior employee at BIS told *FE Week* that the plan to lay off so many experienced staff based in Sheffield, where they produce most BIS data on FE and skills, was crazy.

"They all have a huge amount of FE

expertise in Sheffield and it looks like everyone is going to lose their jobs," the source said.

"It will mean a brain drain at a key time for the government and the sector as a whole, with post-16 area reviews and apprenticeship reforms all pushing forward."

Lois Austin, the PCS full time official for BIS covering the Sheffield office, told *FE Week*: "BIS management told us on Wednesday that the loss of expertise that would come with closing Sheffield is a risk worth taking.

"They stand to lose a lot of FE specialist knowledge at a crucial time.

"Sheffield staff provide a crucial function, including building the IT model being used to work out how college restructuring funding can be used [through area reviews].

"The statistical first release and all other key FE-related statistics that inform the sector are also produced from Sheffield."

She added: "The majority of people who work here tend to be a little bit older and have a lot more experience.

"They brief other civil servants and policy makers on how to improve policy, for example relating to apprenticeship reforms."

Martin Donnelly, the BIS permanent secretary, said on January 28: "The decision to close Sheffield by 2018 has not been taken lightly.

"It is my top priority that all our staff are fully briefed and consulted on the process. We will provide comprehensive support to all those facing a potential change or loss of job."

However, BIS declined to respond to *FE Week* requests for a comment on concern at what effect losing so many civil servants with FE expertise could have on the apprenticeship and skills reform programme.

It also declined to comment on whether it had started recruiting replacements for the Sheffield staff to work in London, which *FE Week* understands is already happening, or provide more details about how the new business centres will serve FE.



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CONTINUED  
FROM FRONT

George Osborne has been challenged to reveal in Parliament whether a proposed apprenticeship fund created from Libor fines – promised by the Prime Minister in the run-up to last year's election – has been scrapped.

David Cameron pledged last April that if he won the election, his government would fund 50,000 apprenticeships and traineeships for unemployed 22 to 24-year-olds using a £200m pot from fines paid by bankers in the wake of the Libor scandal.

Since then no further detail about the proposed fund has emerged, leading the Shadow Skills Minister Gordon Marsden to table a parliamentary question to ask for an update.

He lodged the question after repeated enquiries from *FE Week* on the fund were met with a wall of silence from government.

"What progress has been made by Treasury officials on incorporating the proceeds of the £227 million fine, imposed on Deutsche Bank in relation to their Libor activities, into a new three year fund to create 50,000 apprenticeships, as outlined by the Prime Minister in his April 2015 announcement?" he asked the Chancellor on Friday.

The key election promise was widely reported at the time, with coverage from major news outlets including The Sun, the Financial Times and the BBC.

When asked by *FE Week* if the Government had scrapped plans for the fund, a Treasury spokesperson refused to confirm or deny it.

"Further announcements that support the Government's commitment to delivering employment opportunities for young people will be announced in due course," the spokesperson said.

A spokesperson for the Conservative party also refused to confirm whether the pledge had become government policy, adding that it was "something you need to talk to No 10 about".

However, a spokesperson for No 10 then told *FE Week* that a response would be "better off" coming from the Treasury.

A spokesperson for the Department for Business, Innovation and Skills also directed our enquiry back to the Treasury, which declined to comment for a final time on Wednesday.

A number of banks were hit with fines for rigging the London interbank offered rate (Libor).

These include Business Secretary Sajid Javid's former employer Deutsche Bank, which was fined \$2.5bn (£1.7bn) in April 2015, of which the UK received £227m.

When he announced the fund last year, Mr Cameron said: "We're going to take the fines from the banks who tried to rig markets – and we're going to use it to train young people and get them off the dole and into work.

"This is about taking money off those who represent Labour's failed past, and giving to those who through their hard work and endeavour can represent a brighter Conservative future.

"This is about offering hope, spreading opportunity, sharing prosperity – it's about securing a better future for you, your family and for Britain, and from now until polling day I'm going to fight for that future with every ounce of energy in my body."

The Chancellor has three working days to respond to Mr Marsden's question.

NEWS

# National Audit Office to examine provider topslicing scandal

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The National Audit Office has said it will “look into” the issue of lead providers skimming outrageous management fees from subcontractors, *FE Week* has been told.

The Public Accounts Committee chair, Meg Hillier had vowed last December to raise the issue with the NAO following *FE Week*'s ongoing investigation into topslicing, which found evidence of providers keeping 40 per cent of government funding before dishing out contracts.

Ms Hillier told *FE Week* on Wednesday that she had received a letter from the NAO, which said: “We propose to look into this issue further to determine the facts.

“We intend firstly to review the Skills Funding Agency (SFA)'s recent compliance work, which aimed to make providers more transparent about their management fees.

“Once we have a fuller picture I will take a view on whether a full investigation would be justified.”

Topslicing has been the focus of an *FE Week* campaign since its launch in 2011 (see right), and was the subject of

“recent compliance work” by the SFA. The practice involves lead providers retaining government funding – usually called management fees – before finding a subcontractor to do the training for the remaining sum.

In one case, as reported by *FE Week* in November, Learndirect retained more than a third of its total government funding in management fees, pocketing nearly £50m.

And this week, *FE Week* uncovered evidence that one college was grading its potential subcontractors by the size of management fee they were willing to accept – the higher the fee, the higher the score.

Cambridge Regional College issued a tender document on December 16 inviting subcontractors to bid for four lots – 16-18 apprenticeships, 19+ apprenticeships, 24+ learning loans and adult skills budget.

The criteria on which all bids would be judged, included in the document, gave the proposed management fee offered by the subcontractor a massive 35 per cent weighting.

It then outlined the scoring methodology that the college would use to grade bids.

“Management fees retained by the college are a pass/fail criteria and the fee passed on must be a minimum of

20 per cent, which will be scored as a 3,” it said.

Anything lower than 20 per cent “will be marked as a fail”, it said, while bids of 22 per cent “score 4” and 24 per cent “score 5”.

When asked about its methodology, Paul Skitt, assistant principal employer engagement at Cambridge Regional College, said its higher management fees were the result of stringent contract management controls required by the SFA.

“The weighting we give to management fees reflects the increasing costs of administration associated with sub-contracting – the closer involvement and the increased demand on resources – required by all colleges with sub-contracted provision.

“Our sub-contracting processes and procurement have been approved by the SFA,” he added.

The SFA declined to comment on the college's tendering process.

“As independent corporations they are responsible for their own business models, modes of operation and financial health,” it said.

A spokesperson for the NAO confirmed it had sent a letter to Ms Hillier, but declined to comment further.

## 2015

### TOPSLICE OFFENDERS THREATENED WITH FUNDING SUSPENSION

Providers that fail to comply with the SFA's new topslicing rules will be given a November 21 deadline to comply – or face having their funding suspended. The Skills Funding Agency (SFA) has threatened to suspend funding for providers that fail to publish their management fees on their websites. It was announced this month in an FE Week investigation that providers were threatened that they must publish their management fees by November 21, 2015, or face having their funding suspended. The SFA's new topslicing rules require providers to publish their management fees on their websites by November 21, 2015, or face having their funding suspended. The SFA's new topslicing rules require providers to publish their management fees on their websites by November 21, 2015, or face having their funding suspended.

## 2014

### £142M CONTRACTOR TOP-SLICING 'EXTORTIONATE' 40 PC

The country's biggest Skills Funding Agency (SFA) contractor is charging management fees up to an “extortionate” 40 per cent of contract values, it has been revealed. Learndirect, with a current allocation of £142m and 50 subcontractors including colleges, charities and independent learning providers, was named the biggest SFA provider this year – and lists the range of fees it charges subcontractors as 10 to 40 per cent. A spokesperson for Learndirect said management fees they charge “range from 10 to 40 per cent” and that the SFA has also required providers to specify what their subcontractor last academic year. Learndirect said it is not available to publish its subcontractor list in its range of fees. “As this is the first year this requirement has been introduced we are currently in the process of updating our systems and will be able to publish the information in the next few days, but the 40 per cent is not available to publish at the moment,” said the Learndirect spokesperson. A spokesperson for the SFA said it is in the process of reviewing the SFA's topslicing rules and that it is in the process of reviewing the SFA's topslicing rules.

## 2012

### Subcontracting triples

Funding figures expose boom in colleges' apprenticeship deals

The amount that colleges spent on apprenticeship subcontractors has more than tripled in a year to £66.7m, *FE Week* can reveal. Figures from the Skills Funding Agency also show a boom in the number of deals. In the 2010/11 academic year they averaged 2.4 for

## 2011

### Justifying the subcontracting top-slice

Colleges are increasingly at risk of being perceived as being ripping off partners by ‘top-slicing’ 30 per cent or more in subcontracting agreements. Although the Skills Funding Agency (SFA) does not impose a maximum percentage charged by colleges under subcontracting arrangements, its guidance states this should not exceed 20 per cent. Other colleges contacted by *FE Week* that are publicly listed as charging 30 per cent – and in some cases over 40 per cent – in one or more of their subcontracting arrangements either declined to comment or even denied the percentage. Hail College told *FE Week* that they would not release the information unless we went through the Freedom of Information act process. This involved colleges subcontracting out the teaching, training and assessment of students, claiming the public funding and passing on a portion to the subcontractors. What the trend was justified as a means of widening participation and providing them with much needed funds, the Serious Fraud Office was called in to investigate misuse of what turned out to be millions of pounds of public money. Mindful of this scandal, and that the stated on the front page £11m was lost to fraud in 2011, the SFA only £1m is so far

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# INVESTIGATES

## NUMBERS FALLING, CLOSING DOWN – UNIVERSITY TECHNICAL COLLEGES

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When the Tories launched their manifesto in April last year at a University Technical College, they promised to create one of them 'within reach of every city'. Nicky Morgan said: 'I think we will see an improvement in recruitment. UTCs are a very important part of our overall education offer.' So what do the September recruitment figures tell us?

Forty per cent of University Technical Colleges (UTCs) opened between 2010 and 2013 saw student numbers fall for this academic year, *FE Week* can exclusively reveal.

Six of the 15 UTCs, all of which are now going into their third year, saw their learner numbers decrease for 2015/16. Royal Greenwich UTC had the most dramatic drop, with 140 fewer students for 2015/16 – a fall of 35 per cent compared to figures for 2014/15.

Bristol Technology and Engineering Academy, Buckinghamshire UTC, UTC Plymouth, Daventry UTC and UTC Lancashire also saw their numbers fall by between seven and 21 students, according to data obtained by *FE Week* through Freedom of Information requests.

The remaining nine UTCs increased their number of students from 2014/15 to 2015/16, though figures varied considerably. The

UTC NAME (opened between Sept 2010 and Sept 2013)	STUDENT NUMBERS 2014/15	STUDENT NUMBERS 2015/16	DIFFERENCE	PERCENTAGE INCREASE	CAPACITY	PERCENTAGE FULL
Royal Greenwich UTC	397	257	-140	-35.3%	600	42.8%
Buckinghamshire University Technical College	150	130	-20	-13.3%	600	21.7%
Daventry UTC	169	151	-18	-10.7%	600	25.2%
UTC Plymouth	200	182	-18	-9.0%	650	28.0%
Bristol Technology and Engineering Academy	343	322	-21	-6.1%	460	70.0%
UTC Lancashire	120	113	-7	-5.8%	800	14.1%
The Elstree UTC	410	413	3	0.7%	600	68.8%
Silverstone UTC	372	393	21	5.6%	576	68.2%
UTC Central Bedfordshire	92	101	9	9.8%	600	16.8%
UTC Sheffield	454	506	52	11.5%	600	84.3%
The JCB Academy	516	582	66	12.8%	540	107.8%
Wigan UTC	61	70	9	14.8%	500	14.0%
UTC Reading	267	323	56	21.0%	600	53.8%
Aston University Engineering Academy	377	475	98	26.0%	600	79.2%
Liverpool Life Sciences UTC	453	580	127	28.0%	800	72.5%
<b>TOTALS</b>	<b>4381</b>	<b>4598</b>	<b>217</b>	<b>5.0%</b>	<b>9126</b>	<b>50.4%</b>

Source: The data for student numbers at UTCs was obtained through FOI requests in 2014 and 2015. Capacity data was from the gov.uk website: <http://bit.ly/1R5KBd9>

smallest increase was at The Elstree UTC, which took three more students this year compared to numbers from last year.

In contrast, Liverpool Life Sciences UTC had the greatest increase with 127 more learners, a 28 per cent increase that brings its total to 580 students for 2015/16.

Overall, the data for this academic year showed that recruitment remains a problem for UTCs, echoing *FE Week's* research from

April 2015.

This found that of the 16 UTCs set up between September 2010 and September 2013, six were operating at up to just a third full at the time – with two running at no more than 14 per cent capacity.

In terms of reaching capacity this year, Wigan UTC has the furthest to go at only 14 per cent full. The UTC had just nine more students in 2015/16, bringing it to 70 in total.

UTC Lancashire also struggled, at only 14.1 per cent full, losing seven students from 2014/15 to 2015/16 (See box out for more information on UTC Lancashire).

UTC Sheffield had strong figures in terms of capacity at 84.3 per cent full this year, while the JCB Academy – the first UTC to open in 2010 – was strongest overall, exceeding its capacity of 540 with 582 learners for this academic year.



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- Tuesday 10th May 2016
- Tuesday 15th March 2016
- Tuesday 26 April 2016

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# TECHNOLOGY COLLEGE REVOLUTION FAILS TO DELIVER

## THE STORY BEHIND THE NUMBERS - UTC LANCS

The overall increase in student numbers at the UTCs that opened between 2010 and 2013 was just 5 per cent for 2015/16.

Together, these 16 UTCs have reached just 50.4 per cent of their combined capacity (4,598 students for a total capacity of 9,126).

Since 2010, two UTCs have also been forced to close. Hackney UTC closed in July 2014, after problems attracting learners, and the Black Country UTC closed its doors in August 2015, after a "disappointing" Ofsted inspection and low student numbers.

Commenting on this research, Charles Parker, chief executive officer of the Baker Dearing Educational Trust, said: "The Education Secretary has acknowledged that it is hard for UTCs and colleges to get access to students in other schools. This makes it a challenge to raise awareness with young people that UTCs are an option to consider at 14.

"Despite the challenges more than half of the UTCs listed are seeing improvements in recruitment.

"However, it's important that we find ways to ensure every child who can thrive at a UTC has the opportunity to do so."

The principals of Greenwich UTC, UTC Plymouth and Daventry UTC had not commented on the research at the time of going to press. The principals of Buckinghamshire UTC and Bristol Technology and Engineering Academy declined to comment.

At UTC Lancashire, student numbers fell by seven between 2014/15 and 2015/16 – and they remain almost 500 learners away from reaching capacity.

Speaking to *FE Week*, acting principal Jacquie Petriaho (pictured) admitted that UTC Lancashire's learner numbers for year 10 had fallen, saying that the senior leadership team (SLT) was disappointed with the final figures for this year group in 2015/16.

"The governors and leadership team interviewed every young person who applied to the UTC for a September 2015 start, and only offered places to the students who genuinely were interested in studying the specialisms on offer; design, construction and engineering," Ms Petriaho said.

"Many students, and parents of students who applied, realised during the interview process that the UTC was not an appropriate place for them to study at the age of 14.

"Even though governors and the SLT were disappointed with our final numbers for year 10, it did mean we were certain the students we recruited had applied and would come for all the right reasons," she added.

Ms Petriaho added that numbers in years 11, 12 and 13 have increased slightly compared to previous years and she is optimistic that the UTC will boost recruitment moving forward.



Source: Google Street View

"The UTC governors and SLT are working extremely hard to ensure numbers increase in all years next academic year, 2016/17, and over the next few years," she said.

Ms Petriaho has recently taken over the leadership of UTC Lancashire, after the original principal, Martin

Callagher, left in late 2015. Mr Callagher had been with the UTC since its inception in 2013.

Ms Petriaho confirmed to *FE Week* that Mr Callagher has now taken a role at Training 2000, the group training association that was previously the main sponsor of UTC Lancashire.

She added that UTC Lancashire is no longer working in partnership with Training 2000.



Source: http://www.utclancashire.co.uk

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## FE WEEK COMMENT

## Why can't politicians just give a straight answer?



It's a naive and age-old question, but one that really vexed my newshounds at FE towers this week.

The buck-passing we have experienced from the Treasury, BIS, and Conservative Party, up to Number 10, then back again to the Treasury was bewildering to say the least.

We tried couching the question in various ways to tease a satisfactory response from them, including a straight request for a 'yes' or 'no' answer.

But they all refused to say what had happened to the Prime Minister's planned windfall for apprentices from Libor fines — which he of course announced in a blaze of publicity to the national media before the General Election.

I'm sure you can draw your own conclusions from why they refused to comment.

My personal hope is that this pledge, to create something positive from a very dirty business through the potential transformation of 50,000 young lives, was more than a disposable vote winning gimmick.

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

**NICK OFFERED A PRIZE VIA TWITTER TO READERS WHO COULD GUESS WHAT OUR FRONT PAGE STORY FEATURING THE PRIME MINISTER WOULD BE ABOUT. NO-ONE WON, BUT HERE ARE SOME OF THE RESPONSES — SOME MORE SERIOUS THAN OTHERS:**

**@cjk100 he's going to say Mr Wilshaw has got it wrong about Colleges and Mr Gove has told him so**

**@ROTSchools New job as a lecturer on transparency in government?**

**@JerryWhiteCCN is he going to announce that he told George find the cash to fund 16-18 apprenticeship growth?**

**@sewdarngood 1 billion apprentices**

**@DJTPayne did he get rejected for a 24+ loan?**

**@The\_Data\_Adonis he failed-level 2 childcare by leaving his kids in the pub?**

**@SchoolDuggery he admits he isn't really an alumni of Oxford University but went to Reaseheath FE College. Where he encountered a pig.**



## Cost of college bailouts as high as £100m

**@PAULOFFORD**  
PAUL.OFFORD@FEWEEK.CO.UK

The Government is propping up colleges to the tune of £100m, the Association of Employment and Learning Providers' (AELP) has revealed.

AELP chief executive, Stewart Segal, said he was looking forward to college finances improving significantly through the Government's post-16 area reviews.

He added that he hoped "we can save much of that £100m going into the sector to make sure it can continue" because of this.

*FE Week* asked the SFA about the £100m after hearing this.

An agency spokesperson did not deny that the Government had told sector stakeholders, including AELP, about the bailout figure before Christmas.

It did, however, say that the figure was "out of date", but declined to provide a new one.

Mr Segal also said during the same webinar on January 26 that "various reports suggest up to 90 colleges may fall into the [serious financial difficulties]

category" (see right).

This would represent a big increase on the 50 that *FE Week* reported in February last year could be in serious financial difficulty, due to a "perfect storm" of capital debt and 16 to 19 funding cuts.

Dr Lynne Sedgmore, then-executive director of the 157 Group, said at the time that the figure was a "sector rumour".

Part of the problem, she added, was that SFA predecessor body the Learning and Skills Council had "encouraged" colleges to "take on ambitious capital redevelopment programmes".

"Since colleges have to finance a major part of their capital development themselves, many have high borrowings and now face a 'perfect storm' as funding rates have been repeatedly cut for 16 to 19-year-olds in recent years and funding numbers slashed for adult provision," said Dr Sedgmore.

When asked about the £100m figure mentioned by Mr Segal, an SFA spokesperson told *FE Week*: "These are out of date forecasting figures. We will reassess the position when we have

### Area Reviews

- Structured around the financial issues of colleges
- AELP and ITPs recognised in the process with links to local groups
- Up to 90 colleges could have financial problems this year
- £100m spent on supporting colleges this year
- Drive towards mergers
- Introduction of Technical Institutes (open to all)



financial plans later in the year."

"We will soon be publishing a list of colleges under notice of concern and providers under a breach notice," she added.

"The SFA considers FE college exceptional financial support on a case-by-case basis, depending on the type of exceptional financial support requested."

Notices of concern are issued in response to SFA concerns over a college's financial health and trigger interventions from the FE Commissioner. The agency issues breach notices if providers fail to meet terms of its contracts.

## COMMENTS

### Chaos as DfE bungles 16-18 apprenticeship growth funding requests

The LSC/SFA capital and Train2Gain overspend crisis all over again. Why is it that these organisations and managers never learn their lesson? They destabilise colleges and the FE sector time and time again. This is a disgrace given the current financial problems in the FE and Skills sector. Will anybody be held accountable?

Brendan

What a ridiculous notion; of course no-one will be held accountable. Mistakes in FE colleges and in training providers lead to the wrath of Ofsted/SFA/EFA etc. etc.; mistakes in BIS or DFE or any of their agencies have no consequences whatsoever for the dullards who make the errors. No wonder

confidence in our masters continues to be at rock bottom.

LRoding, in reply to Brendan

I'm used to ASB growth delays but I have never known it to impact on 16-18 before to such an extent. This comes just as enrolments for apprenticeships hit 150,000 in Q1 giving hope that we are on target for the 3 million by 2020. These shenanigans at the EFA/SFA could undermine the momentum. Is the EFA/SFA doing anything about the FE Grant Funded sector who may be under performing in 2015-16. Rather than let this lag, they could divert the underspend to those colleges and providers who have real demand right now?

Matt Garvey

### What's so special about apprenticeships?

Great article that not many will like. But being in the industry sometime I understand the points you make, very valid! The whole system needs a huge shakedown, ministers need to take their heads out the sand and realise the extent to which an overhaul needs to be made of apprenticeships (I wouldn't class them as one). The stats I would like to see are the ones for retention after the apprentice has finished.....how many stay in their jobs up to one year after they end or as they end. The figures can be very twisted as greed and money takes over by the colleges (funding providers) training providers chasing the money, employers wanting cheap labour.....or lastly there is the poor so called 'apprentice' tangled up in all this. ENOUGH SAID.  
J Marshall

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## INVESTIGATES

# GOVERNMENT SILENT AS ONE IN THREE TRAINEES

@JUDEBURKE77  
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As restrictions are lifted on delivering traineeships, with the government claiming excellent results mean they are no longer needed, questions remain over quality. The change has led to accusations that the Government is “desperate for numbers”.

Until last Monday, only providers rated “outstanding” or “good” could deliver traineeships. However, provision has now been opened up to providers who have been rated as “requires improvement” or “inadequate” by Ofsted.

According to the Government, the earlier restriction was to “ensure quality from the outset” and the change has brought traineeships in line with rest of FE and skills provision.

“Now that traineeships are fully established and getting excellent results for young people, from 2016/17 we will place them on a par with other provision by removing this requirement,” the Government said in its English Apprenticeships: Our 2020 Vision report, published in December.

Its own evaluation of traineeships focused on outcomes, and did not address the quality of provision. “Around two thirds of trainees

progressed to positive destinations including apprenticeships,” said the 2020 Vision report.

In addition, “94 per cent of employers consider traineeships to be an effective way of preparing young people for work”.

When asked by *FE Week* about the quality of provision, as judged by Ofsted, the Government remained silent, so we took a look.

In 2014/15, just 21 out of 272 inspected providers received a grade for traineeships. Of those 21, five received a grade 3 (requires improvement) rating, and a further three had been slapped with a grade 4 (inadequate).

Since the introduction of the new Common Inspection Framework in September 2015, only five out of 88 inspections have included a grade for delivering traineeships. One of those five was a grade 4, while the remaining four were all grade 2.

This means since September 2014, of the grade one and two providers delivering traineeships that have been inspected, more than a third have subsequently been given a grade 3 or 4 rating for their traineeship provision.

“In my view, the Government has opened up the traineeship programme because they’re not recruiting enough people on it. They’re desperate for numbers,” said John Hyde, chair of HIT Training, which used to run traineeships.

Mr Hyde said that young people who could get a paid job would do so, leaving traineeships for those who “need more guidance to get a job”. Rather than open up provision to all providers, Mr Hyde said he believed it should be run by specialists.

“I think that is where the marketplace is now. Providers that are specialists in helping the hard to reach are the only people that will benefit from the Government opening up traineeship provision,” Mr Hyde said.

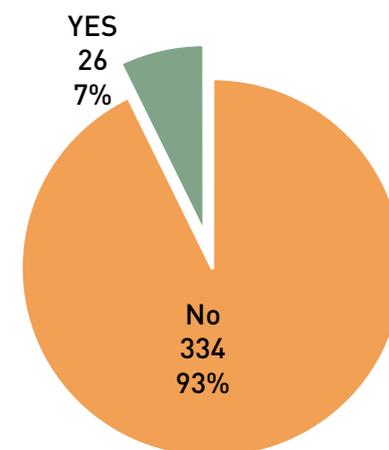
“For everybody to dabble in it, I think it’s going to be very messy and not produce really good results,” he added.

Andrew Cleaves, principal at Birmingham Metropolitan College, said he welcomed the opening up of traineeship provision. The college had been delivering a small number of traineeships, but was hit with a grade 3 rating from Ofsted in May last year.

“We have worked with a number of employers to design and deliver appropriate employability programmes that progress successful recruits on to jobs and apprenticeships.

“The traineeship brand will help us to deliver more training that can provide people with the skills they need to enter employment,” said Mr Cleaves.

Traineeships were introduced in 2013 for 16- to 24-year-olds as a pre-apprenticeship programme. According to provisional



FE and skills Ofsted inspections with a traineeship grade since September 2014

government figures, 7,600 people have started a traineeship so far in 2015/16. In 2014/15, there were 19,400 traineeship starts, up from 10,400 in 2013/14.

The restriction on delivering traineeships was due to have been lifted in August, the government had said in December, but the date was brought forward in January.

A spokesperson for the Department for Business, Innovation and Skills said it had nothing further to add beyond the information given in the 2020 Vision report. Ofsted confirmed that it had not carried out a thematic review into traineeships, but declined to comment further.

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## For everybody to dabble in traineeships

**John Hyde, the chair of HIT Training, explains why the company no longer provides traineeships and why the government is wrong to open the programme up to all providers.**

In my view, the government has opened up the traineeship programme because they’re not recruiting enough people on it. They’re desperate for numbers.

The economy has improved since the programme started. There are a lot of entry level jobs available, so if young people want to work there is work now for them.

Why would a young person commit themselves to up to six months in a traineeship with no pay, when they could get paid straightaway in a job at which the employer would have to train them anyway?

So you get young people who are “hard to help” doing traineeships – the ones who need more guidance to get a job. Those are certainly the kind of young people we were getting in the last few months we were running the programme.

The problem was that our staff weren’t geared up or trained for that. We came into it as mainstream provider, not as a

specialist unemployment provider working with the hard to reach.

We saw it as a service to the hospitality industry and not as a service for the hard to help.

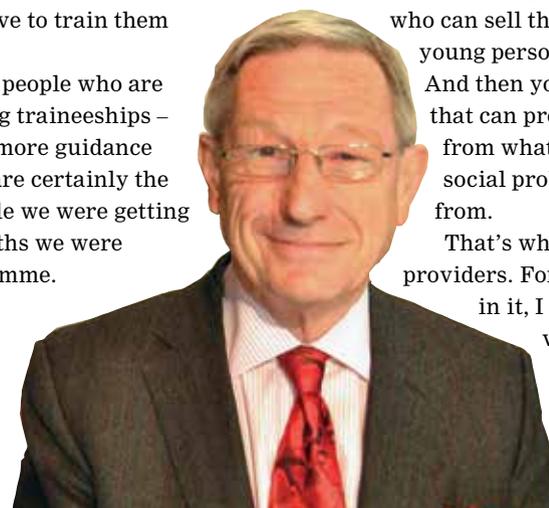
I think that is where the marketplace is now. Providers that are specialists in helping the hard to reach are the only people that will benefit from the government opening up traineeship provision.

It’s not an easy programme to run. You need expertise in dealing with employers, and the ability to work with the employers to offer places for people that are reluctant, or unable, to get a job without the existence of this programme.

Essentially, you need two specific sets of skills. You need employer liaison people, who can sell the programme and the young person to the employer. And then you need the specialists that can prepare that person, from whatever background or social problems they’ve come from.

That’s why you need specialist providers. For everybody to dabble in it, I think it’s going to be very messy and not produce really good results.

You’re going to get more disappointed young people



# SHIP PROVIDERS FAIL TO ACHIEVE GOOD OR BETTER

Ofsted grades for traineeship provision in 2014/15 and so far in 2015/16

The 21 Traineeship grades in 2014/15 (out of 272 inspections)	
Strode College	1
SEEVIC College	2
Team Enterprises Limited	3
Lancashire Adult Learning	4
Economic Solutions Limited (Manchester Solutions)	3
Worcestershire County Council	3
East Surrey College	2
SBC Training Limited	2
Baltic Training Services Limited	2
KATS Ltd	4
QDOS Training Limited	4
Central Training Academy Limited	2
Focus Training (SW) Limited	2
YMCA Training	2
Hudson & Hughes Training Limited	2
North East Lincolnshire Council	3
Archway Academy	2
Leicestershire County Council	2
Doncaster Metropolitan Borough Council	2
t2 business solutions	3
HIT Training Ltd	2
Average grade	2.48

Grade 1	1	5%
Grade 2	12	57%
Grade 3	5	24%
Grade 4	3	14%
	21	

The 5 Traineeship grades so far in 2015/16 (out of 88 inspections)	
DART Limited	2
Humber Learning Consortium	2
North Lancs. Training Group Limited(The)	2
Wirral Metropolitan College	2
Age UK (Trading) Limited	4
Average grade	2.40

Grade 1	0	0%
Grade 2	4	80%
Grade 3	0	0%
Grade 4	1	20%
	5	

Grade 1	1	4%
Grade 2	16	62%
Grade 3	5	19%
Grade 4	4	15%
	26	

35% did not achieve a traineeships grade one or two

## Traineeships it will be very messy

who are not getting the expertise from a specialist provider that they need to get them back into work.

**I can't see the programme lasting much longer. There is no incentive to young people to sign up for a traineeship.**

We went into delivering traineeships because we thought it was a good way for unemployed teenagers to come into the hospitality sector. It was to be sold to them as a way of getting qualifications and a job.

That was our entire raison d'être for doing them – to get young people into a job, with work experience, so they could get full-time employment. There was no upper limit to the number of traineeships we were going to offer. It was our intention to have a traineeship team in each of our 40 offices around the country.

However, when we were inspected by

Ofsted we found they didn't really understand what a quality traineeship is.

The inspectors were looking for classroom teaching, rather than practical job outcomes and work experience. They were more concerned about our numeracy and literacy results rather than whether our trainees found jobs.

The problem was the trainees weren't on the programme long enough. Once they'd finished the initial assessment and preparation for work, they were with the employer all day. There was no day release programme then, so the actual training would take place with a member of our staff visiting them at the workplace.

Although we got an overall grade 2 rating from Ofsted, we were given a grade 3 for our traineeship provision.

We then took the decision to stop running traineeships completely, which meant having to make 80 members of staff redundant. We managed to relocate half of them within HIT and found jobs for a further quarter, and we know the remainder are all in work.

I can't see the programme lasting much longer. There is no incentive to young people to sign up for a traineeship. I don't think their benefits are stopped, but equally there's no cash advantage to them doing a traineeship.

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## PROFILE

## FIGHTING HER WAY TO THE

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**A**chieving promotion through the ranks to the role of college principal is still a tough task for anyone in FE – but it must have appeared a particularly daunting prospect for a gay woman starting out in the 1970s.

Yet Dr Ann Limb achieved rapid promotion to the position of college principal by 1987, when she was only 34 years old. She recalls having to overcome a lot of prejudice to get there, even if she chose to keep her sexuality secret at the time.

“Did I encounter chauvinistic and sexist behaviour? Oh boy, did I – in bucketfuls,” she says. “There were some women principals, but I was both young and a woman.”

“And I’m a gay woman too, although I wasn’t open about it at the time.

“We worked in the era with section 28, where the promotion of anything other than white, Anglo-Saxon maleness was an offence. It was against the law.

“Against that backdrop, is anyone in a leadership position going to own up to anything?” she says.

“That’s just how it was, and you worked with how it was.”

Born in 1953, Limb was the first child of Norman and Elsie Geraldine “Gerry” Limb, who ran a butcher’s shop in Manchester’s Moss Side.

Limb describes it as a “very small family business when rationing was still on and meat was still important – particularly for the working classes”.

Sister Julie, who Limb says is “very important to me”, was born when Limb was four.

It was a home birth, Limb recalls. “I was taken out the morning she was born by my godmother and I came back at lunchtime and I had a little sister.”

The family moved to Stockport shortly afterwards, where Limb went to school – first at the local primary, and then, after passing her 11+ exam, at Marple Hall Girls’ Grammar School.

Having shown a talent for languages, Limb packed her bags for Liverpool in 1971 to read French at university, with a view to becoming a French teacher.

This was “a kind of unusual choice for somebody who had come from the kind of background I had”, Limb acknowledges, but says her parents encouraged her.

“The idea of having a steady public sector job with a pension at the end of it was really something that was beyond what they did as small business people,” she says.

After finishing her degree in 1975, Limb embarked

on a PhD at the same time as teaching part-time at the Wythenshawe College, in Manchester (now part of Manchester College).

The PhD soon fell by the wayside after Limb “got so involved in FE teaching, and my FE career started”.

She then followed what she calls a “very rapid, curriculum-led career” – rising through the FE ranks from teacher through head of department, then vice-principal before becoming Milton Keynes College principal.

At just 34 years old, at the time of her appointment, she was the youngest ever FE principal.

“I don’t think at the time I was proud of it, but I’m happy to own that pride now,” she says. “I was pleased I became an FE college principal, and I did so really without any of the support that people get these days. I had no mentor. I had nobody providing coaching.”

Limb stayed at the helm at Milton Keynes for 10 years – during which time she met her partner, Maggie Cook – before moving on in 1996 to take over at Cambridge Regional College.

She remained there until 2000, at which point she “fulfilled an ambition I’d formed in Milton Keynes College, which was that I didn’t want to work full-time in FE until I was on my knees – I’ve never been motivated to work for money”.

A five-year stint as chief executive of Learndirect kicked off the second half of Limb’s career.

She says she was “attracted by the innovation” of the role “because online learning, no matter what people say, was not being taken up in FE”.

Since moving on from Learndirect in 2005, Limb has been in the enviable position of not working full-time.

Instead, she says she’s done “a brilliant range of non-exec work with some coaching and some consultancy thrown in”.

Among her many roles, which include being appointed the first ever female chair of the Scouts, in October 2015, she chairs SEMLEP and the Skills Funding Agency’s funding reform and localism steering group.

It is from this perspective that she says she’s positive about the future of FE.

“The old battles have been won,” she says. “The Prime Minister talks about schools and colleges. It doesn’t get better than that.”

It’s perhaps indicative of what she calls her Quaker values that, when asked about her greatest achievements looking back to her 25-year career in FE, all the examples Limb cites are about how she’s helped other people.

She talks with passion about the work she did in the mid-1980s helping women return to education.

These women returner courses – “women in technology, women into management” – were particularly significant during the miners’ strike.

Limb describes working in pit villages, in which the men weren’t working and the women hadn’t previously worked.

“Those were the women returners to IT courses, particularly, and they were an example of what FE does at its best. And it was life-saving and life-changing in the extreme,” she says.

Another example of her impressive moral compass came back in 1998, not long after Limb had taken on the role of principal at Cambridge Regional College, when the Labour government introduced £1,000 up-front university tuition fees.

This policy, Limb says, “clobbered FE students, particularly FE returners, the women-returners, the ladder of access to HE”.

So she decided to do something about it. “I got a salary increase when I changed college, so I decided to put the difference in my salary into a charity,” she says, “to provide bursaries to offset these upfront tuition fees”.

That charity was the Helena Kennedy Foundation, named after the Labour peer who wrote the Learning Works report in 1997, and it still supports disadvantaged students today.

1957



On the doorstep of her childhood home in Stockport

1963

Ann (back left) with other members of the Norbury Hall Primary School netball team



2014

[Left to right] Ann’s niece Joanna, sister Julie, nephew Jonathan and brother-in-law Jim McGowan



2015



Ann Limb with Beaver Scouts, as she was named first female chair of the Scouts

2015



With civil partner Maggie Cook (centre left) and friends, receiving her CBE

THE TOP

NEXT EDITION'S PROFILE

Read our profile interview with Sal Cooke in the next edition



Did I encounter chauvinistic and sexist behaviour? Oh boy, did I – in bucketfuls

### It's a personal thing

#### What's your favourite book?

Testament of Friendship, by Vera Brittain. My mother gave me this book when I was quite young. It's important to me because it talks about friendship, particularly friendship between women, and because I'm a Quaker, and Quakers are known as the religious Society of Friends. I met Vera Brittain's daughter, Shirley Williams, and I asked her if she would inscribe it. And then I asked my mum to write in it, which she did exactly a year before she died



#### What do you do to switch off from work?

If I could go skiing every day I would, but I'm not in the right place for that, so I do meditation, yoga, swimming, walking, birdwatching and going to the theatre and opera

#### What's your pet hate?

Litter and flippancy

#### If you could invite anyone to a dinner party, living or dead, who would it be?

Angela Merkel, Hilary Clinton and Eleanor Roosevelt. I want some comedy and theatre, so I want Victoria Wood, Julie Walters, French and Saunders, and Judi Dench. I want some music from Aretha Franklin and Carole King. They're all strong, lovely women

#### What did you want to be when you were growing up?

A theatre director, orchestra conductor or an opera singer

### Curriculum vitae

- 1953: Born in Moss Side, Manchester
- 1958: Norbury Church of England Primary School, Stockport
- 1964: Marple Hall Girls' Grammar School
- 1971: Degree in French at the University of Liverpool, including a year abroad in France
- 1977: Began teaching career at Wythenshawe College, Manchester (now part of the Manchester College)
- 1980: Head of modern languages at High Peak College, Buxton
- 1984: Head of business and management studies, North East Derbyshire College
- 1986: Vice principal, Milton Keynes College
- 1987: Principal, Milton Keynes College
- 1996: Principal, Cambridge Regional College
- 2000: Chief Executive, Learndirect
- 2005-present: A variety of non-executive roles, coaching and consultancy
- 2011-present: Chair, South East Midlands Local Enterprise Partnership

## EXPERTS



## RAW HYDE

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

## Why aren't former apprentices advising the Government over apprenticeships?

John Hyde accuses the government of hypocrisy through ignoring the group of people who are likely to have the best understanding of related demands and benefits of the vocational training programmes when forming the Institute of Apprenticeships — ex-apprentices.

We now know the identity of the employers forming the Institute of Apprenticeships, all graduates.

Not an ex-apprentice among them, which is a great pity when some of our most successful business are led by ex-apprentices.

Each industry will have its heroes, but from the hospitality sector, Jason Atherton, an ex-YTS trainee has grown a chain of 14 restaurants around the world from New York, Sidney, Hong Kong, Shanghai and Dubai with five in London, 3 with Michelin stars.

Despite the Department for Business, Innovation Skills' (BIS) own research that inviting apprenticeship practitioners to join employers trailblazer groups substantially improved their effectiveness, this evidence seems to have been ignored when creating the membership of the Institute of Apprenticeships.

One hopes one of their first moves will be to co-opt some practitioners who actually understand the minutiae of apprenticeship delivery and employer engagement.

While I am very sceptical about the trailblazer apprenticeship standards adding any quality to the current frameworks, being totally reliant on an end test, the substantial number of apprenticeships in new sectors and new careers is encouraging.

However I haven't seen any reduction in my bank charges, now the government is paying for banking qualifications through the apprenticeship route.

This government came to power pledging to increase apprenticeship numbers to 3m starts.

It's ironic that the first growth requests to the Skills Funding Agency and Education Funding Agency have been turned down.

It may be arguable the 3m will be achieved by the end of this parliament, when the levy is fully in place and the public sector hit their imposed targets.

Yet not funding growth now sends out mixed messages both to the sector and potential employers and apprentices alike.

Opportunities missed now may not be replaceable later.

Concerns are also being expressed about the low take up of trailblazer standards.

Sectors with current high volumes of apprentices, i.e. retail, care, customer services, business administration, hospitality and catering do not yet have trailblazers in place.

Many of the approved trailblazers are at higher levels, where take-up is bound to be lower.

Funding, especially for end testing has not been agreed for most standards, so providers are reluctant to commit without knowing the financial consequences.

But most providers, especially in the high volume areas are concerned about the impact of end testing on completion rates.

The current completion rate of around 70 per cent means just under 1m of the 3m starts will fail.

**One hopes one of their first moves will be to co-opt some practitioners who actually understand the minutiae of apprenticeship delivery**

However, replacing continuous assessment of skills and knowledge with an end test is bound to drop completion rates, as providers get used to the new system.

Many learners took the apprenticeship route because of the practical skills and not the written testing, so for many they will fail in the new system.

It would damage apprenticeships' reputation if the completion rates fell drastically, or learners or employers decline to personally fund retakes.

Headlines of 50 per cent failure rates in apprenticeships, or only half of the 3m apprentices pass would make political capital for the opposition parties as they emerged towards the end of this parliament.

Retention of SASE frameworks as an insurance to ensure this does not occur until we have actual results from trailblazer completions, makes sense.



## GENEVIEVE CLARKE

Programme manager for Reading Ahead, The Reading Agency

## Reading is for life – but also good grades in the FE setting

Reading for pleasure can transform motivation and attainment. Genevieve Clarke explains how The Reading Agency is achieving results for FE colleges with its Reading Ahead programme.

Every week, the subject of *FE Week*'s profile page is asked to name their favourite book. It's a great advert for reading for pleasure, but can we take enjoyment of reading among staff and students in the FE sector for granted?

At The Reading Agency, a national charity with a mission to inspire more people to read more, we're currently working directly with around 100 FE colleges across the UK to promote reading for pleasure and indirectly with several more through their local public libraries.

College staff, including librarians, often tell us that engaging their learners in reading of any kind is impossible. They can read but they won't — or, more worryingly, they can't without a painful struggle.

All is not lost however. Our annual Reading Ahead programme has proved itself as a motivational trigger, helping students to discover that reading can be both habit-forming and enjoyable.

It invites students to pick six reads of their choice and log, rate and review their reading in a small diary in order to get incentives and ultimately a certificate. They can choose any kind of text, print or digital, as long as they challenge themselves and try something new. The aim is to engage students in a virtuous circle whereby the everyday practice of reading becomes a pleasure while also increasing their proficiency.

And it works. Formerly the Six Book Challenge, the programme has reached nearly 200,000 people over the last eight years through public libraries, learning providers, prisons and workplaces, with colleges well ahead in terms of participation.

In 2015, 92 per cent of survey respondents of all ages said they felt more confident about reading after taking part, rising to 93 per cent for 16 to 19-year-olds and 96 per cent for 20 to 24-year-olds. Northampton College has been with us from the start with Ofsted having remarked on the involvement of male students in particular. Newcastle-under-Lyme College, also praised by Ofsted for use of the programme, has integrated it into all Functional Skills classes. Many others are using it extensively to support Esol learners and GCSE students.

Reading Ahead succeeds because of two main ingredients that most colleges already have to make reading for pleasure part of their culture, with all the associated benefits

of higher attainment, motivation and confidence.

First is a library or learning resource centre right at the heart of the college community that draws people in for work and pleasure. Friendly staff are essential, ideally with a passion for reading that they can take beyond the library walls. Obviously the stock of reading material, print and digital, has to take account of course priorities. But it should facilitate reading for fun too and be able to lure in reluctant readers with magazines, graphic novels, poetry and books such as the Quick Reads or even shorter texts for students who need an easier way in to reading. Even better if staff also link with public libraries to make students aware of the wealth of free resources on offer for them and their families.

**The stock of reading material, print and digital, has to take account of course priorities. But it should facilitate reading for fun too and be able to lure in reluctant readers**

Just as important are teaching staff who recognise the value of reading as fundamental to a learner's progress, not just in terms of skills but their whole approach to the life ahead of them. We work with tutors who, with library support, weave all kinds of reading into courses as varied as hair and beauty, building studies and GCSE English. They can see at first hand the improvement to reading, writing, speaking and listening and ultimately to exam results and employability — surely a reason to promote reading for pleasure as part of the current review of Functional Skills. They also report how their students grow in confidence as they become independent learners, mentors to their peers and willing participants in college life.

There's still time to get your students involved in Reading Ahead this year. With pressure on for all young people to work towards grade C English GCSE, what better way to support their progress and turn them into lifelong readers at the same time?

## EXPERTS

**Rochdale Sixth Form College topped this year's performance table, published last month, for value added A-Level performance for a third year in a row. Julian Appleyard explains the secret of their success.**

If someone asked me in 2010 to predict the success of Rochdale Sixth Form College and where it would be in 2016, then I would say that the achievements to date have surpassed all expectations.

Over the last six years, the tremendously dedicated and committed students and staff have been on a journey resulting in national recognition and history being made.

For the third successive year, the college has topped the Department for Education performance tables for A-Level value added.

The position in the tables shows that students at the college make more progress given their start point.

Prior to 2010, Rochdale as a local authority was ranked in the bottom 10 per cent for value added performance for A-Levels and in the bottom five local authorities for student progression to higher education.

Since then, the transformational reversal in fortunes has not only changed perception of prospective students and parents, but the college is an educational beacon for the town itself.

When I look back clearly, the pivotal moment was the outstanding report by Ofsted in 2013, but putting such accolades aside, it is the moral dimension to our work that drives us.



## JULIAN APPLEYARD

Principal of Rochdale Sixth Form College

### Moral purpose drives academic success

Fundamental to the college's success is the moral purpose in which all our daily work is rooted.

There is no doubt that energetic and inspirational teaching is great to see, but it is the attitudes and beliefs of staff that have helped drive performance.

It is their desire, day in and day out to inspire, motivate and believe in our young people, so that they have the self-confidence and self-worth to face A-Level study.

We have tried to keep a simple mantra of high expectations, an exclusive focus on individual one-to-one work in and outside of the classroom and a relentless focus on the core business of teaching and learning.

It sounds very clichéd when put like that, but we simply have processes that ensure no student gets left behind.

The one-to-one approach is a central feature. The context is such that there are only seven sixth-form colleges that have less qualified students.

We work in a community where our largest

partner school is in the 10th most deprived ward in the country.

It is easy to talk about the challenges of financial poverty and poverty of aspiration, but this is our reality.

Our approach to teaching and learning has been such that we have ensured these have been no barrier to achievement.

My staff appreciate and understand this; when I recruit I ensure that they are rooted in the moral dimension of our work.

It means being ambitious and aspirational for our young people.

Precise tracking, powerful intervention and an unstinting belief in the ability of our students have been critical.

Our approach to teaching and learning is one that has not been initiative-led.

We essentially are happy for our staff to focus upon lessons that ensure every student makes progress in an environment where pace and active participation are non-negotiables.

Our commitment to valuing the individuality of each of our students and

providing personalised pastoral support through a bespoke pastoral structure is a crucial feature of what we do.

Staff appreciate that preparing students for the next step means getting to know them really well and ensuring that they have the skill set necessary to make the transition to the post-18 world.

### The position in the tables shows that students at the college make more progress given their start point

The life-changing outcomes at the college and the leadership and its systems are now going beyond the college gates.

The college as a designated National Support School has supported other institutions across the country with tangibly improved outcomes and the college looks to continue this work.

The college, while proud of its success so far, is far from complacent and is even more determined to sustain its success.

By building on our powerful ethos and culture, we aim to ensure the future generation of Rochdale students receive a first class deal – they deserve nothing less.



## LUKE JOHNSON

Chairman of the Career Colleges Trust

### Time to get proactive in order to promote vocational training

**Luke Johnson says colleges should be more proactive about publicising the benefits of vocational training to their communities, with help from employers.**

Time and time again employers like myself will tell you that young people just aren't equipped with the skills they need to succeed in the world of work.

Whether it's their lack of social skills, enterprise skills or basic maths and English ability, employers are often the first to point the finger at colleges, schools, and universities for the worrying skills gaps that almost all UK industries are facing.

This problem is going to get worse as the world of work is changing dramatically.

New technologies mean that while many traditional roles will not be needed in the next 10 to 20 years, many new jobs will be created that need completely different skills and expertise.

Colleges will need to flex, ensuring that

the courses and study programmes they are offering are fit for purpose.

And to do this effectively, they need to have a thorough understanding of industry's requirements, which is no mean feat in such a rapidly changing world.

My own businesses regularly face recruitment challenges, but rather than sit back and bemoan this problem, I want to encourage a rather more proactive approach.

To be fair, employers are attempting to tackle the issue in various ways. One example is the recent news that both Penguin books and EY are now welcoming applications from non-graduates – no longer seeing the "degree" as a minimum or indeed necessary requirement.

This widens the talent pool and indeed, can identify more diverse candidates with varied skillsets.

It also highlights to young people and their parents that the traditional A-level/degree route is not the only option to a successful

and fulfilling career, which is important.

FE colleges should capitalise on this message, using it as an opportunity to promote the many vocational pathways on offer, including apprenticeships, which are the top of our current government's agenda.

However, there is no doubt that the most effective way to tackle the skills shortage is for employers to get involved with their future workforce much earlier, engaging with schools, colleges and students directly.

### The most effective way to tackle the skills shortage is for employers to get involved with their future workforce much earlier

Many FE colleges are no strangers to working with employers in some way.

Through my work with the Career Colleges Trust, I have seen a new level of employer-college partnership – with businesses helping to design and deliver curriculums and achieving great outcomes.

Colleges in our network work directly with local and national businesses within particular industries, enabling them to

offer masterclasses, work shadowing opportunities and live project briefs to students.

I was at Harrow College last week, for the launch of their two new Career Colleges, which are housed in a spectacular £6.5m Enterprise centre.

Alongside speeches from employers, I was extremely impressed to hear from a few of the students themselves – all of whom spoke passionately about their courses and how inspiring it is to have support and coaching from real employers.

Such intrinsic involvement ensures that an employer can be assured that the skills and knowledge being taught are fully relevant to the industry.

It also means that the student is ready to walk into the world of work, avoiding the need to re-train or start from scratch.

I think we can all agree that the current education system is not perfect. A heavily-academic focus is a real disadvantage to many young people and simply does not provide a clear line of sight to jobs and careers.

I would urge colleges to ask more from local employers. Ask for their support and their input. Ask them what it is they need from you and your students.

The world of work is changing and this must be reflected in both the courses being run by colleges and a bigger emphasis being put on technology and enterprise.

Ultimately, employers, colleges and students all want the same thing, so let's continue to work together to ensure our young people and our industries can thrive.

# CAMPUS ROUND-UP



Lecturer Tim Speight (front) with, from left: technical apprentice James Skiffington, aged 19, music tutor Thomas Flanagan, third year music production and sound recording learners Lee Howard, 29, and Daniel Kuptel, 28, music tutor Tim Canfer, third year music production and sound recording learner Matt Clarkson, 30, and music course Leader Susan Donnelly

## Barnsley faces the music

Music apprentices at Barnsley College gave up their holiday over the Christmas period to help their lecturer and university peers create a sound recording studio from scratch.

Lecturer Tim Speight, who has worked with the likes of Simon Cowell, Westlife and McFly in the past, led the team of learners to create a space equivalent to the quality of the industry top dogs.

The modification at University Campus Barnsley also doubled up as work experience for the students as they learned the skills

needed refit an entire studio.

Mr Speight said this was a project he and the learners could “really get our teeth stuck into”.

“We wanted to make a real statement within the music department and create a flagship room that could be used as a fully functioning studio as well as a creative learning environment for lectures,” he added.

To go with the latest industry standard equipment, the studio now includes a fully soundproofed vocal booth and features a TV, LEDs and spots added for creative effect.

## £6k good sign for college



Learners at Communication Specialist College Doncaster show off their new android tablets

Learners at Communication Specialist College Doncaster have been given a studies boost thanks to a £6,000 donation from the DM Thomas Foundation for Young People (DMTFYP).

The grant has been used to buy a number of Android tablets, which the students will use as part of their British Sign Language classes.

Stacey Betts, the deputy head of communication at the college said it was thrilled to have been given the donation.

“The tablets will enable the learners to access online help and support for their

BSL courses and enable them to have the most up to date technology in this area.”

The college is part of charity Doncaster Deaf Trust and relies solely on donations to improve student learning.

Simon Sheehan, director of DMTFYP, said: “The foundation is delighted to support the fantastic work of Communication Specialist College Doncaster. Assisting young people to gain access to education is one of the key aims of the foundation so we are proud to supply the college with tablets, which will support their BSL study.”

## Corbyn visits Middlesbrough



Picture by Tom Banks

Jeremy Corbyn with level two performing engineering operations learner, Liam Stokes, aged 16, during the Labour leader's visit to Middlesbrough College

Jeremy Corbyn has given a thumbs up to the training being provided by Middlesbrough College for former steelworkers and apprentices.

The Labour leader spoke after touring the college's new £20m science, technology, engineering and maths (STEM) Centre, where the majority of the training courses are taking place.

The centre features three fully-equipped industrial sections: process operations and maintenance, advanced manufacturing and logistics and warehousing.

Mr Corbyn said: “The college is doing a fantastic job providing skills training and

certification to SSI workers, many of who have huge skills levels but they might not have the right qualifications needed for new jobs.

“The STEM Centre is a great place and the college should be complimented for its work to help people make the transition as they recover from the trauma of losing their jobs.”

The college's specialist industrial training courses are offered free of charge to those who can show they have been directly affected by the recent closures in the industry, including the loss of 2,200 jobs when Redcar steelworks was closed in October.



From left: level three animal management learners Mel Buckley and Sarah Hook, both aged 19, tend to Teddy the hedgehog

## Guest for 'hedgehog haven'

Teddy the hedgehog is the first resident of a new sanctuary set up by Salford City College's animal management department.

Teddy arrived at the “hedgehog haven” in the college's Walkden Sixth Form Centre at the end of last year after he was brought in by a local resident who found him in their garden.

When Teddy arrived, he weighed just 640g and had a number of ticks that needed to be removed.

A rota was set up for the students to take responsibility for recuperating him,

and they now take it in turns to feed, clean and weigh the hedgehog, ensuring that his records are filled in regularly to keep track of his progress.

Level three animal management learner Mel Buckley, aged 19, is one of the students taking care of Teddy. She said: “I have really enjoyed looking after Teddy, it has been a really good experience as part of my course, and it's great to see him so active.”

The aim is to get the animal's weight up to 1kg before he is released back into the wild in the spring.

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## CAMPUS ROUND-UP

## Students innovate to help disabled colleague

FEATURED  
CAMPUS  
ROUND-UP

The life of a disabled student recovering from a major operation on one of his legs was made a whole lot easier thanks to the inventive efforts of fellow students at Cornwall College St Austell, writes Billy Camden.

Jordan Venton underwent an operation in September to straighten a bone in his left leg, which means he has been forced to rely on a combination of wheelchair and crutches to get around ever since.

It was a task that the 19-year-old found near-impossible to start off with, but has posed little problem since his peers at Cornwall College St Austell modified his wheelchair.

The skills for life learner suffers from spondyloepimetaphyseal dysplasia, a growth disorder that causes abnormal formation of the spine and distortion of the legs.

The engineering team at the college heard about Jordan's transport problems after the operation and started putting forward ideas to help.

Engineering lecturer Luke Bazeley said: "Jordan has had a tough few months and we wanted to see if there was anything we could do to help make his life easier.

"Our students became inspired and we came up with a couple of solutions which we then discussed with Jordan."

Aaron Houston, aged 19, a level two engineering maintenance apprentice with Polymer Medics, met with Jordan and designed the specification for modifications that would allow him to carry his crutches on

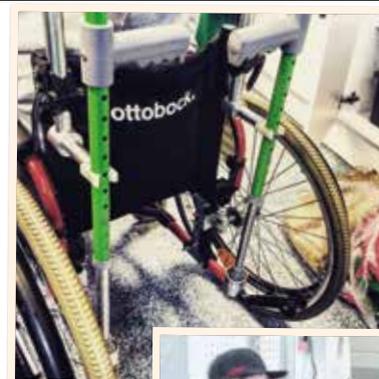


Apprentice Aaron Houston with Jordan and his newly modified wheelchair

crutches] off and back on easily and quickly which is what I needed.

"I'm really thankful for the engineering guys that made this for me, I was also really happy with how quickly they made it and fitted it to my chair."

Aaron said: "I was really chuffed to be asked to help. This was a great learning experience for me and I got to put the skills I've already learned at college into practice. It was very rewarding helping Jordan out."



Jordan's new wheelchair design which allows him to carry his crutches

the college, or one of my mates would have to carry them.

"I have to have another operation in the summer, so I know I will still have to spend quite a bit of time in the wheelchair this year.

"I'm glad that if I need any adjustments the guys in the workshops will fix it for me."

Mr Bazeley said: "We were delighted to be able to help out Jordan, especially after an extremely painful operation.

"Projects such as this are great to

help get our students thinking about new ideas and ways to help people.

"They've also gained a great perspective of how the day to day routine can be a challenge for learners like Jordan."

## DO YOU WANT TO BE IN CAMPUS ROUND-UP?

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

the back of the chair.

Level two machinists pathway apprentice Levi Fairway, aged 17, then produced the parts from aluminium using a computer numerical control machine at neighbouring Cornwall College Camborne.

As a result of the modifications, Jordan has been able to return to his level one skills for life course at the college with ease.

He said: "It is great, I can get them [the

Since the operation, Jordan's daily routine has involved a programme of painful adjustments on his leg, twice a day, every day for eight weeks to manipulate the bone into a straight position.

He will be going through the same operation in June on his other leg.

Jordan said: "Life is easier around college now. I used to hold my crutches on my lap or between my knees when I was moving around

## MOVERS & SHAKERS

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

The Grimsby Institute Group has announced the appointments of Gill Alton as its new chief executive and Debra Gray as its principal.

The decision to split the two posts follows the retirement of Sue Middlehurst, who steps down after more than five years at the helm.

The group's corporation hopes the split role will enable a "greater focus on strategic direction, curriculum quality and its ambition to be recognised as an outstanding college by Ofsted".

Ms Alton will take up post as chief executive

in March. She is currently principal of Rotherham College and was formerly a vice principal at the Grimsby Institute, with responsibility for curriculum and quality.

Jonathan Lovelle, chair of the corporation, said he was delighted that Ms Alton will be returning the group.

"She has a wealth of experience that will support our vision of being an innovative, inspiring and outstanding organisation as well as guiding the overall strategic direction," he added.

Ms Gray has stepped up to the position of

principal at Grimsby Institute of Further and Higher Education after serving two years as deputy principal.

She has worked in education for more than twenty years, most recently as assistant principal for curriculum and quality at Chesterfield College.

Mr Lovelle said: "Debra's new role will certainly be a challenging one, not only running one of the UK's largest FE and HE colleges but also due to our breadth of provision for learners, with our youngest learner attending our nursery facilities at three months old to our eldest learner at 96 years old."

Meanwhile, Ann Burrell, Gary Cumiskey and Chris White have joined the board of trustees at awarding organisation, One Awards.

Ann Burrell's career has been rooted in human resources and organisational development. She is currently the director of

human resources and education at North Tees and Hartlepool NHS Foundation Trust.

She is also a member of the Health Education North East governing body and chair of the North East Social Partnership Forum.

Gary Cumiskey is the vice principal for curriculum and quality at Middlesbrough College.

He started his working career as an apprentice carpenter in the construction industry but made the decision to move into education in 1998.

Since then, Mr Cumiskey has held positions at Northumberland College and Sunderland College, leading up to his role at Middlesbrough College. He is also a serving Ofsted inspector.

Christopher White has more than 10 years' experience in accounting and finance and currently works as the finance director at Darlington Building Society. He is a member of the Institute of Chartered Accountants for England and Wales.

Louise Morrill, chief executive of One Awards, said the organisation was delighted to welcome the trio to the board.

"Their backgrounds are diverse and complement those of our existing board members who provide outstanding support to the senior management team," she added.

"The new trustees bring fresh expertise, knowledge and a determination to strategically influence the organisation to the benefit of our partners, stakeholders, centres and ultimately the learners."



Gill Alton



Debra Gray



Ann Burrell



Gary Cumiskey



Chris White

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)

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Furthermore, you will have industry experience in at least one of the curriculum strands along with the ability to coordinate curriculum development that includes growing apprenticeship provision, deliver high quality provision, enable clear pathways to employment and create an aspirational culture is also of key importance.

For further details, please visit [www.chesterfield.ac.uk/jobs](http://www.chesterfield.ac.uk/jobs)

Closing date: 5pm on Wednesday, 17th February 2016.

Interview date: Friday, 11th March 2016.

*An offer of employment at Chesterfield College will be subject to an Enhanced Disclosure carried out by the Disclosure and Barring Service.*



## TRAINING DEVELOPMENT MANAGER MERCHANT NAVY TRAINING BOARD

Full time: two-year fixed term contract  
Salary circa £40,000 per annum and a range of employee benefits

The Merchant Navy Training Board (MNTB) is the shipping industry's central body for promoting and developing sector specific education, training and skills. The MNTB is part of the UK Chamber of Shipping, the trade association for the shipping industry.

We are looking for an experienced Education and Training professional to work at national level to co-ordinate the development and implementation of a range of initiatives to support recruitment, training, and retention of UK seafarers, with specific emphasis on rating employment and training across industry sectors covering offshore, wind-

farms, ferries and passenger ships, and large commercial yachts.

The successful candidate will be professionally qualified and have evidenced experience of adult education and training and the ability to use a variety of teaching, learning and assessment methodologies to support effective learning together. Knowledge of the government skills agenda and a good understanding of the nature of an industry body is essential.

You will be a self-starter who has a facilitative and persuasive manner and a passion for education and training.

IF YOU WOULD LIKE TO KNOW MORE, PLEASE DOWNLOAD THE RECRUITMENT PACK FROM OUR WEBSITE AT:  
[WWW.UKCHAMBEROFSHIPPING.COM/ABOUT-US/JOIN-TEAM/](http://WWW.UKCHAMBEROFSHIPPING.COM/ABOUT-US/JOIN-TEAM/)

Closing date midday Wednesday 17 february 2016  
Interviews will be held on Thursday 25 february 2016  
*Previous applicants need not apply*

## Richard Huish College

# Vice Principal/Finance Director

£65,000 - £70,000pa

Full time permanent position to start as soon as practically possible after April 2016

Location: Taunton the County town of Somerset

Benefits: Contributory pension and relocation expenses

Huish prides itself on its academic excellence and strong reputation across Somerset and the South West. With over 2,500 students, an annual turnover of c.£16 million and an outstanding Ofsted status, Huish is also the sponsor of a local 11-16 academy. We are seeking to appoint an experienced Finance Director to join our Senior Management Team and play a key role in the operational running and strategic direction of Huish.

Reporting to the Chief Executive/Principal you will lead on all aspects of our financial portfolio across the various activities. In addition to managing the finance teams and delivering robust financial management you will have overall responsibility for a significant proportion of the non-curriculum functions.

commercial acumen and an established track record of effective leadership you will be a natural strategist with the ability to lead, motivate and manage staff.

Experience of working within the education sector and a working knowledge of the national educational landscape would be an advantage but not a necessity for an exceptional candidate. Enjoying working with young people is essential. This is a challenging yet rewarding opportunity for an ambitious candidate who is seeking further career enhancement.

For a full candidate briefing pack please contact our recruitment partners Moon Consulting via [recruit@moonconsulting.co.uk](mailto:recruit@moonconsulting.co.uk) or call 01275 371200. Please note, all direct applications will be forwarded to Moon Consulting. Closing date: Friday 12th February 2016.

*Richard Huish College is committed to safeguarding and promoting the welfare of young people. This post requires a criminal background check via the disclosure procedure. We actively promote equal opportunities and welcome applications from all sections of the community.*

Richard Huish College  
South Road, Taunton, Somerset. TA1 3DZ.  
01823 320800 [www.huish.ac.uk](http://www.huish.ac.uk)



huish

## JOBS

# Riverside College



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

## GCSE and Functional Skills English Lecturer

Full time, Permanent

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

We welcome applications from NQTs

This post is subject to an enhanced DBS Disclosure

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

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

Closing date: 12 noon Wednesday 10th February 2016

**Riverside College**  
Widnes & Runcorn

# DiVA

DiVA is hiring! We're one of the top three providers of Creative Apprenticeships to companies such as Warner Music, Universal, All3 Media and Shed Media. We need a dynamic, down to earth person to join our team as a Youth Engagement Officer. You'll spend your day recruiting young people into their dream job via a traineeship and/or apprenticeship that can have them doing anything from managing

## YOUTH ENGAGEMENT OFFICER

auditions for 'The Voice', to holding court on the set of 'First Dates'.

This is a full-time, permanent role that forms part of a small, dynamic team who are passionate about what they do. So long as you come with a 'can do' attitude, excellent communication skills, good community links, experience of working with young people and/or in recruitment, we can teach you the rest.

For further information visit: [www.divaapprenticeships.com/jobs](http://www.divaapprenticeships.com/jobs) or contact Arit or Paul on 0203 189 1784.

# FE Week

*The only newspaper dedicated to further education and skills*

**TO PLACE YOUR NEXT RECRUITMENT ADVERT WITH FE WEEK, CONTACT HANNAH ON 020 81234 778 OR [HANNAH.SMITH@FEWEEK.CO.UK](mailto:HANNAH.SMITH@FEWEEK.CO.UK)**



## Lecturer Assessor Maths (Ref: JP1218)

0.6 FTE (21 hpw)

## Lecturer Assessor English (Ref: JP1219)

0.6 FTE (21 hpw)

Closing date: Wednesday 10<sup>th</sup> February 2016

Interview date: Wednesday 24<sup>th</sup> February 2016

No agencies please.

For more information and to apply online visit [www.accross.ac.uk/jobs](http://www.accross.ac.uk/jobs)

## JOBS

# FE Week

## ENGLISH AND MATHS JOBS

WE ARE CONTINUING TO OFFER FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO

TO ADVERTISE WITH US CALL HANNAH SMITH ON 020 81234 778 OR HANNAH.SMITH@FEWEEK.CO.UK

## Lecturer in Maths Tonbridge, Kent

Salary up to £32,157 per annum,  
plus a Golden Hello payment of £3,000

We are seeking an outstanding classroom practitioner who can demonstrate inspirational teaching, learning and assessment leading to successful outcomes for learners.

You would deliver GCSE Maths to a variety of students, from retake classes to adult classes and some functional skills maths as part of a progression to GCSE course, liaising with staff across the department to ensure parity of provision across the College.

You will be required to have a teaching qualification and be qualified to Degree level or professional equivalent in maths or a closely related subject area.

The College is committed to safeguarding and promoting the welfare of all our users and expects all staff to share this commitment, in order for all to achieve their full potential.

To find out more information about the College and to apply for the role, please visit [westkent.ac.uk/vacancies](http://westkent.ac.uk/vacancies)

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



A YOUNG PERSON'S COLLEGE

DEVELOPING SKILLS, INSPIRING EXCELLENCE

The City of Stoke on Trent Sixth Form College is a thriving, lively and successful Sixth Form College, committed to social inclusion. The College is located at the heart of the University Quarter of Stoke on Trent, adjacent to Stoke Railway Station, providing excellent travel links. The University Science Centre opened in October 2012; all STEM students are taught in this fantastic facility. Earlier this year, OFSTED Inspectors graded the College GOOD with several excellent features including our support and care for students. The College's mission is 'The young person's college developing skills, inspiring excellence, where students are encouraged to achieve their full personal and academic potential.'



Keele  
University

## Teacher of Mathematics

Working in partnership with Keele University and Stoke on Trent Mathematics Excellence Partnership, developing outreach and HE work (Full Time / Permanent)



The College is seeking to appoint a full-time Teacher of Maths (GCSE and A Level), who will work in conjunction with the College, Keele University and the Stoke on Trent Mathematics Excellence Partnership to promote further and higher education and develop outreach links with new and existing school contacts. The postholder will have a flexible approach and require excellent communication skills, with the ability to work creatively to promote maths progression, develop maths, and support colleagues within schools.

Salary will be paid according to the Sixth Form College's Salary Spine for Teachers (£23,401 - £37,008 per annum). There is also the possibility of an additional allowance for a suitably experienced candidate.

Closing date: Friday 12<sup>th</sup> February, 2016

For further details and an application form please visit the College's website: [www.stokesfc.ac.uk](http://www.stokesfc.ac.uk), or email [personnel@stokesfc.ac.uk](mailto:personnel@stokesfc.ac.uk). Alternatively, telephone Personnel on (01782) 854210.

The College is committed to Equal Opportunities. Applications are particularly welcome from members of the ethnic minorities who are currently under represented at the College.

The College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You should note that an enhanced DBS Disclosure will be required prior to taking up an appointment with the College.





## FULL TIME MATHS & ENGLISH TUTOR/ TEACHER - £35,000PA OTE

### LOCATION: ENGLAND

Due to the outstanding successes of our work to date, we are looking to recruit a new team of 15 experienced Skills for Life tutors.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award. Some delivery will be in the Health and Social Care sector, and therefore any experience in the H&SC sector would be an advantage but not essential. The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

### ESSENTIAL CRITERIA - PLEASE DO NOT APPLY IF YOU CAN'T COMPLY:

- Full time ONLY with flexible hours
- Have achieved a recognised full teaching qualification - Cert ed/ PGCE/ DTLLS or equivalent
- Experience in teaching English and/or Maths
- Outstanding personal written and verbal communication skills
- A driving license and access to your own transportation

### HIGHLY DESIRED CRITERIA

- Experience of working with adult learners
- Working towards or have achieved a Level 4/5 Subject Specialist qualification in literacy and/ or Numeracy
- Excellent ICT Skills

The successful candidate will also be required to have a valid DBS Clearance Check. In the first instance, please send an email outlining your recent relevant experience together with your CV. NCC Skills Ltd is an Equal Opportunities Employer.

No agencies please [jobs@nccskills.co.uk](mailto:jobs@nccskills.co.uk)

[www.nccskills.co.uk](http://www.nccskills.co.uk)

## Lecturer in English Tonbridge, Kent

Salary up to £32,157 per annum,  
plus a Golden Hello payment of £3,000

We are seeking an outstanding classroom practitioner who can demonstrate inspirational teaching, learning and assessment leading to successful outcomes for learners.

You would deliver GCSE English to a variety of students, from retake classes to adult classes and some functional skills English as part of a progression to GCSE course, liaising with staff across the department to ensure parity of provision across the College.

You will be required to have a teaching qualification and be qualified to Degree level or professional equivalent in English or a closely related subject area.

The College is committed to safeguarding and promoting the welfare of all our users and expects all staff to share this commitment, in order for all to achieve their full potential.

To find out more information about the College and to apply for the role, please visit [westkent.ac.uk/vacancies](http://westkent.ac.uk/vacancies)

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



# Protocol

Excellence in FE

## Be part of the development of a faculty's new Professional Honours Programme

### A Level Maths Lecturer Lancashire

Full time - Annual salary up to £33,753

### A Level English Lecturer Lancashire

Full time - Annual salary up to £33,753

Must be:

- A qualified A Level teacher
- Up to date on A Level reform
- Experienced in a pastoral role
- Dedicated to student achievement
- Be committed, flexible, self-motivated

NEWLY  
QUALIFIED TEACHERS  
WELCOME

## Want a new challenge? Take on management duties alongside teaching

### Maths Programme Leader Chester

Full time - £20-£25 per hour + holiday pay

Must have: Maths degree or foundation degree, teaching qualification and previous experience as a programme leader in a FE or 6th Form College

### AS Level Literature/Language Tutor Lancashire

Part time (5hrs p/w) £20-£22 per hour + holiday pay

Must have: English degree and a L5 teaching qualification, experience in a FE or 6th Form College and current knowledge of A Level curriculum

### GCSE/A Level English Lecturer West Midlands/Staffordshire

Various - £20-£22 per hour + holiday pay

Must have: English degree or foundation degree, teaching qualification, experience in a FE or 6th Form College and current knowledge of GCSE and A Level curriculums

### GCSE English Lecturer Peterborough

Full time - £17.00-£18.50 per hour + holiday pay

Must have: Teaching and L3 English qualifications, recent experience in a FE or 6th Form College and current knowledge of GCSE curriculum

### Functional Skills Maths and English Lecturer Isleworth

Part time - £21-£23 per hour + holiday pay

Must have: Teaching and L3 English/Maths qualifications, recent experience in a FE or 6th Form College and current knowledge of Functional Skills curriculum

### GCSE + Functional Skills English Lecturer Derby

Part time - £17-£18 per hour + holiday pay

Must have: Teaching and L5 English qualifications, recent experience in a FE or 6th Form College and current knowledge of Functional Skills and GCSE curriculums

To apply for one of these roles or to be considered for any of the amazing opportunities we have across the UK please send your CV to:

[jobs@protocol.co.uk](mailto:jobs@protocol.co.uk) or visit [www.protocol.co.uk](http://www.protocol.co.uk) to register online.



## PART TIME PERMANENT TEACHING OPPORTUNITIES FOR GCSE/FUNCTIONAL SKILLS ENGLISH/MATHS TEACHERS (SOUTHAMPTON, SALISBURY AND POOLE AREAS)

FNTC Training is one of the south coast's leading training providers offering a range of courses including Maths, English, First Aid, Apprenticeships and Traineeships. The successful candidate will be required to teach at one or more of our centres and may be required to travel to the Isle of Wight. Place and times of work are agreed with the Director of Teaching, Learning, Assessment and Quality.

FNTC has the following opportunities for Teachers of GCSE/Functional Skills English and maths with the enthusiasm, vision and commitment to contribute to the success of the organisation.

In your role as the successful Teacher you will need the ability to inspire and motivate students, coupled with a strong presence and positive personality. Committed, conscientious and willing to contribute to team goals, you will have high standards of professionalism and expectations of students. Most importantly, you will be passionate about your chosen subject and must also possess the ability to work in collaboration with the wider teaching team, guide students' academic, personal and professional development, as a teacher, in accordance with the Centre's guidelines and procedures. You should also display the ability to inspire high achievement of students and to be prepared to participate in extra-curricular activities as may be appropriate.

Candidates must be qualified to degree level in their chosen subject and possess a teaching qualification, as well as having proven experience in successfully delivering the GCSE/Functional Skills syllabus to a range of students. It is essential that you have the ability to build positive relationships, displaying excellent communication, organisational and administrative skills, demonstrating a flexible and professional attitude. You will be a highly self motivated, energetic and driven individual, encompassing a strong sense of autonomy.

**Salary: £23,000- £24,000 pro rata depending on experience and qualifications.**

**Hours: Up to 16 hours a week, may include evening cover**

**DEADLINE FOR THE POSTS IS THURSDAY 11TH FEBRUARY 2016 - INTERVIEWS WILL TAKE**

**PLACE WEDNESDAY 17TH FEBRUARY 2016.**

For further information call Jacqueline Doherty on: **01794 523857** and to submit your CV and application form please email **Bev Samuel: Bev.Samuel@fntctraining.co.uk**

*FNTC is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.  
FNTC is an equal opportunities employer and as a member of the Positive About Disabled People scheme will interview all candidates who wish their application to be considered under this scheme.*



OLDHAM SIXTH FORM COLLEGE IS LOOKING TO APPOINT A TALENTED AND COMMITTED TEACHER TO THE FOLLOWING POST WHICH IS AVAILABLE FROM AUGUST 2016.



## TUTOR FOR MATHEMATICS

**REF 01/16/MATHS**

**FULL TIME, PERMANENT**

WE ARE LOOKING TO APPOINT AN INSPIRATIONAL TEACHER WITH EXCELLENT SUBJECT KNOWLEDGE TO TEACH AS/A2 MATHEMATICS, USE OF MATHEMATICS AND GCSE MATHEMATICS.

The salary for the above post is between the range NSP 1 – 9 £22,482 to £37,608 per annum depending on qualifications and experience.

**CLOSING DATE FOR COMPLETED APPLICATION IS 12 NOON 24<sup>TH</sup> FEBRUARY 2016  
AND INTERVIEWS WILL BE THE 3<sup>RD</sup>/4<sup>TH</sup> MARCH 2016.**

PLEASE FOLLOW THE LINK TO THE OSFC'S WEBSITE FOR AN APPLICATION FORM - <http://www.osfc.ac.uk/about-us/vacancies/>

If you require any further details please contact the HR department on **0161 287 8001** or email [hr@osfc.ac.uk](mailto:hr@osfc.ac.uk)

*The College is committed to safeguarding and promoting the welfare of children and therefore offers of employment will be subject to satisfactory DBS check.  
Oldham Sixth Form College is an Equal Opportunities Employer and welcomes applications from underrepresented groups and ethnic minorities.*

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THE FLAGSHIP CONFERENCE OF



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# AAC | 2016

## FE WEEK ANNUAL APPRENTICESHIP CONFERENCE AND EXHIBITION 2016

ICC BIRMINGHAM | WEDNESDAY 16 - FRIDAY 18 MARCH

**BIS HAVE NOW CONFIRMED THEIR SESSIONS AND WORKSHOPS FOR AAC 2016.**

**WORKSHOPS RUN BY BIS:**

- DESIGNING AND DELIVERING STANDARDS - FOR EMPLOYERS, PROVIDERS AND OTHERS ON THE REFORMS.
- APPRENTICESHIP LEVY AND THE DIGITAL SERVICE.
- BECOMING AN APPRENTICE ASSESSMENT ORGANISATION.
- TRAINEESHIPS/ROUTES INTO APPRENTICESHIPS.

### OVER 50 SPEAKERS INCLUDING:

NADHIM ZAHAWI MP, PRIME MINISTER'S ADVISER ON APPRENTICESHIPS  
 SIR MICHAEL WILSHAW, HER MAJESTY'S CHIEF INSPECTOR AT OFSTED  
 SIR VINCE CABLE, FORMER SECRETARY OF STATE, BIS  
 MARY CURNOCK COOK, CHIEF EXECUTIVE AT UCAS

**AAC 2016 HOST:**  
**EMILY MAITLIS**  
 BROADCASTER &  
 JOURNALIST



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**FEWEEKAAC2016.CO.UK | USE CODE FEWEEK2016 for 20% off tickets**

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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

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

Solutions: Next week

### Last Week's solutions

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

Difficulty: **EASY**

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

Difficulty: **MEDIUM**

### Spot the difference to WIN an FE Week mug



Spot five differences. First correct entry wins an FE Week mug. Email your name and picture of your completed spot the difference to: [news@feweek.co.uk](mailto:news@feweek.co.uk). The last edition's spot the difference winner was Jackie Rossa, Managing Director of Learning Central UK Ltd. Author 'The Perfect FE Lesson'.

