

FE Week

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COLLEGES DUMP TRAINEESHIPS

Now responsible for just under a quarter of the struggling programme

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FE Week

Meet the news team

feweek.co.uk



Nick Linford
EDITOR
@NICKLINFORD
NICK.LINFORD@LSECT.COM



Paul Offord
DEPUTY EDITOR
@PAULOFFORD
PAUL.OFFORD@FEWEEK.CO.UK

Please inform the FE Week editor of any errors or issues of concern regarding this publication.



Cath Murray
FEATURES EDITOR
@CATHMURRAY_
CATH.MURRAY@FEWEEK.CO.UK



Tom Mendelsohn
SUB EDITOR
@TOM_MENDELSON
TOM.MENDELSON@LSECT.COM



Billy Camden
SENIOR REPORTER
@BILLYCAMDEN
BILLY.CAMDEN@FEWEEK.CO.UK



Jude Burke
SENIOR REPORTER
@JUDEBURKE77
JUDE.BURKE@FEWEEK.CO.UK



Pippa Allen-Kinross
REPORTER
@PIPPA_AK
PIPPA.ALLENKINROSS@FEWEEK.CO.UK



Sam King
FEATURES AND DIGITAL REPORTER
@KINGSAMANTHA_
SAMANTHA.KING@FEWEEK.CO.UK

The team

Head designer:
Designer:
Photographer:
Financials:
Sales Team Leader:
Administration:
PA to managing director:
Head of funding and assessment:

Nicky Phillips
Matthew Willsons
Ellis O'Brien
Helen Neilly
Bridget Stockdale
Georgina Heath
Victoria Boyle
Gemma Gathercole



Shane Mann
MANAGING DIRECTOR
@SHANERMANN
SHANE.MANN@LSECT.COM

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Learning & Skills Events, Consultancy and Training Ltd

161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

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Principal departs cash-strapped Barnfield College
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ED Week

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People 1st collapses, stunning the sector

PAUL OFFORD
@PAULOFFORD

FROM FRONT

EXCLUSIVE

A former sector skills council that became a key player in the apprenticeship reforms has entered administration.

People 1st confirmed this morning that it had been placed into the hands of administrator FRP Advisory.

FE Week confirmed the news with a heartbroken senior member of staff, who asked to remain anonymous.

“I have been made redundant and have had to go to the Job Centre today,” they said.

“We will continue to work with the team at People 1st to ensure that apprentices and employers are not affected by the change in the short and longer term,” said a spokesperson for the Institute for Apprenticeships.

People 1st was once the employer-led sector skills council for hospitality, passenger transport, travel and tourism in the UK, responsible for developing and managing apprenticeship standards.

Amongst its other duties the organisation acted as the external quality-assurance body for the following several popular standards (see table).

It is also the lead organisation for trailblazer groups of employers put in charge of developing new apprenticeship standard, including for the retail and hospitality sectors.

It developed the content and assessment

Apprenticeship standard	Level
Chef de Partie	3
Commis Chef	2
Hospitality Supervisor	3
Hospitality Manager	4
Hospitality Team Member	2
Senior Chef Production Cooking	3
Retail Manager	4
Retail Team Leader	3
Retailer	2
Travel Consultant	3

Above: Apprenticeship standards for which People 1st acted as the external quality-assurance body.
Above right: The retail manager apprenticeship assessment plan published in September 2016

plans for many of these standards, and its logo appears prominently on the assessment plans.

But government funding for SSCs ended six years ago, which meant they all had to find ways of surviving alone, a factor believed to be the biggest single cause of its downfall.

Comments made to FE Week in February 2017 indicated high hopes that plans to manage external quality-assurance for apprenticeship end-point assessment in the retail, hospitality and travel industries would help the body survive financially.

“The retail, hospitality and travel industries have elected to use an employer process for external quality-assurance of apprenticeship end-point assessment,” a spokesperson said at

the time.

“The cost of external quality-assurance is currently being finalised, but we have advised organisations that are on, or aspiring to be on, the register of apprenticeship assessment organisations, that we do not envisage the price exceeding £40 per apprentice at end-point assessment.”

When employer trailblazer groups submit their assessment plans for new apprenticeship standards, they must choose one external quality-assurance organisation out of four options.

These are Ofqual, the Quality Assurance Agency, which generally deals with higher education qualifications, a professional or



sector body, which the trailblazer group can create itself if desired, or the Institute for Apprenticeships.

One employer-led organisation with EQA responsibilities announced in February that it would close.

The IfA approved the Tech Partnership to the role for digital apprenticeships back in December, two months after it announced plans to fold in September this year.

In addition to EQA, People 1st has also been operating a provider network – a “stamp of approval” or “gold-standard apprenticeship provider status”.

In its most recent accounts up to March 2017, it recorded revenue of £4.3 million, with a deficit for the year (pre-depreciation) of £465,000 and reserves of £1.46 million.

It had emplaced a three-year strategic plan to earn back the losses, which started in April last year.

The accounts also show the charity was acting on behalf of 18 trailblazer employer groups to develop standards, and was employing 56 people at the time.

People 1st was also the issuing authority for the many of the older generation of apprenticeship frameworks, including for engineering and manufacturing technologies, retail and commercial enterprise, and leisure, travel and tourism.

Fresh round of redundancies at Learndirect as funding dries up

BILLY CAMDEN
@BILLYCAMDEN

FROM FRONT

EXCLUSIVE

Learndirect Ltd is on the brink of collapse, after a fresh round of redundancies belied the fact that its efforts to generate new business have proved “impossible”.

FE Week understands that the UK’s largest FE provider told the vast majority of its staff on April 23 that they are likely to lose their jobs next month as it prepares to “run down all areas”.

“The business has looked at every way possible that it can to generate new business after July 2018 but given the ESFA’s position this has proved to be impossible,” management wrote in a letter sent to staff across the business on Monday, seen by FE Week.

“We need to plan the run-down of all areas so that we can finish all outstanding activity by this point. These changes will have a direct impact on your role in that it will cease to exist once these proposed changes take effect.”

ESFA funding for adult skills and apprenticeships will not be available to Learndirect after July 2018, in punishment for the grade four it received from Ofsted last year.

An initial round of redundancies directly

linked to this loss began in February for a small number of its 1,500 staff, but recent developments in other potential revenue streams appear now to have proven fatal.

The provider recently said goodbye to contracts with the Home Office and the Standards and Testing Agency, respectively to deliver the Life in the UK test for citizenship applicants and the professional skills tests for teachers respectively, which brought in a combined income of £10.8 million this year.

And it is understood that Learndirect has also been unsuccessful in sourcing new income from the European Social Fund – cash that the UK receives as a member state of the EU to increase job opportunities and help people to improve their skill levels.

The company claimed in its most recent accounts that it had “other sources” of “growing” cash, such as ESF contracts, which would be used to keep the company afloat after its adult skills and apprenticeships funding ended.

It had ESF funding amounting to just shy of £50 million to use up until July, but the ESFA has told Learndirect outright that it would not be awarded any more after that date.

The ESFA sent letters out last month to all other providers who were successful in their bids to extend their ESF, which have



received an extension until March 2019 and additional funds.

The only other bodies that Learndirect could ask for access to ESF cash from would be the Department for Work and Pensions and the Big Lottery Fund – which administer the funding and provide match funding alongside the DfE.

Both organisations told FE Week they have no intention of handing the provider an extension.

Learndirect was privatised and sold to Lloyds Development Capital (LDC), the private equity arm of Lloyds Bank, in 2011. Its parent group is called Pimco Holdings Ltd.

As revealed in Learndirect’s accounts from November, Pimco has debts worth £48.5 million, plus a loan of £2.9 million from LDC, both of which need to be paid back from November 2018.

There is a further loan from LDC of £48.8

million which will be repayable in May 2020.

Pimco’s ability to repay, refinance or extend these loans will depend on the performance of its subsidiaries – including Learndirect – over the next 12 months.

“The medium-term strategy of the group is to continue to grow the value in its ongoing businesses (principally Learndirect Apprenticeships Ltd, Learndirect Professional and the ESF contracts for adult skills provision) in order to be able to repay its liabilities in due course,” accounts said.

This plan has been dealt a financial hammer blow by Learndirect’s failed attempts to secure new ESF cash.

A spokesperson for LDC would not discuss Learndirect’s survival when FE Week asked for comment.

Learndirect also refused to comment.

A 14-day redundancy consultation period immediately commenced following the letter sent to staff on April 23.

AoC national championships:

BILLY CAMDEN
@BILLYCAMDEN

FROM FRONT

The south-east took the glory for the second year running at last weekend's AoC Sport National Championships, retaining the coveted Wilkinson Sword Trophy.

It was a close-fought battle with their local rivals the south-west, but in the end, the winners finished nine points clear of the 40th annual championships after three days of fierce competition across a range of individual sports.

Trailing just behind in third place was the north-west, who finished 21 points off the top.

The AoC Sport National Championships is the biggest sporting event in the college calendar. Over 1,700 student athletes took part this year, hailing from 121 colleges represented by 11 regions across England, Wales and Northern Ireland.

They competed for gold, silver and bronze medals in 13 sports – golf, squash, football, hockey, badminton, cricket, rugby, tennis, volleyball, basketball, cross-country, netball and table-tennis.

The competition celebrated its 40th year and welcomed a very special guest to mark the occasion.

But first, let's talk results.

The south-east showed its dominance in cross-country in particular: the women's team won their race by a substantial margin before Zakiraya Mahamed – a family name that will be familiar to AoC Sport spectators – took silver in the men's competition.

Zakiraya's brother, Mahamed Mahamed,

Wilkinson Sword results		
1st	South East	182 points
2nd	South West	173 points
3rd	North West	161 points
4th	West Midlands	158 points
5th	East	154 points
6th	East Midlands	142 points
7th	Yorkshire & Humber	133 points
8th	London	93 points
9th	North East	86 points
10th	Wales	80 points
11th	Northern Ireland	12 points

both from Itchen Sixth Form College, had won gold in the men's cross-country for the previous three years.

The south-east also took the individual bronze in the women's race.

The region also prevailed in the women's basketball, where the team from Itchen College won the tournament.

Meanwhile, Jamie Markwick, a student from Barton Peveril

College, took gold for the south-east in the men's individual golf tournament, before also leading the men's team to victory.

Joshua Bennett, the south-east's captain, from Bexhill College, was "really proud" to lead his region to victory in the national championships, "especially in such a big year for the event".

"The standard of competition was really high, so to be able to retain our title is a huge achievement," he added.

The south-east won the Wilkinson Sword for the first time in 2008 – 27 years after the national championships launched in 1979. It soon entered a period of dominance, winning the grand prize for four consecutive years until 2012, when perennial rivals the south-west took over, reigning as champions for the next three years.

But the south-east returned to the top spot at last year's championships.

Kicking off this year's national championships was an energetic opening ceremony, complete with flag presentations for each region, the AoC Sport oaths, and dance entertainment from the thrilling Flambé Circus Theatre.

Danny Crates, a Paralympic gold-medallist sprinter and a former world record holder, was the evening's host.

He had once been a promising rugby player but lost his right arm at the age of 21 in a car accident. He is now a world-renowned motivational speaker and TV presenter, alongside being a hugely successful Paralympian.

Hugh Johnson, the founder of the championships

in 1978, was presented with a Lifetime Achievement Award.

Before giving a brief speech, the 92-year-old cut a specially made cake celebrating four decades of the prestigious event.

He set up the national championships under the British Association for Sport in Colleges, as the first chair – a post he held until 1985 when he retired as principal of Airedale & Wharfedale College in Leeds.

Back then, only 600 students made the finals. Nearly 2,000 now grace the competition every year.

"I could never have imagined it would grow so big," said Mr Johnson. "It really is thrilling to have so many students involved and it realises a dream."

His granddaughter ran in the cross-country event when it was held in Derby one year and won a silver medal, which he said was "a great thrill".

Following the opening ceremony, three days of competitive sport got underway across the University of Nottingham's brand new £40 million David Ross Sports Village, as well as at Trent Bridge, Nottingham Wildcats Arena, Morley Hayes Golf Club, and Nottingham Tennis Centre.

A closing ceremony, featuring the all-important presentation of the Wilkinson Sword itself, rounded proceedings off on the Sunday.

"The atmosphere has been terrific and many competitors have told me what a great time they've had. Many congratulations to the south east region for winning again," said AoC Sport's current managing director Marcus Kingwell.



Marcus Kingwell



Out in front: women's cross country



Bat men: men's singles table-tennis



The south-east region claims the Wilkinson Sword



Serving up a victory: women's volleyball

The south-east triumphs again



All photographs by Richard Burley



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NEWS

Principal departs cash-strapped Barnfield College

BILLY CAMDEN
@BILLYCAMDEN

The principal of a college recently forced to beg the government for a bailout has stepped down just a month after it entered administered status.

Tim Eyton-Jones left his position at grade three Barnfield College earlier this week after three years in charge, months after it was subject to a second round of intervention by the FE commissioner.

The college did not comment on Mr Eyton-Jones’ departure, but announced on April 25 that it had appointed Martin Sim, the former leader of Salford City College, who will replace him on an interim basis.

“I am delighted to join the college,” Mr Sim said. “It is important that the local community understands that we are open for business as usual and will continue to provide opportunities and outcomes for young people across Luton.”

Mr Sim will now work closely with the FE commissioner and the Education and Skills Funding Agency.

His priorities will include improving the quality of teaching and learning at the college, boosting achievement rates and meeting the needs of the local community, a spokesperson said.

Richard Atkins and his team visited Barnfield earlier this year after it received a financial notice to improve from the ESFA in January.

His report, published earlier this month, found that finances were a “major cause for concern” with “significant” operating losses over the past two years, which are likely to be repeated in 2017/18.

He recommended was heavily critical of Mr Eyton-Jones, who “should have been aware” of the college’s financial problems, and should have addressed weaknesses in its apprenticeship provision.

The college had recently applied for exceptional financial support.

Administered status means that a member of the ESFA’s local team will observe all of the college’s board meetings, and that the college will be required to consult the agency about any significant changes to its operations or finances.

The college was forced to stop recruiting apprentices in March, after an Ofsted report branded it ‘inadequate’ for this provision. It was rated ‘requires improvement’ overall.

“Leaders do not effectively monitor learners’ progress, particularly those on study programmes,” they continued.

The college’s leadership was criticised for failing to properly address weaknesses in teaching and low attendance.

“Leaders have not done enough to secure good provision and good achievement,” inspectors said.

UCU blasts 10% pay rises for ‘greedy’ college principals

BILLY CAMDEN
@BILLYCAMDEN

College principals have been lambasted as “greedy and hopelessly out of touch” by the University and College Union, after new analysis showed a third enjoyed a pay rise of more than 10 per cent in 2016/17.

Data on last year’s college accounts was released this week by the Department for Education.

It revealed that 17 principals earned more than £200,000, and of the 220 colleges included in the data, 81 (37 per cent) gave their principal an inflation-busting raise of 10p in the pound.

These massive raises are all the more controversial, given that college staff across the country have been driven to strike action after they were offered a measly a one-per-cent increase of their own.

The union also pointed out that several colleges – including the likes of Hull College Group and Bradford College, both of which are planning huge job cuts – were not included in the data raising “serious concerns” about accountability.

Vision West Nottinghamshire College, whose principal was paid £275,000 in 2015/16,

was also omitted from today’s release.

The accounts data can include pay for more than one post-holder because of ongoing mergers across the country – but the UCU said this is “no excuse” for inflating leadership pay.

“College principals who pocket huge pay rises while pleading poverty on staff pay look greedy and hopelessly out of touch,” said UCU’s general secretary Sally Hunt.

“Many of the worst offenders are at recently merged colleges, but we are clear that mergers are no excuse for inflating senior pay.

“The fact that several colleges are not included in the data also raises serious questions about accountability to students and taxpayers. We urgently need much greater transparency in how senior pay is decided to ensure that leaders at all colleges can be held to account.”

The UCU told FE Week in December that colleges must justify staff who are paid over £150,000 a year, after our analysis of 2015/16 accounts showed 71 leaders earned salaries of that size or more.

This week’s publication of accounts show that 73 principals alone earned £150,000 or more in 2016/17.

The figures also confirm FE Week’s

exclusive story last month, which revealed Matt Hamnett, the former principal of North Hertfordshire College, was the highest-paid principal last year.

He was paid £294,000 on top of a £47,000 pension contribution and benefits in kind worth £1,000 last year – or just over one per cent of its entire turnover of £30 million.

In defence of the bumper pay rises, a spokesperson for the Association of Colleges claimed that “leading a college is an incredibly challenging job” and “it is vital that we have and retain the right people”.

“College leaders juggle the needs of thousands of students, hundreds of staff and a range of stakeholders in an environment constrained by rising expectations and falling budgets,” he added.

Governing bodies make decisions on leader’s pay and in “all cases that we know about” do so “on the advice of remuneration committees”.

On the discrepancies between principals’ huge pay rises and the meagre boosts enjoyed by their staff, the spokesperson blamed mergers.

“We haven’t seen UCU’s calculations but any comparison between 2016/17 and 2015/16 needs to take account of the changes resulting from college mergers,” he said.

He added that the AoC’s governors’ council is looking at updating its recommendations to help colleges make decisions “fairly, effectively and in line with best practice”, and is likely to involve colleges publishing “more information on how they reached decisions and pay multiples”.

No uptake after IfA allows quals in apprenticeships

JUDE BURKE
@JUDEBURKE77

EXCLUSIVE

No employer groups have taken advantage of the Institute for Apprenticeships’ new rules for including qualifications in apprenticeships, FE Week can reveal.

The IfA announced in February, as part of its reform programme to make the approval of standards “faster and better”, that off-the-job technical qualifications could now be included in apprenticeships – news that was welcomed by many across the sector.

But the first window for employer groups to request a revision to an existing standard following the rule change closed on April 11 without a single bid to add a qualification, a spokesperson for the IfA has said.

One employer group asked for a qualification in a standard that’s still in development, although it’s not clear if it was one that wouldn’t have been allowed under the old rules.

The IfA refused to comment on the lack of applications, claiming that it is “very early days”.

However, Mark Dawe, the chief executive of the Association of Employment and Learning Providers, suggested a lack of promotion by the IfA could be behind the absence of submissions.

“We simply didn’t know this was

happening, so if we didn’t know, would other stakeholders know?” he said.

Paul Eeles, chair of the Federation of Awarding Bodies, expects there to be far more interest in the coming months.

“As this change beds in and employers become more aware of what is now likely to be acceptable when they are submitting their apprenticeship standards, we believe that the inclusion of qualifications will become more commonplace,” he said.

He pointed out that the change is “not a move to allow all types of qualifications to be included in apprenticeship standards” which means employer groups “still face restrictions on what they can include” in apprenticeships.

FE Week exclusively revealed in early February that the IfA would overturn previously strict rules that limited the types of qualifications that could be included in apprenticeship standards.

The change was confirmed the following week, as part of the institute’s “faster and better” reform programme.

Qualifications could formerly only be mandated in a standard where it was a regulatory requirement required by a professional body, or such a “must-have in the labour market that an apprentice would be disadvantaged in job applications without it”.

The new rules now allow “an off-the-job

technical qualification that does not accredit full occupational competence and would either add breadth to the apprenticeship or provide structure for the off-the-job training” to be made mandatory in an apprenticeship.

And a bar on including qualifications still in development, introduced last summer, was overturned.

These changes applied to both new standards and those still in development.

News of the qualification U-turn was welcomed by many in the sector, including Mr Eeles and John Hyde, the executive chairman of HIT Training.

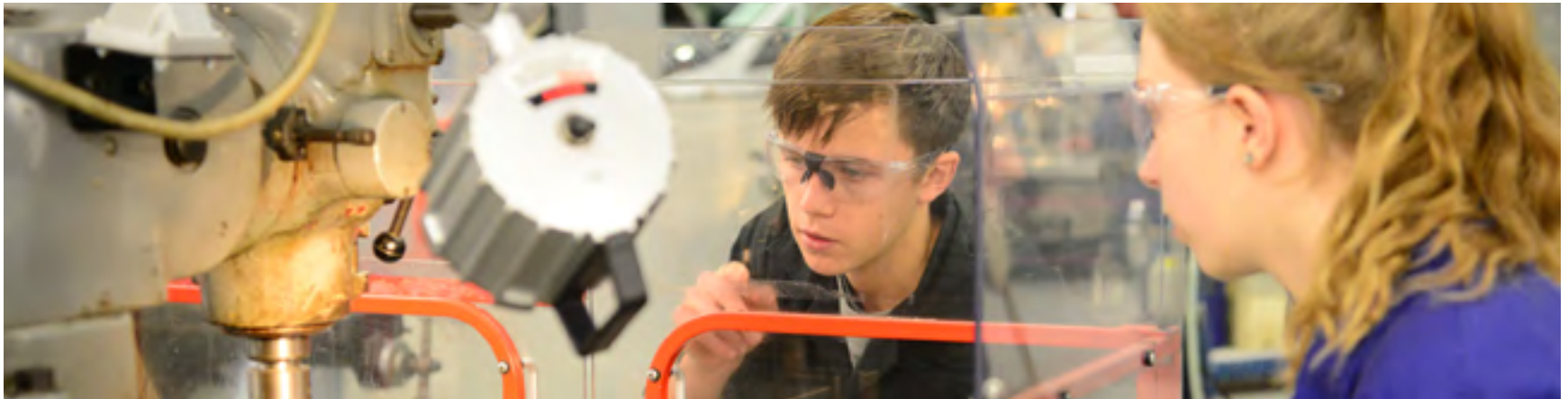
However, he told FE Week this week that the “mantra” from the IfA was still that “the apprenticeship itself is the qualification and they hope overtime this will accepted”.

Meanwhile, others have argued that the rule change doesn’t go far enough.

Anthony Elgey, the general manager of MP Futures, who has been involved in developing several apprenticeships in the mineral products industry, said the IfA is “still not listening to what employers are asking for”.

“Swathes of employers in all kinds of trailblazers are saying they would like vocational qualifications mandated in standards, especially those which test on-the-job competence,” he said in an FE Week expert piece in February.

The next IfA submission window closes at midnight on May 23.



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INVESTIGATES

Traineeships in crisis: Just why are s

JUDE BURKE
@JUDEBURKE77

Colleges delivered less than a quarter of traineeships last year and nearly half across the country had no starts whatsoever, according to FE Week analysis of government figures.

In fact, the Education and Skills Funding Agency is aware that only 24 per cent of traineeships were delivered by general further education colleges.

That works out at 4,900 of all 20,450 traineeship starts in 2016/17, and amounts to a two percentage point drop from the previous year (see table).

Just 110 colleges delivered the programme last year, a little over half of the total in England. Of these, a mere eight recorded 100 or more starts. In contrast, independent training providers had 14,430 starts last academic year, or 71 per cent of the total.

Catherine Sezen, senior policy manager at the Association of Colleges, defended colleges



Catherine Sezen

for their low level of engagement blaming rigid traineeship rules, particularly around the length of the programme.

Ms Sezen said colleges often felt it is “more appropriate, particularly with 16- to 18-year-old learners to put them on a full year’s study programme” that could be “very similar to a traineeship” but with more time for the learner to focus on improving their skills, including English and maths.

“Greater flexibility in the traineeship model would probably lead to increased uptake by both students and colleges,” she added.

Traineeships, launched in 2013, are designed to get young people aged 16 to 24 ready for work or an apprenticeship. They can last up to six months, and include a period of work preparation, English and maths courses and a work experience placement.

The much higher level of starts at ITPs prompted Mark Dawe, the boss of the Association of Employment and Learning Providers, to reiterate calls for his members to be more involved in developing prestigious new T-level qualifications.

T-levels, which will be introduced from 2020, will include a 45-day

mandatory work placement. This is seen by many as the biggest potential barrier to their success, with concerns raised about the willingness and availability of businesses to offer placements in sufficient numbers.

FE Week asked the ESFA for the number of traineeship starts per provider for each year from 2013/14 to 2016/17, and worked out the breakdown according to provider type.

Our analysis showed that colleges delivered 19,501 of the 74,813 starts in that time period, with independent providers accounting for 50,782.

The remaining 4,530 – or five per cent – of starts were delivered by local authorities, sixth-form colleges and by others, such as specialist colleges.

The overall number of starts was down in 2016/17, from 24,100 the year before to 20,300.

The fall was more dramatic among colleges than private providers. And some of the colleges with the highest number of starts, such as Eastleigh, subcontract much of their provision.

NCG had the second highest number of starts of any college, with 1,170 over the four years covered by our data, although it subcontracts some of this provision.

Joe Docherty, the group’s chief executive, said it “encourages the take-up of traineeships

across its colleges”, though he believes “there needs to be further marketing of traineeships to make sure their purpose is understood”.

He urged the government to make it “clear that traineeships prepare people for apprenticeships, jobs, further training and full-time education”.

And Kit Davies, the principal of North Hertfordshire College, which had 220 traineeship starts last year, suggested that “incentivising businesses to take individuals on work placements” could help boost numbers.

The government, which has faced criticism for not doing enough to promote traineeships, launched a social media campaign last month.

It is part of its existing ‘Get in go far’ drive which it has already used to spread the word about apprenticeships through Facebook and Twitter. This new branch of the campaign operates under the slogan ‘Traineeships: Everything you need to know’.

“Traineeships offer employers the opportunity to shape training to meet their needs and build the high-quality, highly-skilled workforce of the future, and we encourage businesses across a range of sectors to get involved and offer these work experience placements,” a Department for Education spokesperson said.

Can colleges deliver on T-level work placements?

Colleges have been given a key role in piloting the work-placement element of T-levels – but their lack of engagement with traineeships raises questions about their suitability.

Each learner on these prestigious new qualifications will have to undertake a 45-day placement as part of their course.

The Department for Education has tasked 21 providers with carrying out pilots to test how this will work in practice. But 20 of these are colleges and just one an ITP.

AELP boss Mark Dawe believes colleges’ lack of engagement with traineeships supports his argument that ITPs should have a much larger role.

He has been “perplexed” by the extent to which colleges have been given far more of a leading role than colleges: “I know some colleges are successful at running traineeships, but these figures show that ITPs provide the bulk. One of the primary reasons for this is because they are so adept at engaging with employers. Some colleges are good at that too, but this indicates to me that ITPs are a more natural fit for the T-level pilots.

“Our argument all along has been that to make T-levels a success the government must involve ITPs and their expertise in employer engagement.”

The Association of Colleges insisted that colleges’ lack of engagement with traineeships had no bearing on their ability to deliver on the T-level work placements.

“Colleges already have lots of contact with

employers, in terms of work experience, apprenticeships and additional training that they do for employers, and T-levels will encourage a growth in that,” said Catherine Sezen, the AoC’s senior policy manager.

The learners on T-levels will be “very different” from those on traineeships, and as such the challenges will be different.

T-level learners will be studying at a much higher level than those on traineeships, and will be on their second year of a two-year programme when they begin their work placement – whereas trainees are often just weeks into their programme, she said.

“Of course there may be challenges in terms of finding sufficient work placements, in terms of finding the right placement in the right place for the right student, but I think that’s different from the challenges of traineeships,” she said.

Stephen Evans, chief executive of the Learning and Work Institute, said employers and learners would need first rate support and guidance to get the most out of placements, and “the ability of a provider to do this isn’t determined by whether they’re a college or independent training provider”.

“I hope, therefore, that the government will focus on engaging and supporting employers” and “work with the best providers from across our sectors”.

A spokesperson for the Department for Education said it was “working to determine how best to make work placements work for employers across all technical routes.”

How some colleges have made traineeships work without subcontracting

Not all colleges subcontract their traineeship provision. FE Week spoke to a number that are running the programme themselves – and running it well.

These include North Hertfordshire College, which received an ‘outstanding’ grade from Ofsted for its traineeships, in a report published last November.

It’s had 530 starts over the four years the programme has been running, according to our data – 220 of which were last year.

Dave Hitchen, the college’s director of transformation, said it delivers the programme itself, through the college’s training arm Hart Learning and Development, “because we feel it meets a really important community need”.

The college has the “good employer relationships that you need to run a successful traineeships programme” as well as “good community engagement, in terms of referral partners like JobCentre Plus” which means they have “lots of pathways into the learners”.

He admitted that finding work placements could be challenging – and a lot of hard work.

The “ideal case scenario” would be a company offering a work experience placement for a number of trainees, with the intention of employing some of them at the end.

But in other cases the college’s placement coaches would talk to trainees about their career goals then “hit the phones and try to find employers in the local area that meet that

aspirational need” which can be “very time consuming”.

Because traineeships often attract learners who’ve had “a difficult educational experience” or that have “barriers that need breaking down”, it can be “a difficult job” to persuade employers of the benefits of taking on a trainee.

“Our coaches do a great job, but it takes a progressive, forward thinking employer to do that,” he said.

Weston College, which has had 340 traineeship starts between 2013/14 and 2016/17, also directly delivers the programme.

Paul Keegan, group director for apprenticeships and business development, said that “contracting out didn’t serve any purpose” as the college has the capability to deliver the programme as well as the “relationships we already have with employers through apprenticeships”.

Traineeships have proved a “really strong pathway” for learners.

“What we found with most learners is that it’s a matter of confidence, and finding which sector they want to work in,” he explained.

Mr Keegan said one of the secrets to the college’s success was the time it spent with learners to understand the field they wanted to work in – which could involve trying different placements before finding the right one.

“If you map the learner to the employer, it becomes a very direct route,” he said.

Too many colleges turning their backs?

Traineeships starts by provider type

Provider type	2013/14		2014/15		2015/16		2016/17		Total
General further education college	2,780	27%	5,390	28%	6,430	26%	4,900	24%	19,501
Independent learning provider	7,030	67%	12,830	66%	16,490	68%	14,430	71%	50,782
Local authority provider	560	5%	1,090	6%	1,090	4%	890	4%	3,630
Other (incl. sixth-form, specialist & HEI)	100	1%	260	1%	310	1%	230	1%	900
Total	10,470		19,570		24,320		20,450		74,813

Colleges explain why they dropped the programme

More than a few colleges have stopped providing traineeships. FE Week asked them to explain why they took the decision and the grave problems they see with the programme.

Kurt Hintz, the deputy principal of the College of Haringey, Enfield and North East London said his college had 180 starts in 2014/15, 10 in 2015/16 and none in 2016/17.

“The inflexibility of the traineeship funding model, along with the strict condition of funding rules around maths and English,” made them “unsuitable” to provide “the highest levels of progression to apprenticeships”.

The condition-of-funding rule requires learners without at least a grade C or 4 in

English and maths GCSE to continue studying these subjects post-16.

Mr Hintz said that this rule led to an “over-emphasis on passing maths and English qualifications rather than gaining skills for the industries learners are preparing to enter” through the programme.

“Traineeships are a good example of over regulation disincentivising innovation in curriculum design that meets the needs of industry,” he said.

Another college to pull out is Harrow College. An early adopter of the programme, it recorded 60 starts in 2013/14 and 140 in 2014/15 – but none after that.

Pat Carvalho, the college’s principal, said it

stopped in order to “focus on apprenticeships, to improve their quality”.

The college also wanted to “concentrate on more local delivery where employers were looking for shorter programmes such as sector work-based academy training”.

Just 110 colleges delivered on the programme last year, down from 124 in 2015/16.

West Nottinghamshire College had the second highest number of traineeship starts of any individual college, according to our data – but the “vast majority” of those were actually delivered by subcontractors.

However, after 210 starts in 2013/14, 310 in 2014/15, 320 in 2015/16, 30 in 2016/17, it won’t be running any more.

The college “took the strategic decision” to stop delivering traineeships “after 2016/17 because we found it wasn’t delivering the outcomes we wanted in terms of sustainable employment or progression into apprenticeships,” a spokesperson said.

Not all colleges that have stopped delivering traineeships made a conscious decision to do so.

The RNN Group, made up of Rotherham, North Nottinghamshire and Dearne Valley colleges, had around 180 starts between 2013/14 and 2015/16, but none last year.


A spokesperson for the group said it “continued to have the option available” but was “currently seeing little demand”.

Traineeship starts by the 21 providers in the T-level work placement pilot

Provider Name	Provider type	2013/14	2014/15	2015/16	2016/17	Total
Access to Music Limited	ITP	20	30	60	80	190
Blackburn College	College	20	50	60	30	160
Blackpool and the Fylde College	College	50	100	70	60	280
Bolton College	College	0	10	0	10	20
Burnley College	College	40	60	40	30	170
College of Haringey, Enfield and North East London	College	0	180	10	0	190
Dearne Valley College*	College	0	-	-	0	-
Havering College	College	0	20	0	-	20
Hertford Regional College	College	0	0	0	0	0
Manchester College	College	0	0	0	0	0
Myerscough College	College	-	10	20	50	80
Newham Sixth Form College	College	0	10	0	0	10
North Nottinghamshire College*	College	0	120	10	0	130
Preston College	College	10	10	40	10	70
Reaseheath College	College	0	10	20	20	50
Rotherham College*	College	30	20	10	0	60
Shrewsbury Colleges Group	College	0	0	0	0	0
South Thames College	College	-	10	0	0	10
Sunderland College	College	0	0	20	0	20
Tameside College	College	0	10	0	0	10
Trafford College	College	0	0	-	0	-
Truro and Penwith College	College	10	0	30	30	70
Yeovil College	College	0	-	-	-	-

Key: * These three colleges formed the RNN Group in 2016 ‘-’ means fewer than 10 starts

EDITORIAL



Traineeships expose the need for T-level collaboration

In 2015 the government criticised colleges for losing out to training providers by only making up a third of the apprenticeship market.

And the figure is even lower for traineeships, at just 24 per cent and falling, as FE Week discovered with a Freedom of Information request to the Department for Education.

What connects these two programmes is the need for employer buy-in, and the fact they mostly happen in the workplace, a delivery model that many colleges with classrooms to fill seem to have little appetite for or ability to expand.

Colleges should focus on and grow what they are good at, so it would wrong to simply criticise them for disengagement.

But this should still concern the DfE, which is relying on colleges to deliver T-levels – which also include mandatory work placements of up to three months.


The T-level workplace capacity building funds and lessons learnt from pilots will help colleges, but in truth the independent sector holds most of the employer engagement cards.

So these latest figures would suggest the DfE should be developing a collaborative delivery model to make a success of T-levels.

The hard truth is that colleges too often have the only access to classrooms and workshops, so independent training providers focus their energies on access to the employers.

T-level students will need both, so a policy of collaboration between colleges and independent training providers is to be encouraged.

Nick Linford, Editor
news@feweek.co.uk

AOC SPORT TWEETS:

Jon Hardy @iamjonhardy

They only went and won it all! @PetrocOfficial boys and girls teams bring home gold from the #AoCchamps thanks to their talent and team work, and incomparable coaching from @BeachVBinc @jase_fern and #mrtimothynewton #petrocarethebrazilofvolleyball

TruroCollegeSports @TCSportsAcademy

Huge congratulations to our cricket team. National champions!! #TC #AOCChamps @AoC_SportComps @Truro_Penwith. Well done to all staff and students

David Hughes @AoCDavidH

Congratulations to all 1,740 of the competitors, the colleges staff, the volunteers, the officials and of course the amazing @AoC_Sport staff who made #AOCChamps a great success on 40th anniversary. Well done.

Bmet Mens Football @Bmetfootball

GOLD !!!!!!! @Bmetfootball ability counts team win GOLD at the @AoC_SportComps national champs beating @SportWeston 3-0 to remain unbeaten over the 3 days scoring 41 goals conceding 2!!! #AOCchamps #GOLD #WINNERS #bmet



Mucklow tackles AEB devolution as director roles change at ESFA

BILLY CAMDEN
@BILLYCAMDEN

The director of Young People and former sixth-form college commissioner has been given the mammoth task of devolving the adult education budget, as part of a reshuffle at the top of the ESFA.

In an extensive new brief, Peter Mucklow has become the agency’s director of further education, which as well as implementing devolution includes delivering any future national tendering rounds for AEB – a task that was plagued with major issues last year.

He takes on oversight of adult funding from Keith Smith, who recently switched from being the ESFA’s director of funding and programmes to become its director of apprenticeships – which includes taking over from Sue Husband as the head of the National Apprenticeship Service.

Mr Mucklow’s task of making the AEB devolution a success is seen by many in FE as a mission impossible.

It has already been delayed by a year and will not now be rolled out until 2019 instead of later this year as originally planned – and even this timescale is considered too tight.

Only eight areas of the country – London, the West Midlands, Liverpool City region, Greater Manchester, the West of England, Tees Valley, Cambridgeshire and Peterborough and the Sheffield City region – have signed deals to

take control of AEB spending in their regions. It means the Department for Education will remain as the central distributor of AEB for all other areas.

The mayors from those regions with deals in place have recently “voiced concerns” with the government over the impracticality of the process.

They told FE Week in February they are worried that the combined authorities have “inadequate” influence and a lack of funding during the transition year, as well as “challenging” timescales for the handing over of power.

Future AEB tenders will also prove a headache for Mr Mucklow if history is anything to go by.

Last year’s tender was beset with delays, and successful providers were left outraged when they only received a fraction of their previous allocations.

The ESFA then made things worse by changing procurement rules to allow providers who had failed in their bids to receive 75 per cent of the amount they had the previous year.

Political campaigns and threats of legal action were threatened until the agency brought all provider funding up to the value of 75 per cent of the amount they had last year.

Mr Mucklow was previously the sixth-form college commissioner with a remit covering just 16-to-18 funding – a job which he had held since 2013 but stepped aside from last year

when the Richard Atkins’ FE commissioner role expanded to cover SFCs.

In his new job as director of FE, Mr Mucklow is also responsible for the “full range” of intervention strategies he will impose to “prevent or remedy institutions’ poor performance in finance, quality or governance”.

He will also support implementation of the post-16 area reviews.

The job change has been implemented by the ESFA’s new chief executive, Eileen Milner, who started in November following the departure of Peter Lauener.

Keith Smith’s new role meanwhile means he is now the agency’s person who is most responsible for the apprenticeship levy and apprenticeship funding service.

He will be expected to intervene in cases of failure or high risk when it comes to apprenticeships, as well as take charge of NAS.

Ms Husband had been in charge of the service for four years but has now become director of employer engagement at the ESFA.

She is responsible for the National Careers Service, the National Contact Centre, WorldSkills UK and “developing relationships with employers at chief executive level to drive engagement with the skills agenda”. She also leads the ESFA’s people board, and takes on some internal ESFA “employee engagement”.

Meanwhile, the agency’s director of the transaction unit, Matthew Atkinson, is now the ESFA’s director of provider market oversight.

In this post he will keeps control of the transaction unit until it ends, but will also take on the agency’s financial assurance team who audit and investigate funding issues.

COMMENTS

Apprenticeship end-point assessment crisis exposed

Move on, nothing to see because our lords and masters the IfA say so. Questioning the IfA’s wisdom is akin to mutiny, don’t you know?

It has been clear for months that the IfA’s position has been that they know best and that legitimate concerns raised by FE Week, AELP and others is simply tittle-tattle. Their refusal to engage in a meaningful way tells me that they’re less than competent... plus ça change eh?

I do hope that our friends at IfA start to behave like a professional organisation and respond appropriately to the legitimate worries that the sector is putting forward

L Roding

Apprenticeship payments system breakdown finally ‘resolved’

The fix doesn’t work. Some providers are still reporting issues and the new format does not allow providers to clearly identify 16-to-18 incentive payments. Half of these payments need to be passed on to employers so it’s critical that this is resolved.

The agency have said that they will provide an interim solution for R09, with a new report being designed for R10 but this is simply not acceptable. Providers cannot reconcile their earnings without this data.

Paul Taylor



CHIEF EXECUTIVE & PRINCIPAL EXECUTIVE DIRECTOR OF FINANCE & RESOURCES



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<https://leadwestlondon.fea.co.uk>

We have retained the services of FE Associates to support us in these crucial appointments.

Interested parties are encouraged to have an initial conversation with our lead consultant Matt Atkinson and this be arranged by contacting Samantha Bunn on 01454 617707 or Samantha.Bunn@fea.co.uk.

Closing date: **Monday 4th June 2018**

Interview dates: **To be held in mid-late June 2018.**



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Responsible for the delivery of all foundation programmes including Adult and Community Learning and GCSE Maths and English across the College.

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Interviews to be held on 23rd and 24th May 2018.

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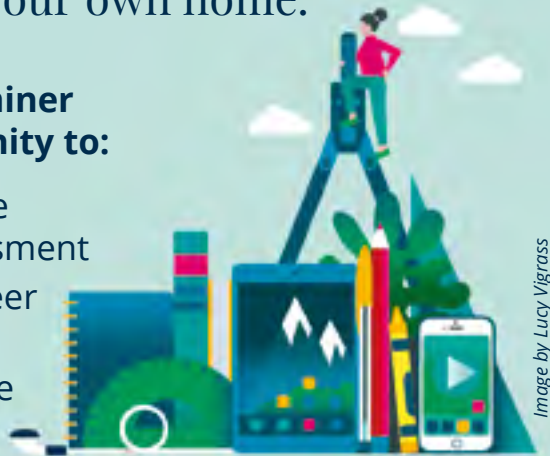
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Head of Department - Computing and Science - Kettering and Corby

Essential criteria

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the College to take advantage of future opportunities and work effectively with employers and other stakeholders.

The successful candidate will be a qualified accountant with a strong, successful track record of strategic financial leadership and financial planning/control at an executive level. She/he will be a talented leader and will demonstrate strong management skills, motivating and inspiring the wider college team whilst understanding the complexities of delivering education and skills training in an FE environment. Knowledge of the FE sector and funding methodologies would be beneficial; however, applications are welcome from high-calibre individuals from a diverse range of sectors.

If you would like to discuss the role in more detail with Andrew Wren, Principal and Chief Executive, please contact **Karen Johnson**, Clerk to the Corporation, on **01229 844805**, or email karen.johnson@furness.ac.uk.

Timeline: advertised Friday 27 April
Closing date: Monday 14 May 5pm
Shortlisting: Tuesday 15 May
Interviews: w/c 4 June



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Byddwch yn gyfrifol am sicrhau bod ansawdd y dysgu a'r addysgu ar draws y coleg yn hynod effeithiol, yn ogystal ag arwain ar weithrediad ein strategaeth Addysg Uwch a Sgiliau uchelgeisiol.

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Mae Coleg Cambria wedi sefydlu ei hun fel darparwr addysg blaenllaw yn y DU. Dyfarnwyd graddau uchaf y sector i'r coleg gan Estyn yn y cylch arolygu, gyda'n perfformiad a'n rhagolygon presennol ar gyfer gwelliant yn 'rhagorol'.

Wedi'i leoli ar ffin Gogledd Ddwyrain Cymru, mae gan y coleg gysylltiadau trafniadaeth ardderchog nid yn unig o Ogledd Cymru ond gyda mynediad hawdd i draffyrdd cenedlaethol a chyda rhwydwaith rheilffyrdd gwych a chysylltiadau cyflym i Lerpwl, Manceinion, Caerdydd a Llundain.

Yn ôl Lonely Planet, Gogledd Cymru oedd un o'r 10 lle gorau i ymweld â nhw ar draws y byd yn 2017. Mae'r gornel brydferth hon o Gymru yn llawn hanes, a gan olygfeydd ac arfordiroedd ysblennydd.

I gael rhagor o wybodaeth ac i wneud cais ewch i <http://cymraeg.cambria-jobs.co.uk/vacancy>

Dyddiad cau ar gyfer ceisiadau yw **Dydd Llun 14 Mai 2018 am 12yp** Cynhelir y cyfweiliadau ar 23 a 24 Mai 2018.

Os oes gennych chi brofiad o reoli a gwybodaeth helaeth a dealltwriaeth o'r sector addysg, yna byddem wrth ein bodd yn clywed gennych chi!

Mae'r gallu i siarad Cymraeg yn ddymunol.

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DN Colleges Group is a new college group in the Yorkshire and Humber area, following the successful merger of Doncaster College and North Lindsey College in November 2017, with an annual income of £50 million, 1,200 staff and 13,000 students. It is an exciting time to be joining the DN Colleges Group as it looks to appoint new senior leaders.

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For an informal discussion about the post please contact **Harpreet Jossan** on **0207 034 2604** or email Harpreet_jossan@aoc-create.co.uk or **Lesley Lightfoot** on **07748067344** or email Lesley_lightfoot@aoc-create.co.uk

To arrange an informal discussion with the Chief Operating Officer or the Deputy Principal please contact the AoC team to arrange.

Closing date for applications is:

Monday 7 May 2018: Group Director of Teaching and Learning

Sunday 20 May 2018: Group Director of Finance and Funding

Final Selection will be held in the college on:

Thursday 24 May 2018: Group Director of Teaching and Learning

Week Commencing Monday 11 June 2018: Group Director of Finance and Funding



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EXPERTS



Access manager, the Quality Assurance Agency for Higher Education

JULIE
MIZON

How FE can help prepare the UK's next generation of doctors

Medicine has long been the near-exclusive preserve of higher education, but the QAA's Julie Mizon has big plans to change that

In a speech to the Conservative Party conference in 2016, the health secretary Jeremy Hunt set a target for training up to 1,500 more new doctors each year from 2018 – 25 per cent more than previous years. It would be, he said, “the biggest annual increase in medical student training in the history of the NHS”, and would make the UK ‘self-sufficient’, no longer reliant on recruiting doctors from overseas to staff the NHS. No small feat.

Was this target met? Not quite, but there are 500 extra places available for students who've made their UCAS applications for entry this autumn. A further 1,000 places are anticipated next September. In spite of headlines about pay and conditions for doctors working in the NHS today, medicine remains an attractive career path.

The government wants to allocate these extra places to medical schools that have a commitment to taking candidates from lower socioeconomic backgrounds. The British Medical Association is also working hard to widen participation.

It's a worthy aim, but a perception clings to medicine, that it is for more advantaged students. With able 18-year-olds with a clutch of top A-levels queuing to get into medical schools, what role does the access to HE diploma have to play?

Access to HE changes lives by preparing adults with few or no qualifications for higher education. Students with access to HE diplomas are more likely to come from backgrounds or postcodes where higher education participation is lower. Most of them seek to study at their local FE college.

It's also attractive to students on lower incomes who might be wary of taking on more debt just even to think of applying for university. Access to HE is the only level three qualification where, on successful completion of a higher education qualification, the balance of any advance learner loan taken out to pay tuition fees is written off by the Student Loans Company.

For some years now, the most popular access to HE subjects have been nursing and other health professions. Typically, the qualification is taken by those who did not achieve highly at school and decide later in life that they want to work in a graduate-entry

profession.

Access to nursing is characteristic of this pattern, and adult enrolments skyrocketed after a degree became the only route of entry available to aspiring nurses.

Medicine is a different story. In 2016-17, 53 per cent of access enrolments were in a healthcare subject, but of these only two per cent of total enrolments were preparing students for a medical degree.

We want to change that. In 2013, QAA introduced a new specification for the diploma that it has regulated for over two decades, securing its place in the UCAS tariff system – an important step in increasing its credibility for entry to more competitive courses.

“
Adult enrolments skyrocketed after a degree became the only route of entry available to aspiring nurses

We are now liaising closely with the Medical Schools Council to develop a descriptor for a new access to HE diploma. We're proposing that, subject to acceptance by UK medical schools, this diploma in medicine will have common elements nationwide, to facilitate both student progression and greater standardisation of outcomes.

This will help more students like Helen Price, who left school at 15 with no qualifications to care for her grandmother. After her grandmother's death, and by then a mother of two, Helen took diploma at her local college and was accepted onto a medical degree by Keele University. Fast forward a decade, and she's now a fully qualified doctor in a busy emergency department.

More access learners should be able to follow in Helen's footsteps. They should in future have the confidence to apply for medicine knowing that, in spite of fierce competition for places, their skills and abilities will not only be considered on a par with A-levels, but be valued and actively sought after by admissions staff.



Deputy director of further education and skills, Ofsted

PAUL
JOYCE

Ofsted's new provider monitoring and subcontracting visits explained

Paul Joyce, one of the inspectorate's head skills honchos, lays out the thinking behind the two new forms of visit Ofsted will be making in the FE sector

Ofsted recently announced it would be conducting two new types of monitoring visit. The first, as announced by HM chief inspector Amanda Spielman last November, are monitoring visits to a sample of new apprenticeship providers. The second, announced in February, are monitoring visits to directly funded providers to look specifically at subcontracted provision.

The subcontractor monitoring visits were undertaken as part of an increased focus on this kind of provision, though we are also looking at it in more detail during both our full and short inspections. This reflects our corporate strategy, in which we are committed to ensuring that inspections have the right focus in order to really see what education and training learners are getting.

These monitoring visits focus on how the main contractor manages the quality of its subcontracted provision. We have published the first two of these monitoring visit reports; both found that the management of these subcontractors was not good enough.

Subcontracting is changing significantly, a fact which is, at least in part, linked to funding-rule changes and the apprenticeship levy. We do see some providers expanding their subcontracting, but on inspection we have also seen a number of providers drastically reducing and reorganising their subcontracted provision and sometimes even bringing the services back in-house.

When main providers lose sight of what is going on in the subcontracted provision, it can lead to problems with quality. Through our standard inspection process, we see that many subcontractors do a great job and have a positive and effective relationship with their main provider. We know that this is not always the case, however.

These monitoring visits are designed to look specifically at that relationship and at the management and quality of provision in subcontractors. The main provider is responsible for ensuring their learners get high-quality training which meets their needs. We are determined to expose any underperformance in subcontracted provision within the system.

We have also recently published the first three reports from our new provider monitoring visits, and more will be published in the coming weeks. These visits

allow us to see if providers are on the right track. They aim to detect problems early, while taking into account that, as new providers, they are just getting started, so some teething problems will be likely.

“
New providers are just getting started, so some teething problems will be likely

These visits are not full inspections, and providers do not get an overall Ofsted grade. They are monitoring visits with progress judgements. Providers will then get a full inspection within the usual three-year period. The provider is judged to have either made sufficient, reasonable or insignificant progress against these themes:

- How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?
- What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?
- How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place?

Our first three reports give a mixed picture.

There is no doubt that the Key6 report was disappointing. But it is important that we don't over-interpret one result as a judgement on all new providers who are coming on stream as a result of the levy. If anything the Key6 report is a sign our robust approach to detecting underperformance early.

By contrast with Key6 Group, London College of Apprenticeship Training (LCoAT) has shown real strengths in leadership and engagement with employers, while Jigsaw Training was found to be making reasonable progress in all three areas.

It is vital that Ofsted acts to challenge the sector during this period of change. We will be doing what we can to ensure that these changes do what they are supposed to, namely deliver the high quality education and training that apprentices deserve.

EXPERTS

With over 100,000 people at WorldSkills 2017, you realise the size of the task facing our top apprentices as they prepare for the next “skills Olympics”, explains Peter Bakare

I always tell people that training for WorldSkills, is no different than training for the Olympics. I see the same hunger and determination in the apprentices I am working with ahead of EuroSkills 2018 and WorldSkills 2019 that I saw in my teammates when I competed as a Team GB Olympian in 2012.

The truth is in representing their country, a WorldSkills UK champion and a Team GB Olympian have very similar journeys. Both start at grassroots level, progressing nationally, then internationally. Having excelled in the national finals of the WorldSkills UK competitions, our apprentices have achieved something that 99.99 per cent of the population will never do: they can proudly say they are “the best of the best”.

However the hard work doesn't stop there.

As you would expect, technical skills development makes up a large part of the training programme. Volunteer training managers are appointed to devise this training, and there is certainly no room for mistakes. Being just one millimetre out on a measurement can result in points dropped and that is the difference between winning and losing a medal.

This, though, is only half the story.

Our apprentices need the mindset of medal-winning champions to succeed on the world stage. It is my job, and that of the volunteer



PETER BAKARE

Team GB Olympian and WorldSkills UK performance coach

WorldSkills is even more like the Olympics than you think

WorldSkills UK performance coaches, to help them get this right.

Launching this coaching programme at the WorldSkills UK training camp at Loughborough University this month, we took sports psychology to stretch and develop our apprentices. Throughout their 18-month development programme, we will cover key areas including nutrition, health and wellbeing, performing under pressure, effective communication skills, organisation and maintaining a positive mental attitude.

We even teach our apprentices how to control their “inner chimp”. Based on the findings of leading sports psychiatrist Professor Steve Peters, this refers to the part of the brain fuelled on impulsive emotion and gut instinct. In training, led by my fellow coach Greg Houghton, we show our apprentices and learners that by using logic over impulse, they

can achieve optimum performance not only in competition but in their workplaces as well. Seeing the apprentices embrace this learning is why training for WorldSkills is so much more than just preparing for a competition.

We know that many of members of Team UK end up promoted at work. They have told us that following their training with WorldSkills UK, they head back into work at least five years ahead of their peers, both in technical knowledge but also maturity. It is this accelerated learning which shows why our apprentices are the role models that our prime minister is looking for to showcase the young talent in this country.

When I was training for the 2012 Olympics I was focused solely on delivering my best performance. The apprentices who attended the WorldSkills UK Training Camp are no different. However, we know that once

their skills competition journey ends, their determination to be the best doesn't and it is UK PLC which is benefiting.

A chef who has worked at no fewer than three Michelin-starred restaurants, a paint technician part of the team behind Lewis Hamilton's Formula One success, and a fashion designer who was headhunted to work at Yves Saint Laurent and now runs his own fashion label have two things in common: their success all happened under the age of 30 – and they all won medals at WorldSkills.

“We even teach our apprentices how to control their ‘inner chimp’”

It is stories like this which inspired me to become a performance coach. A few years ago, someone gave an East-End boy a chance. That boy was me and through competing I achieved my goals. I now want to help other young people succeed in work and life through competing. Together we can create the role models to inspire the next generation.

Register your interest to take part in the WorldSkills UK Selection Process for WorldSkills Shanghai 2021 at worldskillsuk.org

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SCHOOLS WEEK

CAMPUS ROUND-UP *with Samantha King*



ESOL students become the teachers

Unity on the streets of Uxbridge

Seventeen current ESOL learners at Uxbridge College have given presentations about their countries of origin to fellow learners as part of an annual event celebrating the college community.

Students from Afghanistan, Eritrea, Kurdistan, Somalia, Syria, Egypt and Vietnam shared their experiences of growing up outside of the UK, and taught their peers to say hello in their native languages at the Unity 2018 event, which encourages learners to find out about each other's backgrounds.

Over the course of the four days of the event, the group also delivered presentations on the

political systems, landmarks, interesting facts and popular dishes from their countries.

"For those who have been raised in the UK and grown up in peacetime with rights like a democratic vote, access to education regardless of gender, and laws to protect everyone's human rights, it can be a real eye-opener to find out that there are so many people of their age who have not been able to take these things for granted," said Claire Beale, the college's course team leader for ELT young learners. "It was great to see English speakers learning foreign languages as well as the reverse."



Back row from left, Cath Orange and Jane Durrant. Front row from left, Waheeda Azam, Bev Fox and Nosheen Qamer

Behind every successful woman

Students learned about the career journeys of female staff at Bradford College during an "empowering women" event.

Speakers included college governors, senior leaders and teaching staff, who shared the challenges they faced in their careers, and how they overcame them.

The college's assistant principal Anita Lall shared her story of not being able to speak English when she started school, and how she excelled and went on to research childhood cancers before pursuing her teaching career. Learners also heard from the college's

chair of governors, Cath Orange, who spoke about her work in the engineering industry. Fellow governor June Durrant explained that despite her struggles with dyslexia, she had a 31 year career in FE, holding a number of senior roles.

"Only you can limit yourself," said social work lecturer Waheeda Azam during her moment in the spotlight. "You might have to take an alternative route but you will get there."

The college will host a similar event in the next few weeks, when male members of staff will discuss their career experiences.

What's the big idea then?



Down to business: The entrepreneurs

A trio of business students from north London have reached the finals of a national innovation challenge with a safety device inspired by the Grenfell Tower disaster.

Their invention, called the "safety Jumping Bag", is a giant airbag that lets people jump from high buildings without injuring themselves, and can be deployed in situations such as fires and earthquakes, where emergency services are struggling to reach.

The team from the College of Haringey, Enfield and North-East London are up against 20 other colleges from across the UK

in the final round of the Big Idea Challenge, after impressing judges with their original idea and business plan.

The winning team in the competition, run by London Metropolitan University, will get the resources to make their product a reality, including free websites, business mentoring and internships.

"We're aiming to sell this product to developers who would pay the full amount, directly to councils and governments for half price and the fire services, who will have a mobile unit on the back of their trucks," explained 22-year-old team member Melany Monteiro Moniz.

The drugs don't work



No doping here: Students with their new qualifications

Forty sports students at City College Norwich now have a qualification in anti-doping.

The group successfully completed UK Anti-Doping's accredited adviser course alongside their college studies. They covered what doping is, the value of clean sport, and how sport performance can be enhanced safely and legally through a healthy diet and the right nutrition.

Typically anti-doping isn't covered on sports courses until degree level, but tutors at the college are keen for their aspiring sports coaches to take the course for a head start in their career.

"We are training aspiring sports practitioners who will go on to work with sportspeople who might have been tempted to try performance enhancing substances," said Jason Fligg, a sports science lecturer.

"By taking this qualification, these students can play their part in promoting clean sport – reducing the health risks to athletes and supporting the integrity of competitive sport."

"The course has shown me how easy it is for people to get stuck into the trap of using performance enhancing drugs," added Ben Brighton, a level three sports and exercise science student. "It happens a lot more than we realise."



Designing the eco-colleges of the future

Students from Chichester College and Crawley College have come together to brainstorm ways of developing an eco-friendly classroom, reports Samantha King.

A cross-college event saw over 50 learners from courses including engineering, design, motor vehicle, aeronautical and science work together in seven teams to design a new, futuristic classroom for Chichester College’s Brinsbury campus.

The teams presented their ideas to a panel of expert judges, including Jane Reeve, projects manager at Manhood Wildlife and Heritage Group, Graeme Clements, sustainables product manager at Covers Timber, and Kevin White, estates manager at Chichester College.

The concepts were judged on their practicality, the impact they would have on the surrounding area, and how they used sustainable resources, such as heat and wind energy.

Chichester College hopes to eventually turn the classroom concepts into reality in around three years’ time, if funding for the project can be secured.

“The dream is to actually build an environmental classroom. We’ve got an area at our Brinsbury Campus which needs refreshment. It’s a derelict area.



Meeting of minds: The groups get to work

It’s a beautiful campus, and lends itself to the environmental side of it,” explained Andy Chater, head of learning for STEM at Chichester College. “What we would love to see is the classroom actually being built by the students, with local companies and sponsors.”

Following the day of classroom conceptualising, the students’ designs will be built upon and developed by another crop of



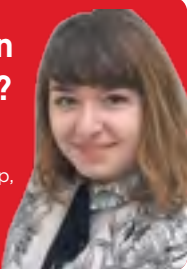
The best-laid plans: Students consult on their design

learners in the next academic year, who will look at the finer details such as costing and planning.

“Each year we move a little bit closer. The main idea is to bring the students’ specialist knowledge together across different curriculum areas and colleges, so they could all work in mixed groups and share great ideas.”

Do you want to be in Campus Round-up?

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



Denise Jelly

Principal, Barnsley Sixth-Form College

Start date March 2018

Previous job
Head of faculty for sixth-form, GCSEs and International, Nottingham College

Interesting fact
Denise once performed an Irish dance for royalty at primary school, but can’t remember if it was for Princess Margaret or Anne.



Darren Jackson

Sales director, Roundhouse Corporate – Derby College Group

Start date March 2018

Previous job
Director of client sales, Guestline Ltd.

Interesting fact
Darren has a passion for music, and out of work can be found playing his guitar and singing.



Janet Morris

Interim chief executive, OCR

Start date April 2018

Previous job
Director – international network, Cambridge International (ongoing)

Interesting fact
Earlier in her career, Janet worked in the international aviation sector, marketing London’s airports.



Ciaran Barry

Group operations director, Linx International Group

Start date February 2018

Previous job
Senior consultant, Linx International Group

Interesting fact
Ciaran was a detective in the Hertfordshire Police Constabulary for over eight years.

Movers & Shakers

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



Martin Sim

Interim principal and CEO, Barnfield College

Start date April 2018

Previous job
Interim principal, Gateway College

Interesting fact
Martin is a model railway enthusiast.



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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

Difficulty:
EASY

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

Difficulty:
MEDIUM

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

Solutions:
Next edition

Last Week's solutions

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



Difficulty:
EASY

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

Difficulty:
MEDIUM

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