



# AELP CONFERENCE 2012

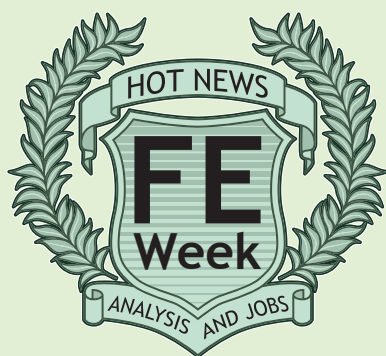
DAY 1: SPECIAL EDITION

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# Concern over VAT on FE loans

**Nick Summers**

@SummersNicholas

Learners taking out an FE loan next year could be forced to pay 20 per cent VAT if they study with an independent training provider, according to Graham Hoyle, Chief Executive of the Association of Employment and Learning Providers (AELP).

The charge will be introduced as part of the "24+ advanced learning loan" scheme next year, but will not affect learners studying at a general FE college.

Mr Hoyle, said the new VAT payment was "worrying" and "entirely unacceptable".

Speaking on the first day of the AELP National Conference 2012, he said: "That really will be a nonsense if there is a VAT differential between the type of provider."

Mr Hoyle said he was told about the 20 per cent VAT payment by a colleague that attended a meeting with a Treasury official, but did not tell AELP members because he "didn't want to upset them".

John Hayes MP, minister of state for fur-

ther education, skills and lifelong learning, didn't comment on the issue publicly.

"Well Graham you know me well enough to know that I am far too professional a politician to ever speak, answer or comment outside of my box," he said.

"But I hear what you said and I have no doubt you will be making a recommendation to me and I will be making one as well to George Osborne in the treasury."

Martin Doel, chief executive of the Association of Colleges (AoC), was also presenting at the conference, and used the morning session to outline other key differences between independent training providers and colleges.

Mr Doel said colleges, universities and schools operated on different 'playing fields' to private providers.

He argued that general FE colleges are different in particular because they are not-for-profit and serve their local community.

"I am quite aware that some colleges serve beyond the place they're located in," he said.

"But I would submit to you that the defining characteristic of a college is that

it belongs to the place, in a way that is very different from a university, which of course serves a region or national agenda.

"Colleges serve and belong to the place where they are, and how they affect upon that community."

Mr Doel said that if independent training providers wanted to operate on the same 'playing field' as colleges they would need to accept accountability to their local community.

"With freedom comes responsibility," he said. With responsibility comes accountability, and that accountability must be to their community or the stakeholder in the communities."

The AoC chief executive acknowledged that while a number of AELP members are either charities or not-for-profit, colleges are always looking to reinvest surplus funds.

"They'll do things that are not easy to achieve - success in the various metrics that are being applied by Ofsted or by government - because they are the right things to do, the necessary things to do to serve that community," he said.

# Richard Review interview

**Nick Summers**

@SummersNicholas

Entrepreneur Doug Richard is to lead an independent review into the future of the apprenticeship programme in England.

The former Dragon's Den investor has been commissioned by the Department for Business, Innovation and Skills (BIS) and Department for Education (DfE) to look at how the government can build on the record number of new apprentices.

Mr Richard, speaking exclusively to FE Week, said he had been chosen to lead the review because of his extensive history working with small businesses.

"I've been asked really to take a forward look at the role of apprenticeships in society," he said.

"As you can imagine it's all changing terribly quickly, so I think the value that I bring is just my point of view.

"I'm to the benefit of - and from the perspective of - small businesses, that's where my life's work is and I think that that happened to be something that is important to (the government) at this point in time."

The 'Richard Review of Apprenticeships' will look at what the core components of an apprenticeship should be in the future, considering the needs of the ever-changing economy.

It will also consider how best to ensure every apprenticeship delivers a high amount of quality training, looking at

the qualifications and skills which they provide employers

"I think there is a zeal for apprenticeships," Mr Richard told FE Week.

"Any area where the government is either growing the economy and growing jobs or creating ladders for success, I think they look at and say what more can we do?"

Mr Richard said he is "very open to consultation" and is already drawing up a list of the key stakeholders he wants to hear from.

"I'm putting together a small brain trust of people who I think can bring some innovative thinking, and I'm going to be looking to them to work with me for framing what the potential for an apprenticeship could be," he told FE Week.

Mr Richard said he hopes to publish the report in October.

Business secretary Vince Cable said: "To build a prosperous economy we need a skilled workforce.

"The apprenticeship programme has been a real success, not only boosting chances for young people, but also helping businesses to address their skills gaps.

"However in the past vocational youngsters have been let down by weak courses and our competitors have stolen a march.

"To keep pace it is vital that we build on our initial success and continue to look at how apprenticeships can adapt to meet our future needs in the fast-evolving global economy."

Mr Richard is the founder of School for



Startups, a social enterprise teaching new entrepreneurs how to start and run a successful businesses.

He also produced the 'Richard Report' in 2008, a document which investigated the British government's support of small businesses.

Michael Gove, secretary of state for education, says Mr Richard is a "proper entrepreneur" and will help "get apprenticeships right".

"It's great that the numbers taking up apprenticeships has grown, but there are still serious issues," he said.

"There is still too much bureaucracy getting in the way of small firms taking people on, too much money appears to be going to middle men and the quality of some vocational qualifications taken by apprentices is still not good enough.

"Doug will help us get that right."

# CBI report reveals basic skills deficit

**Holly Welham**

@HollyWelham

Employers remain dissatisfied with school and college leavers' basic skills according to a report by CBI.

Around a third of employers said that young people lacked the necessary skills for work – the same amount as a decade ago.

**“The number one issue is to better equip school leavers with the broader skills needed for working life”**

CBI, a business lobbying organisation, found that 42 per cent of businesses had to provide remedial training for school and college leavers.

At the launch of the report, Keith Atwood, chair of CBI's education and skills committee and chief executive of e2v technologies, said: “The education and training of our current workforce and future recruits to our workforce is central to economic recovery. It's their skills and their creativity that will be at the heart of the recovery process.

“Long term economic success is inexplicably linked to a nation's standard of education and skills.”

This was supported by Rod Bristow, the president of Pearson, which sponsored the survey. He said: “Nothing is more important for the future of economic success in our country and the lives of young people than education.”

The president said that higher expectations needed to be set for literacy and numeracy, but employers were also finding insufficient life skills. Young people lacked initiative and the problem solving capabilities needed to thrive in employment.

“Even the best performing nations say that the number one issue is to better equip school leavers with the broader skills needed for working life,” he said.

The education and skills survey found that of the 542 firms questioned 61 per cent said school and college leavers had not developed



Stephen Twigg, Shadow Education Secretary



Rod Bristow, President, Pearson UK

the self-management skills needed for work.

Mr Bristow spoke about the importance of businesses engaging with schools and colleges. Over the past year, one third of businesses increased their engagement, but the president said this was “still no way near enough”.

The report said the survey “paints an encouraging picture”, with 81 per cent of employers planning to increase or maintain levels of investment in training. The number of firms that said they were going to reduce investment, however, increased from 2011 from 8 to 19 per cent.

Shadow Education Secretary Stephen Twigg highlighted the importance of careers guidance.

“Employers see the quality of careers advice for young people as not good enough by a remarkable balance of minus 68 per cent,” he said.

“That is neither a surprising finding to me nor one that we can afford ignore.”

“I am very worried that when government policy is moving away from an emphasis on face-to-face careers guidance that already very stark and negative figure might only get worse.”

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# Privatise FE: Dynamite or damp squib?



There has been much debate in the education press about the implications for further education colleges of the new powers they have under the Education Act 2011 which came into force on 1 April 2012. Indeed those new powers have been described as, effectively, the privatisation of FE colleges. Is that the case?

Under the Act colleges are now able to:

1. amend their instrument and articles of government (ie their constitution). Thus colleges can adopt a governance structure and constitution specifically tailored to its needs (eg colleges could introduce the Carver model); and
2. colleges can convert to a different legal form such as a company limited by guarantee or shares.

Neither of those events now require the consent of either the Secretary of State or the SFA. However since the SFA will

still have a financial memorandum with a college determining the basis on which public funding is provided to a college the SFA will still be able to exercise a significant degree of control over a college.

In addition the Secretary of State has retained his powers, in extremis (eg a financially failing college) to intervene and wind up that college.

However it is true that FE colleges now have powers in excess of those of higher education corporations so that FE colleges are able to operate with a degree of freedom unknown in the HE sector.

## Changes to the constitution

We believe that a large number of colleges will use their powers to amend their constitution to the needs of that institution.

We might see the emergence of different

governance models, less nominated members and perhaps smaller governing bodies.

Colleges will update their constitution to permit them to use electronic communications, internet and extranet sites which the current constitution does not allow.

In addition actions between meetings (for example chair's action) may become commonplace.

Whilst this may be a general interest to the private sector it is unlikely to create many opportunities for them.

## Conversion

It is in the area of conversion from an FEC to a company that we may see the development of new models of interest to the private as well as public sectors. The Act allows an FEC only to convert to a charitable company.

It is possible for a charity to be part of a for profit group or in the future to give up its charitable status. However the tax benefits that colleges get by being charities (particularly business rates relief) means it is unlikely that many colleges will wish to give up charitable status even if they could.

The creation of a company will allow the development of groups. It may be possible, for example, for a college company to be the parent company in

that parent company to run for profit subsidiaries either itself or in joint venture with the private sector.

The ability to attract private sector capital and/or to float that subsidiary may prove to be attractive ways of helping a college to realise its mission.

Such a group could also form a cost sharing group and take advantage of the new VAT rules to be introduced in the Finance Act 2012.

Such structures could also be used as a vehicle for the creation of employee ownership, social enterprises and mutuals.

No doubt there are many other opportunities available.

Thus it is unlikely that the Act will turn out to be a damp squib; in fact we believe it could be a key driver for significant organisational and managerial change in the FE sector whilst also allowing the public sector to partner with the private sector in more effective ways than it has been able to do so to date.

*Glynn Stanfield is a partner within Eversheds LLP's education team*

**“It could be a key driver for significant organisational and managerial change in the FE sector”**

a group. That parent might, eg, act as a hub for a federation of other colleges and also higher education and schools companies.

In this way the parent company would set the policy and strategy for the group whilst the operational matters around colleges could be run at a subsidiary level.

In addition it will be possible for

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# A potential opportunity for work based learning

There is no doubt that the government's introduction of Raising the Participation Age (RPA) to age 18 will present a significant business development opportunity to work based learning providers.

For those unfamiliar with the DfE proposals, the RPA is being introduced in two phases: for 16-17 year olds in August 2013 and for 17-18 year olds in August 2015.

A young person in those age groups will be expected to be in some form of education, e.g. at a sixth form or FE college, or in employment where training is being provided.

The DfE recently conducted a consultation on the accompanying regulations which included an attempt to define what a qualifying job and the education or training element would be to classify a young person as not being NEET.

**“If work based learning opportunities aren't available to them, young people may just prefer to stay NEET”**

The department is seeking to come up with definitions that differentiate between a qualifying job, i.e. the young person is not NEET, and an internship or a holiday job.

This is why 20 hours per week over 8 weeks was considered the minimum starting point for the definition in the consultation.

Young people in work will still be expected to participate in some form of learning with an employer/provider for a minimum of 280 hours a year.

Where a young person is employed for more than 20 hours a week, there will be a statutory duty on the employer to take 'reasonable steps' to ensure that the person is in education or training for this minimum period – hence the business development opportunity for work based learning providers.

We are then into a debate on what constitutes proper learning or training and the DfE is working towards a definition around what is called 'directed learning'.

If a young person is following an accredited qualification then the guided learning hours (GLH) involved in studying will probably act as a proxy for this.

If what they are doing is not accredited study, then they have to show that the learning is somehow directed - for example, they could not sit at home and just read Wikipedia and declare that they are studying.

This sounds like a facetious example, but it isn't because there are all sorts of thorny issues surrounding home education which have not been resolved yet.

Online/distance learning is also a tricky issue but generally if it is part of a directed programme - that is to say, that the learning is being directed by a tutor of some description (even if they are online) – then in principle it is likely to count towards RPA requirements. But the devil may of course lie in the detail.

## Role of the local authorities

Local authorities will be key players for the RPA.

They already have a statutory duty to provide the September Guarantee for a learning place for a young person who wants one and the DfE sees them as having lead responsibility for the RPA at a time when the LAs are having their belts tightened like everyone else.

Equally important is the fact that with the immediate reversal of Labour's devolution of the 16-18 remit in 2010 after the coalition government came into office, the powers of councils to influence the planning of local FE and skills provision have been limited.

This means that local authorities may not be able to fully and properly address situations where the demand from young people for apprenticeships and other work based learning exceeds supply.

To minimise the number becoming NEET, some of these young people may be inappropriately encouraged to stay on a sixth form or they may be 'guided' to over-supplied or completely unrelated courses in the local colleges which may not meet the young people's or the local economy's needs and which almost certainly do not



satisfy the young people's own aspirations.

This is one of the reasons why AELP successfully lobbied for the latest Education Act to require that secondary schools in England must provide independent and impartial careers advice from this autumn.

But if the DfE is saying that the buck stops with local authorities on the RPA, then the 'easy' answer to meet the statutory duty will be to fill places in sixth forms and colleges whether it's in the young person's interest or not.

And if work based learning opportunities aren't available to them, young people may just prefer to stay NEET.

There is a growing recognition that the funding agencies need to listen more and consult with the local authorities over

strategic planning of provision and this may result in changes favourable to work based learning provision because of the demands of young people themselves.

There is also growing pressure for the Education Funding Agency (EFA) to free up market access for new youth provision beyond the rather sluggish and opaque mechanisms that are currently in place.

AELP continues to discuss these issues with the government and the LGA. But in the meantime, the challenge for work based learning providers is to work with local employers to create more work with training opportunities for young people under 19 and the challenge for the EFA is to ensure that this can be speedily and properly funded.

*Paul Warner is director of employment and skills for the AELP*



# Barclays: Banking on young talent



**L**aunching an apprenticeship programme is a big challenge for any private sector organisation.

At Barclays, we set an ambitious target at the start of this year to take on 1,000 young people not in education, work or employment and took the programme from conception to getting our first apprentices into work within four months.

The twelve-month programme provides apprentices with the valuable experience of learning the ropes as cashiers, telephone bankers, and mortgage operations specialists.

During this time they receive regular progress review and assessment visits, functional skills testing for learners

without GCSEs grades A-C in Maths and English, and 16 hours of additional self-directed study as they work towards achieving qualifications including a BTEC in Customer Service and an NVQ in Retail Banking.

All our apprentices are paid a salary commensurate with new joiners, and all those who complete the 12 month programme are guaranteed a permanent role.

## Running a successful apprenticeship programme

First and foremost, senior executive buy-in and support is crucial to driving the programme. Antony Jenkins, our Chief Executive of Retail and Business Banking,

has led this drive from the front, giving us huge momentum and communicating clear objectives to everyone involved.

In a large company it is important to form a working party with representatives across the business and ensure you take a wide range of views into account. This is a big challenge but a crucial step in ensuring consistency across all departments and regions.

When planning how to implement the programme, make sure you seek advice from The National Apprenticeships Service (NAS) on how apprenticeship programmes work, the different types of funding processes and their implications - such as who will hold the funding contract.

Finding and selecting the outside expertise you need is vital and well worth spending time on. After a competitive process, Barclays appointed Elmfield Training to bring in their know-how in finding and assessing the right candidates.

## Goal-setting

As part of the planning process, ensure you have clear goals, and clear definitions about who you want to target.

Our focus is on young people who are 'NEET' but in particular those who have no prior experience or qualifications and by making that clear from the beginning it's possible to really focus our efforts.

Although we have an ambitious target of 1,000 apprenticeships, it is the 'quality' measures that really count: setting tough standards to ensure this is a genuinely life-changing experience, raising young people's confidence, giving them skills and qualifications, and expanding their horizons about what they can achieve.

It is important to set goals on the business benefits too. We hope to retain even more staff under this programme than we have from our traditional intake in the first 12 months, and this will demonstrate the positive outcomes for the business.

## Preparing for culture change

Engaging with employees may require a culture change and preparing for this starts with winning over line managers' hearts and minds by helping them understand how the programme fits in with our wider strategy and citizenship agenda. We aim to shift mindsets from seeing this as bringing in potentially 'challenging' people, to seeing it as an opportunity to harness an untapped wealth of talent.

Of course you need to implement relevant training for line managers, but this can also be an opportunity to make their job easier. We have managed to speed up the screening and induction process for apprentices so line managers have an extra incentive to take them on.

## Long-term investment

Many company policies overlook NEETs, seeing them as a 'challenging' group to employ, and to date the same has sadly been true of banks. But there can be real rewards for both young people and your business by investing in their untapped potential.

We have 60 apprentices in post so far and we have been overwhelmed by their positive attitude and potential which has exceeded all our expectations. It is not just the apprentices who benefit, Barclays is also becoming a stronger organisation, with a richer and more diverse workforce as a result.

One of the best ways that private sector companies can support our economy and society is through employment and training – and our programme helps to bridge the skills gaps that many young people struggle with when they leave mainstream education.

It is important that large employers like us take the plunge to create that vital first job opportunity for young people. By investing in today's generation we can create long term value for society.

*Lynne Atkin, HR Director, Barclays UK Retail and Business Banking*

## FE Weekend: Where Next for Apprenticeships?

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# FE loans must work for disadvantaged learners

We are all acutely aware of how tough things are economically and therefore appreciate that Government spending must go towards helping the most underprivileged first.

In Higher Education, loans have been part of the system for over a decade now and while the jury is still out on the long-term financial returns of this system, it was perhaps inevitable that loans would soon be part of Further Education too. In some ways, it is heartening that for once FE and HE are being treated similarly. But as in HE, we need to be alive to how far this system will really benefit and support those who need it most.

**“There is no such thing as ‘a job for life’ any more and we no longer have just one career over a lifetime”**

At City & Guilds, we welcome the fact that learners will only be required to start making repayments once they are earning £21,000 or more but what we really want to see tested and evaluated is

the impact loans, once introduced, have on prospective learners.

It has never been more important to ensure we are building up the high level skills of our society and we need those skills in a range of sectors, but particularly STEM disciplines.

These are the more expensive subjects to deliver. It would be a travesty if the amount required in a loan impedes the take up of these skills at a time when our economy needs them most.

Secondly, when FE loans are introduced next year, we must ensure their introduction does not disproportionately disadvantage older learners and inhibit those over the age of 24 from participating in FE. According to BIS' recent research, Attitudes to FE Loans, older learners seem to be more reticent to take on debt.

This is essential feedback for us to note and respond to. The way we view a 'career' is changing. There is no such thing as 'a job for life' any more and we no longer have just one career over a lifetime, but several.

Therefore, access to education and training must evolve to support these changing work patterns.

BT has previously commented that 24 is too young as a cut-off age. Here, I tend to agree as how many of us knew what we wanted to do when leaving school or by

our early twenties? Indeed, should age determine your decision to participate in education at all?

One thought we have had at City & Guilds is around how we can make the introduction of FE loans fully comparable to the funding system in HE and also to what happens in schools.

16-18 year olds who stay in school are funded to do their A levels. Encouraging young people to stay on in education and training is an absolute priority as Raising the Participation Age becomes a reality – but some will not be ready to do Level 3 qualifications by 18.

Some will want to go straight into a more work-focused training environment and may take far longer to achieve Level 3. Perhaps a more equitable system would be for all individuals to receive funding up to and including Level 3, regardless of age, with loans made available to help those who want to study at Levels 4 and above.

This would make FE more comparable with other parts of the education system – something we have all been building towards for many years now.

Going forward, we want to work with others in the system to ensure that FE loans work for everyone involved – Government, employers, providers and, most of all, individual learners. To do this, we need to build a shared understanding of how FE and HE loans



will work together and we all need to help inform the guidance for those learners moving from FE into HE.

As the BIS commissioned research into FE loans shows us – if we do not come up with some agreed messages quickly, damage can be done. We need to ensure that prospective learners are equipped with all the information they need to make informed, well judged decisions about the funding available for their education and training journey.

*Chris Jones, CEO and Director General, City & Guilds*

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# Promise of pre-apprenticeship product



L-R: Graham Hoyle OBE, AELP, Martin Dunford, OBE, AELP, Sarah Benioff, NAS, David Russell, DfE and Martin Doel, AoC

## Nick Summers *@SummersNicholas*

The skills minister said he had “unfinished business” with pre-apprenticeships on the first day of the Association of Employment and Learning Providers (AELP) National Conference 2012.

John Hayes MP said the government needed to provide a “better bridge” or “stepping stone” for people with little or no prior attainment.

“In understanding that bigger footprint that apprenticeships now make...we need to develop a better pre-apprenticeship product,” he said.

“We’ve done work on this...but I don’t think we’ve done enough yet.

“There do need to be new ideas, fresh thinking, about how we create that bridge.

“All the experience suggests that it needs

to be flexible, it needs to be personalised, it needs to be tailored to the circumstances of the particular individual.”

Mr Hayes said he was “determined” to find a solution that would help the most disengaged and disadvantaged learners access an apprenticeship.

During his speech the skills minister said he wanted the apprenticeship programme in Britain to be one of the biggest in the world, eclipsing the schemes used by both France and Germany.

“I want to drive quality further and further upwards,” he said.

“I want apprenticeships in Britain to be the best apprenticeships anywhere in the world.

“I see no contradiction between that and the desire to grow their number further.”

He added: “We will certainly exceed the number and quality in France very soon and I believe that we will exceed both the number and standard of apprenticeships

currently in Germany.

“I expect us to be the biggest and best apprenticeship provider.”

Mr Hayes said he expected there to be 500,000 new apprentices by the end of the year, with an extra 20,000 higher apprenticeships by the end of the parliamentary term.

Day one of the AELP National Conference 2012, held at the Hilton London Metropole Hotel, focused heavily on apprenticeships and the problems facing young people.

Martin Dunford OBE, chairman of AELP, opened the event with a review of the association’s achievements over the last decade.

“We all have a job to do in properly explaining that the apprenticeship brand is one that is broad and all encompassing,” he said.

He later explained that AELP’s priorities in the future would be to

continue championing learning at work, and also fight for independent information, advice and guidance in schools.

The AELP chairman said they would also be looking to improve the service that they offer members.

The other morning speakers were Sarah Benioff, a director at the National Apprenticeship Service (NAS), David Russell, director of participation and vocational education at the Department for Education (DfE), Martin Doel OBE, chief executive of the Association of Colleges and Graham Hoyle, chief executive of AELP.

Mr Doel explained how colleges, universities and schools operated on different ‘playing fields’ to private providers.

He argued that it was difficult for independent providers to operate in the same space as FE colleges until they were accountable for their local community.

“With freedom comes responsibility,” he said.

“With responsibility comes accountability, and that accountability must be to their community or the stakeholder in the communities.

“Why is that important in the supply chain? Because legitimacy, for the freedoms in the first place, comes from exercising those freedoms responsibly, being accountable to the community, and then legitimizing the freedoms that are in place.”

The afternoon sessions included speeches from Peter Lauener, chief executive of the Education Funding Agency (EFA) and Matthew Coffey, national director for Learning and Skills at Ofsted, among others.

The day was spliced with workshops - often with eight running simultaneously, where delegates could learn, network and debate more specific issues.



Pictures by Nick Linford



# FE Week sponsored the voting technology

All the delegates were given their own handset, which could be used to send in questions, use as a microphone during the Q&A and vote before and after each of the conference themes.

Below is the voting result from the first theme, apprenticeships:

## Training Provider

## National Apprenticeship Service

## Skills Funding Agency

## Awarding Organisation

## Sector Skills Council

## Ofsted

## None of the above

Before speeches After speeches



Reeta Chakrabarti, Conference Chair, demonstrating how the voting kit works



The voting pads could also be used as microphones for delegates to ask questions

## Q&A with Sarah Benioff, national director, NAS



**Q) The Quality Action Plan has targets and objectives, but no dates for when they should be achieved by. How often do you go back and monitor your progress?**

Yeah, we do. First of all, we clearly have to report to ministers all the time. So we do that almost monthly at an apprenticeship programme board level - not to ministers specifically - but we also meet with the minister about every four to six weeks, I would say and he is as you can imagine, extremely interested in how we're getting on.

But behind the QAP we have a much more in-depth work plan, internal NAS and SFA work and implementation plan, and we have an operational group that focuses on that every month. And that is where we take a look at

progress and we are monitoring ourselves and being monitored quite heavily by ministers and departments on how we're getting on on all of it.

**Q) So while it might not be obvious, there are some time frames for when you hope to achieve this by?**

Yes, I mean obviously contractual changes we have to make. So there are some very obvious ones that we are working backwards from to make sure they are in place.

There are others which are going to take a bit longer and some very very tricky ones, which we are planning to complete but not sure exactly how long some of those might take. And some of those are for future years as well. But yes, we do have internal work plans that we are working to and being monitored on.

**Q) Someone described it as a live document - would you describe it as that?**

Yes. I'm not sure, yes the document itself is a live document, The quality process for our quality work is live, that is the way I would describe it. Not every day but often, we or ministers, or officials from the two departments will come up with something else and say have you thought about this? Have we even thought about the possible ramifications of something

we have put in the plan? Provider behaviour may mean that in fact, we need to look at quality in a new way, or there is another angle to it.

So we are adding to it, not changing it but certainly adding to it as new things come to light, through again provider behaviour and through our quality issues register which highlights things which aren't going right. We will add that to our quality plans, and move on from there.

**Q) You said NAS wanted to focus on more younger apprenticeships?**

That's a government priority, yes.

**Q) The three age groups (16-18, 19-24, 25+) - how would you like the proportion of starts to be split? 30% for all three?**

There are no numbers like that set out. We have no quota and again that would be a ministerial decision, so you may want to ask the minister that, not me, but he and other ministers have not set out, they have not said, yet, NAS we want 30/30/30 or whatever and you must help us to get there. However there is a very strong message coming from them and the departments, and we NAS also agree that you get great bang for your buck, focusing on younger people, both for the young person themselves, for the employer and for continued

future productivity. So it makes perfect sense to us but there are no quotas, we don't have numbers attached yet, we know we want to do more with younger apprentices, that's the steer we've been given.

**Q) The growth in adult apprenticeships has been phenomenal. Do you think the FE loans policy will affect the number of starts in that category?**

That's a good question. Very good question and I'm not sure, just like with HE loans, no-one was absolutely sure what would happen and how individual learners would behave when it came into place. People were asked what they would do and they said what they might do in the case of FE loans, but we'll have to wait and see.

Having said that, I can imagine there probably will be a bit of a drop, I would think, but until people, learners themselves employers and providers get used to the system, and investing in their own skills, there might be a bit of a drop in the overall age range. But I'm not sure.

We've done modeling and again the Skills Funding Agency clearly and the Student Loans company have done loads of modelling, so they have made their predictions. This is a gut feeling we in NAS have, that and from our research, that there perhaps will be a little bit of a drop off initially.



# FE Week gets technical ~ NAS slides from day one

Quality Action Plan

DELIVER<sup>1</sup>

- Quality Action Plan published April 2012.
- Quality enshrined in all aspects of Apprenticeships going forward.
- Plan includes range of measures and activities to address the quality agenda.
  - **Setting quality standards, framework content, framework delivery, intervention, identification of quality concerns, pushing forward on quality and communications.**
- Significant aspect: development and publication of Quality Statement on Apprenticeships.

Overview of Implementation of Quality  
NAS Quality Statement - Background

Apprenticeships deliver.

2

- Update to August 2011 Delivery Statement.
- New Quality Statement provides clear outline of NAS policy intent and sets out key delivery model elements and best practice.
- Stronger than August 2011 version as provides definition of Apprenticeship and how it is different from other provision.
- Individual elements are enforceable by contract or Funding Rules
- Provides clear rationale for appraising provider delivery and will inform referral to Quality Issues Register.

Overview of Implementation of Quality  
NAS Quality Statement – Definition of an Apprenticeship

Apprenticeships deliver.

3

- An Apprenticeship is a job with accompanying skills development programme (contained in recognised framework).
- Employers will be centrally involved in design, development and delivery.
- Allows the apprentice to gain real and relevant experience in paid, productive job whilst gaining theoretical knowledge and qualifications.
- Differentiates Apprenticeship experience from training delivered to meet narrowly focused job needs.
- On completion, apprentice must be able to undertake full range of duties, in range of circumstances appropriate to the job, confidently and competently, to a high standard expected by the employer.

Overview of Implementation of Quality  
NAS Quality Statement – Delivery Model

Apprenticeships deliver.

4

- **New Skills and Learning** – required for the individual's job role and future career. For those in a new job or an existing role where significant new knowledge and skills will be acquired.
- **Employment** – More than just having a contract of employment; Must be in a productive role with productive purpose.
- **Future Progression** – Able to offer range of experience and additional enhancements and understanding of the employer's wider business and methods to support progression in future career.
- **Enhancement Opportunities** – e.g. additional units for Micro employers and higher levels of English and Maths. All apprentices who do not have L2 English and Maths must be given opportunity to progress.

Overview of Implementation of Quality  
NAS Quality Statement – Delivery Model

Apprenticeships deliver.

5

- **Minimum Hours of Employment** – Apprentices should be employed for at least 30 hours a week. In exceptional cases where individual/sector circumstances dictate, a 16 hour week must be met; durations should be extended accordingly.
- **Apprenticeship National Minimum Wage** – Must be paid the applicable rate for the job. Reflects age of the apprentice and stage of Apprenticeship. Must not be viewed as low wage option but linked to employee productivity.
- **Specific Job Role or Occupations** – Providers working with employers must ensure that the Apprenticeship offered is related to the job role undertaken and the employer's business.
- **SFA Funding** – Apprenticeship funding cannot be used to pay apprentice wages.

Overview of Implementation of Quality  
NAS Quality Statement – Delivery Model

Apprenticeships deliver.

6

- **Duration of Apprenticeship** – Expected to reflect that set out in Apprenticeship framework. Delivery should be planned to take full and effective use of duration allowing for opportunity to embed learning through workplace practice.
- **Apprenticeship Agreement** – Applies to all new starts from 6<sup>th</sup> April 2012. Between the employer and employee; sets out what job role is being undertaken linked to specific framework.



## Overview of Implementation of Quality NAS Quality Statement – Delivery Model

7

Apprenticeships deliver.

- **SASE** – Frameworks reflect the statutory requirements of SASE. Providers must ensure delivery model is structured to take account of guided learning hours and expected length of the programme.
- **Apprenticeship Training Agency (ATA)** – Designed to increase engagement of smaller employers in Apprenticeships. Must have strong employer involvement and focus on delivering permanent jobs. Must never be used to merely meet employment conditions

## Overview of Implementation of Quality NAS Quality Statement – Challenge to Providers

8

Apprenticeships deliver.

- Providers' responsibility to ensure standards are met. Requires them to challenge or not engage employers who are unwilling or unable to contribute to a high quality Apprenticeship.
- Prime contractors retain full responsibility for ensuring Apprenticeship requirements are met by sub-contractors.
- Prime contractors remain accountable where quality and delivery standards are not met.

## Funding Rules 2012/13 Background

9

Apprenticeships deliver.

- SFA Funding Guidance is now more explicit – what providers must or must not do.
- Known as Funding Rules 2012/13 (as opposed to Guidance).
- An Early Edition of the Rules was published on 3 April, to help providers plan. Document is unlikely to change significantly, but wording may change before final publication.

National Apprenticeship Service

## Funding rules 2012/13

10

Apprenticeships deliver.

One of the biggest changes:

- In order to receive funding Providers must:

Be content that the apprentice is undertaking a new job role, or if in an existing job role, that the individual requires significant new knowledge and skills.

National Apprenticeship Service

## Funding rules 2012/13 Other headlines

11

Apprenticeships deliver.

- Functional Skills only from October 1st (end of Key skills), with enhanced GCSEs acceptable as an alternative and all providers to offer level 2.
- Progression: Clarification of existing rules and a new rule that those with a Level 4 can do a level 5 or above (where funded).
- SMEs : new additional units for SMEs with less than 10 employers, NAS SME service standard due summer 2012.
- Clarification of Access to Apprenticeships Pathway rules and eligibility.
- Guidance on alternative completion conditions.
- All 'open' vacancies to be advertised on AV (as per this year).
- Large employers – continuation of the 25% reduction.
- Enhanced funding for learners in certain categories eg for LLDD 16-18 rate paid until aged 25 (clarification of existing rule).

## Funding rules 2012/13 Challenges for providers

12

Apprenticeships deliver.

- Min durations = slower cash flow – but contract values remain.
- Lowering average Apprentice age = less experienced workers, who may be greater challenge to train and less attractive to employers.
- Expansion of Advanced Apprenticeship programme and doubling number of Higher Apprenticeships - more challenging to find these places and to train at this level.
- More new employers – especially the 40,000 SMEs who are new to apprenticeships – which means more support and help will need to be offered by providers.
- More new job entrants - individuals who have been NEET can be significantly harder to train than existing staff.





**Curriculum Manager:**  
Computing Accounting and Business  
**Curriculum Manager:**  
Construction and Engineering  
**Salary from £40k + Benefits**

## HOW AMBITIOUS ARE YOU?

**Fantastic opportunities in an exceptional College.**

Newcastle-under-Lyme College has c4,500 full-time students and a turnover of £25m. With a new campus, opened in 2010, and state-of-the-art facilities, we are well positioned to achieve our ambition to be outstanding.

**THE CHALLENGE.** As a tertiary college the majority of our curriculum delivery is aimed towards full-time 16-18 year olds but, particularly in these curriculum areas, we have well established work based learning, 19+ and HE provision which we wish to enhance and develop further. With teaching and learning facilities and resources which rank amongst the best available anywhere in the country, we have very high expectations of the successful candidates but the challenge we offer will excite the most ambitious of managers.

**THE ROLES.** Our Curriculum Managers are at the very heart of delivery and enhancement. We expect creativity, innovation and the proven capacity to manage and motivate a team of staff so that it shifts to and sustains new levels of achievement.

**PRIORITIES WILL BE:** Sustaining continuous and leading-edge curriculum development; Maintaining the highest standards of teaching, learning and assessment; Leading, motivating and organising staff so as to provide excellent performance as standard.

**THE PEOPLE.** We want to make appointments which add value and excite us. In return, we provide the opportunity for dynamic career development. In-depth experience of an individual curriculum area is less relevant than the proven capacity to provide strategic direction, ensure optimum operational performance and enhance quality.

**If you possess these characteristics and have the drive and ambition, then we would be delighted to hear from you.**

**For an informal discussion about either of the positions, please contact Ian Hookway, Director of HR and Communications, on 01782 254225 or e-mail [ian.hookway@nulc.ac.uk](mailto:ian.hookway@nulc.ac.uk)**

**The deadline for receipt of completed application forms is: 12noon on Monday 25th June 2012.**

Applications should be returned to Madeleine Martin at [mmartin@collegeleadership.co.uk](mailto:mmartin@collegeleadership.co.uk)

The assessment centre is scheduled to take place on Tuesday 3rd July 2012.

College Leadership Services  
Expertise in FE



## Director of Employer Engagement

**Circa £45k**

(12 month maternity cover contract from 1 September 2012)

Nescot is a forward-looking College of Further & Higher Education that serves a large area of South East England with a wide range of vocational and academic courses, both full and part time. The College is situated in Ewell, close to Epsom in Surrey, and is located in the green belt near Epsom Downs. The college was inspected in September 2010; all areas were graded 'good' or 'outstanding'.

This is an excellent opportunity to contribute to Nescot at an important time in continuing the College's drive towards outstanding, initially to cover a 12 month maternity leave, but with a possibility of the role continuing further as a part time or job share.

Reporting to the Deputy Principal the Director of Employer Engagement will be responsible for the following areas:

- Employer Engagement
- Full cost and bespoke provision responding to employers' needs
- The College's Gas and Electrical Academy
- The College's Apprenticeship Contract
- A large Distance Learning Unit
- Partnership development, monitoring and working including ensuring all subcontractors adhere to audit requirements and meet projected profiled starts and achievements

The successful candidate will hold a degree, or equivalent qualification and have extensive experience of working within the further education sector or for a training provider. A leadership and management qualification is also desirable.

It is anticipated that you will have significant experience in a similar role, incorporating strategic and operational management skills. A proven track record of strong financial planning and management are essential to the post.

You will have excellent communication and interpersonal skills and have the ability to lead others with energy and enthusiasm and to delegate effectively.

Applications should be made on line by **25 June 2012**.  
Please go to <http://www.nescot.ac.uk/careers/current-vacancies/> and follow the link to view this and other current vacancies.



**The Da Vinci Studio School of Science and Engineering is looking to recruit talented, inspirational personnel, who have the drive and passion to embrace the vision and ethos of the new Studio School. We are looking to recruit the following:**

### Learning Mentor – Maths

Full Time  
KS4, KS5 & Functional Skills.  
The successful candidate will have QTS or be willing to work towards

### Learning Mentor - Biology/Chemistry

Full Time  
The successful candidate will have some general science teaching experience, QTS or be willing to work towards.  
Salary – MPS Negotiable

The successful applicants will be specialists who are keen to further develop their subjects within a highly personalised and enquiry based context.

We are seeking mentors who have the vision and creativity to inspire our learners and ensure their full potential is attained. Enthusiastic and positive role models are encouraged to apply for these dynamic and exciting opportunities.  
**Closing date for applications: 25th June 2012**

### Lab Technician

Full Time  
£18,864 p.a.

### Lab Technician Apprentice

Full Time  
£12,132 p.a.

We are seeking to recruit for the above vacancies. The successful candidates will have responsibility for supporting learners in a busy and dynamic environment.

**Interviews will be held w/c 2nd July 2012**

**For application forms and further details please visit our website at <http://www.davinci-school.co.uk/>**



# PERFORMANCE DRIVEN, VALUES DEFINED ...

... your opportunity to play  
a leading role at Chesterfield College!



**Big changes are under way at Chesterfield College. Already, we are a strong college with a turnover of £35 million and 10,000 students. Our relationship with our communities and employers is evolving progressively into a pattern which is sector-leading.**

With the support of a very informed and enthusiastic Governing Body, we are determined to be an outstanding college by 2015. Clearly, our performance across a range of functions will determine our status, but we are strengthened in our pursuit of excellence by commitment to our core values which put the learner first; sustain and develop inclusivity; prioritise openness, honesty and integrity; commit to mutual support; and recognise the importance of searching for continuous improvement and innovation.

Our new Senior Appointments are important in ensuring that the college is as alert and creative as possible and able to satisfy expectations that it has a transforming effect on social and economic change in Chesterfield and its hinterland. These new roles will re-define the college.

Principal and Chief Executive Salary: Competitive Package	Assistant Principal: Curriculum Salary: £60k per annum	Assistant Principal: Quality Salary: £60k per annum	Assistant Principal: Learning Unlimited Salary: £60k per annum
<p>Our new Principal will provide strategic leadership and inspiration to the whole college. He/she will be highly policy literate and skilled and convincing in translating policy shifts into highly effective responses on the part of the college. He/she will be a champion for learners and an advocate for stakeholders.</p> <p>The new Principal will work closely with the Corporation Board in ensuring that our outward-facing mission and vision are understood fully by stakeholders and that we maximise opportunities for partnership and an enhanced profile around Chesterfield.</p> <p>Outstanding leadership of the Senior Management Team is expected as is the capacity to communicate with and motivate the whole college community.</p>	<p>It is vital that the college's curriculum should be as relevant and responsive as possible, satisfying the ambitions of students and meeting present and future needs of employers.</p> <p>The postholder will provide strategic leadership to the delivery and development of curriculum. Responsibilities will embrace ensuring that qualifications are as relevant as possible and that the most effective learner support mechanisms are in place. Success criteria will ultimately be the college's designation as 'outstanding', very dependent on sector-leading success rates, progression and learner satisfaction.</p>	<p>As we manage the transition to 'outstanding', enhancing our quality of provision will be fundamental. We intend to appoint a dynamic individual who can provide strategic leadership and operational direction.</p> <p>The postholder will have the responsibility of maintaining a fully accountable culture which depends on providing the best learning environment possible for students, recognises the importance of workforce development, and ensures systems are in place which monitor and ensure quality.</p>	<p>The continued development of Learning Unlimited, in particular our apprenticeship provision, is a key strategy for growth. We intend to appoint a dynamic individual with strong and inspirational leadership skills, together with a proven track record of leading the delivery of high quality work based learning.</p> <p>The post holder will liaise internally with curriculum and cross college teams, and externally with employers and stakeholders, in order to grow provision and develop the college's reputation.</p>



Please contact Becky Beaty at [bbeaty@collegeleadership.co.uk](mailto:bbeaty@collegeleadership.co.uk) or on 0115 911 1284 for an application pack, or visit [www.collegeleadership.co.uk/current\\_appointments.asp](http://www.collegeleadership.co.uk/current_appointments.asp) for further information about this post.

The closing date for these posts is 12pm on Monday 2nd July 2012.

Interviews for the Assistant Principal posts will be held between 9th and 16th July 2012. Those for Principal will take place on 12th and 13th July.

College Leadership Services  
Expertise in FE



**North Hertfordshire College** is committed to becoming a recognised Entrepreneurial College over the next five years. This will only be achieved with the direct input from an outstanding, forward thinking, staff team. We are looking to recruit additional expertise and capacity within our academies to support the changing models of curriculum delivery that has been successful in changing the future of FE.



#### Head of Curriculum Posts

up to £48,000 p.a. incl. PRP Full Time

Successful candidates will be inspirational leaders who are strongly focused on quality, who can lead and develop a team within the college's academy schools. We have vacancies in the following areas:

- Hospitality, Hair and Beauty (Ref: BB02)
- Engineering (Ref: JB01)
- Business and Travel (Ref: CT03)

Interview date: 29th June 2012

#### Head of Commercial Operations

£42,000 p.a. - £55,000 p.a. incl. PRP Full Time (Ref: HC05)

North Hertfordshire College is looking for four managers with commercial experience to help create, develop and manage real commercial businesses across a variety of business areas. The businesses are being formed to provide real work and learning opportunities for students whilst at the same time generating commercial income for the college. The commercial managers will also be responsible for driving forward and achieving the college's commercial training income targets. Successful candidates will have a history of successful commercial experience in business, which is transferable into a variety of business environments. No previous educational experience is required.

Interview date: w/c 2nd July 2012

#### Commercial Director (Apprenticeships and Full Cost Work)

£50,000 plus incl. PRP Full Time (Ref: ER04)

Goldsmith Centre is looking for a Commercial Director with extensive commercial experience to help create, implement and grow its new internal Apprenticeship Academy. The post holder will also be responsible for the development of full cost business and achieving the college's commercial training income targets. Successful candidates will have a proven track record of commercial business experience.

Interview date: w/c 2nd July 2012

#### Apprenticeship Manager

£30,000 plus incl. PRP Full Time (Ref: ER03)

Goldsmith Centre is looking for a Manager with extensive experience of Apprenticeships or work based learning provision. The successful candidate will have experience of managing a team, delivering against financial and success rate targets and ideally have experience in commercial environment.

Interview date: w/c 2 July 2012

#### Deputy Head of Curriculum Posts

£33,674 p.a. - £38,980 p.a. incl. PRP Full Time

Successful candidates will be individuals with a strong focus on quality who can promote excellence in teaching and learning through the dissemination of good practice and supporting improvement in the quality of teaching and learning in the College. We have vacancies in the following areas:

- Construction (Ref: JA:03)
- Business & Travel (Ref: CT02)
- Sport & Public Service (Ref: CP04)
- Skills for Life & Animal Care (Ref: KA01)

Interview dates: 4th, 6th & 9th July 2012

#### Teaching Opportunities

To be successful in your application for one of our Lecturer posts you will hold a degree or equivalent or the highest level of qualification in your subject area and ideally hold or be working towards a teaching qualification.

The successful candidates will be appointed on a spot salary within the range £20,264 p.a. - £34,751 p.a. depending upon experience.

#### 3 x Lecturers - IT

Full Time

(Ref: AE: 04)

One of the Lecturer IT posts will contribute to the delivery of higher education.

Interview date: 5th July 2012

Please visit our website

**www.nhc.ac.uk**

to download the job descriptions and to apply on-line

Closing date for all applications:  
25th June 2012



The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and our staff share in this environment



## Be part of a bright future

Rotherham College of Arts and Technology is a thriving and lively centre of learning and education offering a diverse range of courses to over 12,000 students.

### Head of Department – Preparation for Life & Work

£40,017 per annum

This is an exciting and rewarding opportunity for an experienced manager to lead this key area for the college. This post has overall management responsibility for ESOL, employability, foundation learning, additional learning support, community development and functional skills. You will be responsible for both the day-to-day operational management of the area and for providing a clear strategic direction for the department.

We believe that the quality of learning and teaching and student achievement is the most important priority for our staff and learners. We are therefore seeking to appoint an individual who is committed, enthusiastic and well qualified, who will drive forward new initiatives in this area.

You will hold an appropriate academic or professional qualification at degree level and a teaching qualification equivalent to QTLS. You should also possess a management qualification or be willing to undertake one.

As part of our commitment to safeguarding children, all new employees must undertake an enhanced CRB check prior to commencing employment.

Closing date: 29th June 2012.

For details of this role, the extensive benefits package on offer and details of how to apply, please visit <http://www.rotherham.ac.uk/WorkForUs/Pages/Vacancies.aspx> or for an application pack, please call the recruitment line on 01709 722725.

Rotherham College is an equal opportunities employer.



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

## Business Advisor

Full Time (37 Hours per week) Permanent

**£20,655- £23,946** Ref: B943

Join a fantastic team in a superb working environment- the new £80 million Central Campus of Sandwell College. This is an exciting time for Sandwell College for Business. The Government's ambitions for growth in apprenticeships and diversification of Further Education Funding now means the College has an opportunity to recruit a Business Advisor.

As a key member of the Business Development Unit you will be working with Employers and Learners to achieve ambitious individual and team targets and objectives.

We are looking for a dynamic sale professional who can quickly take on specialist knowledge and use it to identify new business opportunities whilst maximising existing accounts. Ideally you will have a background of business development from within a training environment but more importantly a proven track record of success in a pressurised sales environment.

Closing Date for Applications: 20 June 2012

Full Job Description, Person Specification and an application form can be downloaded from college's website, [www.sandwell.ac.uk](http://www.sandwell.ac.uk)

Sandwell College is committed to safeguarding children, young people, and vulnerable adults. All appointments are subject to a satisfactory enhanced Criminal Records Bureau disclosure.

To apply please send your completed application form to [employment@sandwell.ac.uk](mailto:employment@sandwell.ac.uk), or to Human Resource Department, 1 Spon Lane, West Bromwich, West Midlands, B70 6AW. Please ensure you quote the reference number for this post when completing your application form.



## Totton Sixth Form College is appointing to the following qualified teaching posts for August 2012.



Qualified Teacher Salary Range £21,256 - £31,111  
Professional Standards Payment Range £33,705 - £36,279  
(for suitable applicants)

#### Teacher of Sociology – Part-time (0.5 FTE)

Required to teach AS and A2 Sociology, with the ability to teach Access to FE Sociology and Criminology an advantage.

#### Teacher of Health & Social Care - Part time (0.5 FTE)

To teach on BTEC, AS/A2 Health and Social Care and Access to Social Work. Other possible areas of teaching include: Sociology, Equality and Social Policy.

Applications from suitable candidates will be considered for a combined full time role.

If you would like to apply for this post please visit our vacancies section at [www.totton.ac.uk](http://www.totton.ac.uk) and download an application form. Alternatively contact the HR Department on 02380 874874 or email [hr@totton.ac.uk](mailto:hr@totton.ac.uk) for an application pack. Totton College requires all staff to have an enhanced CRB check and a minimum of two references. Totton College is committed to creating and sustaining a positive and mutually supportive working environment for all. We value the diversity of our staff and students.



Closing Date for this application is Friday 22nd June 2012

Go to  
[feweek.co.uk](http://feweek.co.uk)  
for more listings





## ASSISTANT PRINCIPAL: CURRICULUM

Salary scale: £54,966 - £61,854

Mid-Cheshire College is an Outstanding, grade 1 Beacon College with success rates in the top 10% of the sector and strong finances.

We are looking for an outstanding person who will provide visible leadership to curriculum areas as diverse as Motor Vehicle, Care, Construction, Computing, Catering, Science, Engineering and SLDD. We invite applications from strong managers regardless of their curriculum backgrounds.

**Interviews are scheduled to take place on Friday 6 July 2012.**  
**The closing date for completed applications is Friday 29 June 2012.**

For more information on this post, phone human resources on **01606 720665** or log on to our recruitment website at **www.midchesh.ac.uk**.

Mid-Cheshire College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We undertake medical clearance checks and Criminal Records Disclosures for all employees. Mid-Cheshire College is an equal opportunities employer and exists to provide education and training for the community.



# YOUR FAST TRACK TO FE



## Business Development Manager (England & Wales) - Business Development & Customer Support

Salary £30,653-£34,228



**SQA is an established Awarding Organisation, recognised by Ofqual and offering world class qualifications across the UK and Internationally. Our success is built on the commitment of our staff and our outstanding customer service.**

Due to our continued growth in the English and Welsh markets SQA are recruiting an additional Business Development Manager to grow brand awareness through engagement with Colleges, Training Providers, employers and Stakeholders. Promoting our substantial range of qualifications, the successful candidate will be expected to meet and exceed their sales target by offering SQA products and services to existing and potential customers within a given geographical area. They will also be expected to support the development of market/customer intelligence for their region along with taking responsibility for leading on certain products and key national accounts.

You should be educated to degree level or be able to demonstrate direct relevant experience for this role. You should be a confident presenter and have strong negotiation skills. You will have a winning approach and a strong focus on providing the best customer experience. Knowledge of the education market is desirable but not essential as training will be given. This post is being offered on a permanent basis and is home based (location flexible, geographical region to be confirmed). Substantial travel and regular overnight stays are required.

We offer the following benefits: Final salary pension scheme; staff well-being and health assistance programmes; development opportunities and 27 days annual leave in addition to 14 days public holiday.

For full details, an application pack and further qualification equivalents of SCQF levels please visit our website at [www.sqa.org.uk/careers](http://www.sqa.org.uk/careers). Alternatively write to our Human Resources Department, SQA, Optima Building, 58 Robertson Street, Glasgow, G2 8DQ quoting the appropriate reference.

**Remember to quote Ref 023.12 in all correspondence.**

**The closing date for this post is 25 June 2012.**

# FE WEEK, HELPING YOU ALONG THE ROAD TO RECRUITMENT

Email: [Chardelle.mason@feweek.co.uk](mailto:Chardelle.mason@feweek.co.uk)  
or call: **0208 1234 891**



Don't forget to  
check out our  
jobs board  
online at:  
[www.feweek.co.uk](http://www.feweek.co.uk)





# The perfect **match?**



## You + SQA Functional Skills

Some things just go together. Like you and a range of qualifications designed to equip learners with the basic practical skills required in everyday life, education and the workplace.

SQA Functional Skills cover qualifications in English, Maths and ICT at Levels 1 & 2. They are competitively priced, supported by a network of expert EVs, and delivered through our secure online assessment system.

Approval and registration are simple, and certification is quick.

For more information on SQA Functional Skills qualifications, give us a buzz.

t: 0303 333 0330 e: [mycentre@sqa.org.uk](mailto:mycentre@sqa.org.uk)

w: [www.sqa.org.uk/businessdevelopment](http://www.sqa.org.uk/businessdevelopment)



## WIN AN *FE WEEK* MUG FILLED TO THE BRIM WITH SWEETS

Want to be in with the chance to win one of our lovely *FE Week* mugs filled with special *FE Week* rock?

Just tweet about the conference using the hashtags #AELP12 and #FESweet and we will pick our favourite.

Humour gets bonus points!

