

FE Week



Chichester College staff and students celebrate their Ofsted rating

Success on the South Coast

Chichester College has received an outstanding grade from Ofsted.

The 14,500-learner college, previously rated as good, achieved the top grading in all headline fields.

Inspectors praised staff for putting learners “at the heart of all college activity”.

The University of Sunderland also received a grade one result for its art and design foundation diploma provision in an Ofsted report, also published this month.

HUGE SURVEY LIFTS LID ON SECTOR

More than 1,000 FE and skills staff took part and vast majority revealed concerns about levels of **institutional funding**.

It was the same story with worries over **learner funding**.

External bureaucracy worried 95.6 per cent of respondents while the **pace and volume of change** concerned 91.9 per cent.

The **broad government direction of travel for FE** concerned 92 per cent and 87 per cent thought the **complexity of the sector** was an issue.

“Government agencies have to involve the sector in constructive discussions if providers are to meet the challenges which are clearly recognised in this survey”

Stewart Segal, Association of Employment and Learning Providers

“We understand politicians are keen to make a difference, otherwise why do the job, however, they need to be wary of pushing change too quickly with little assessment of what is – and isn’t – working”

Gill Clipson, Association of Colleges

“FE institutions can’t keep doing more with less, and the government must be careful not to undermine its overall objectives by cutting provision which targets those who are hardest to reach”

Sally Hunt, University and College Union

SUCCESS RATES JOY



PAGE 2

NEW HMRC BATTLE



PAGE 10



RESULTS PAGES 6 TO 9



e-Portfolios have become business critical for many colleges.

Hear why at our **FREE** Best Practice use of an e-Portfolio for Colleges Workshops in May and June. Book at smartassessor.com/events

FE WEEK TEAM

Editor: Chris Henwood
Head designer: Nicky Phillips
Sub editor: Paul Offord
Reporters: Freddie Whittaker, Rebecca Cooney
Photographer: Ellis O'Brien
Financials: Helen Neilly
Sales executive: Hannah Smith
Administration: Victoria Boyle, Paris Ayotunde

Contributors:

Secret Principal
Mike Cooper
David Hughes
Marc Ozholl
Shane Chowen

FE Week intern: James Jefferson
Managing director: Shane Mann

And tweet us your thoughts @feweek or with the hashtag #feweek

SUBSCRIBE

For an annual subscription to FE Week for just £75 visit www.feweek.co.uk and click on 'subscribe' at the top of the page.

www.feweek.co.uk

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on feweek.co.uk or contact:

E: hannah.smith@feweek.co.uk
T: 020 81234 778

Disclaimer

FE Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of FE Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the printed newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission. If you wish to reproduce an article from either the printed paper or the website, both the article's author and FE Week must be referenced (to not do so, would be an infringement on copyright). Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. We are fully committed to the Press Complaints Commission's Code of Practice. If you have a complaint which cannot be resolved by the editor, write to the Press Complaints Commission, Halton House, 22-23 Holborn, London EC1N 2JD

Learning & Skills Events, Consultancy and Training Ltd
161-165 Greenwich High Road
London SE10 8JA
T: 020 8123 4778
E: news@feweek.co.uk

A new look in coming of age

The 100th edition of FE Week presents quite a change doesn't it?

The milestone was simply too good an opportunity to miss for a thorough revamp.

The new look has been months in the planning and every element of the redesign has been painstakingly pored over.

It looks clean and crisp, with a bold new logo and colour scheme — we're even printed on different paper.

The news pages will have a different feel to them with amended style for layouts, fonts and headlines.

Similar changes are in place throughout, including the weekly profile article, which

now runs to two pages to include more words, accompanied by more pictures.

The experts section has had a facelift as well — you'll also find in there our exciting new Secret Principal column, where the top man/woman at a leading college sounds off every month about life in the FE sector.

Further revamps have taken place for our Campus Round-Up and Movers & Shakers sections.

But at its heart FE Week is still the same high quality, high integrity newspaper manned by fair-minded, determined and talented staff.

To this end much remains the same and



will continue to do so. Welcome to the new look FE Week — a newspaper that has come of age. I hope you enjoy it, and please do let us know what you think via news@feweek.co.uk.

Chris Henwood, editor FE Week

FE WEEK NEWS IN BRIEF

Teen exams review

The House of Commons Education Select Committee has called for evidence as it looks at exams for 15 to 19-year-olds.

The committee has called for relevant submissions to help its inquiry, which will cover issues relating to GCSEs and A-levels as raised in three committee reports: administration of examinations for 15 to 19 year olds in England (July 2012), From GCSEs to EBCs: the Government's proposals for reform (January 2013) and 2012 English GCSE results (June 2013).

Anyone with information should submit it online at www.parliament.uk before May 21.

Disabled learner talks

Engagement with disabled learners will be top of the agenda at a conference in Birmingham on May 1.

The Association of Employment and Learning Providers holds its improving inspection outcomes by engaging with disabled learners event at the Crown Plaza. The event aims provide practical examples and opportunities to share approaches and knowledge. It also aims to raise understanding and awareness of how to support disabled learners in a work-based learning context.

Visit www.etouches.com/ehome/index.php?eventid=85625 for more details or to book.

Strikes threat remains

The National Union of Teachers (NUT) has reaffirmed its commitments to further strikes in sixth form colleges if talks with government do not make "significant progress".

At the NUT's annual conference in Brighton over the bank holiday weekend, delegates voted to support a motion backing further strike action co-ordinated with other unions in late June.

The action comes as a result of a dispute with the government over plans to change pay and conditions, including the introduction of performance-related pay.

South Devon College claims twin success rates title

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

South Devon College has claimed the top spot for general FE qualification success rates for 2012/13.

The college's 94.7 per cent success rate across all ages and course durations — meaning 21,506 qualifications were achieved out of 22,710 starts — was a 2 per cent rise on the year before.

It has propelled the college from fourth to first place, knocking Essex-based Harlow College out of the position it held for the previous two years.

South Devon College principal Stephen Criddle (pictured front page) told FE Week: "This is fantastic news and a reflection of the huge responsiveness and commitment of South Devon College staff, a determination that every student will succeed on their personalised learning programme, huge pastoral care and support and the general approach and environment that characterises the college."

Second in the National Success Rates Tables, published by the Skills Funding Agency, was New College Durham with a 94.1 per cent success rate, while Harlow College was hot on its heels with 94 per cent — the exact same result which saw it take first place last year.

John Widdowson, principal of New College Durham, said: "This is a great achievement by all of our support staff, teachers and students.

"It is a great recognition and reward for all of their hard work."

Karen Spencer (pictured), principal of Harlow College, said: "We are proud to be part of an FE system that has improved year on year, and sets itself and its students high expectations."

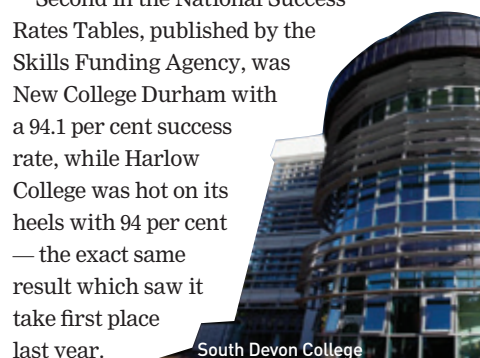
South Devon College also had the highest success rates for 16 to 18 long courses with a 93 per cent success rate, or 3,776 qualifications achieved from 4,060 starts, followed by Farnborough College of Technology with 92.7 per cent — or 1,984 out of 2,140 starts achieving.

No one from Farnborough College was available to comment.

The third highest success rate for 16 to 18 long courses was achieved by Runshaw College, with 91.9 per cent, down from 93.6 per cent from the year before — the top position for the category last year.

A Runshaw spokesperson said: "We have always taken the view that if we get it right for every one of our students, then the league tables will take care of themselves."

At the other end of the table, the worst success rate across all ages and all course lengths was held by City of Liverpool College, with 75.8 per cent (13,424 qualifications out of 17,710 starts), down



Inadequate college leaders stay despite commissioner questions

@PAULOFFORD
PAUL.OFFORD@FEWEEK.CO.UK

The principal and governors' chair at a grade four London college that Ofsted said was failing to improve are clinging to their posts — despite FE Commissioner Dr David Collins having identified leadership as a weakness, FE Week can reveal.

LeSoCo was rated inadequate in January and came in for renewed criticism from the education watchdog this month when inspectors said there was insufficient monitoring of sub-standard teaching at the 17,600-learner college.

But principal Maxine Room and governors' chair John Landeryou remain in post and it has now emerged that Skills Minister Matthew Hancock's FE Commissioner, Dr David Collins, questioned those at the top of LeSoCo.

Dr Collins' two-week assessment of the college took place from January 27 having been triggered by the inadequate inspection result. A spokesperson for the Department for Business, Innovation and Skills (BIS) said Dr Collins "identified some weaknesses in the governance and leadership of the college".

She said: "The chair is required to produce an action plan for how they will address the weaknesses and ensure improvements

are made. The commissioner will monitor progress regularly and provide advice to the minister on the college's progress."

But a LeSoCo spokesperson confirmed none of its leadership team was standing down.

She said: "The FE Commissioner has made a number of recommendations which the college is acting upon.

"We are working towards improvements in curriculum delivery, quality control and financial management, and assessing options for developing the breadth of skills and experience on the senior leadership team and board of governors as suggested by the commissioner.

"Any changes to the senior leadership team and board of governors will be focused on recruiting additional expertise in line with the commissioner's findings.

"We remain committed to the journey of transformation that was necessitated by the merger that created LeSoCo, and look forward to working further with the FE Commissioner and Ofsted to raise standards."

The college was formed after a merger in 2012 between Lewisham College — rated outstanding in 2006, before dropping to satisfactory (a grade three and now termed 'requires improvement') in 2012 — and Southwark College, which was graded inadequate in December 2011.



Maxine Room



John Landeryou

LeSoCo, which has a current Skills Funding Agency allocation of £25.5m, resigned from the 157 Group after January's grade four rating. Ofsted's report criticised overall teaching standards and said improvements were needed to tutorials.

Inspectors on an initial follow-up inspection painted a picture of a college struggling to improve and a second monitoring visit inspection found there was still insufficient monitoring of sub-standard teaching and "too many tutorial sessions have low attendance".

However, "reasonable improvement" had been made in the quality of teaching, learning and assessment in foundation English and maths.

Transfer of K College provision under way

The break-up of K College is under way with governors confirming the transfer of provision to East Kent College and Hadlow College.

K College governors named East Kent College principal Graham Razez as principal-designate for the Dover and Folkestone campuses while Hadlow principal Paul Hannan will take on the West Kent and Ashford campuses. The 15,000 learner college, formed by a merger between West Kent College and South Kent College in 2010, was broken up after spiralling debts led interim principal Phil Frier to declare the merger had failed.

The governors' announcement follows a year of uncertainty over the college's future, which Ofsted claimed was damaging learners' progress when it branded the college inadequate in November.

Mr Razez said: "The public perception attached to an inadequate rating is one which has to be overcome and we can only do that by demonstrating we are offering a good education."

Mr Hannan said West Kent and Ashford campuses would be included in the Hadlow College Group, but each campus would retain an "individual brand and status".

Mr Frier has stepped down and been replaced as chief accounting officer by Steve Hutchinson who will manage the transition to new provision, expected to be completed by July.

gateway qualifications logo and advertisement text: We're on a journey to build a new style of awarding organisation. Come with us. Gateway Qualifications is the new name for Open College Network Eastern Region. It's part of a journey to create an awarding organisation that puts fresh emphasis on empowering learners everywhere by providing learning experiences that inspire personal development. So, if you share our vision that everyone should be able to thrive and grow through learning, whatever their ability, come with us. Call 0300 330 3535 or visit gatewayqualifications.org.uk learning your way

NEWS

New Ofsted director tells of priorities

Lorna Fitzjohn has taken over as Ofsted's new director of FE and skills. She was previously deputy director for FE and ran operations in the Midlands for the watchdog. Here, *FE Week* reporter Freddie Whittaker asks Matthew Coffey's successor a few questions as she begins in her new role.

Q: What are your priorities for your new role?

A: Ofsted's last annual report highlighted reasons for optimism, with clear improvements in the FE sector, but we need to go much further and build on this achievement by addressing weaknesses that were also identified in the report. For instance, it highlighted that a high proportion of education and training in prisons is not good enough. We are taking measures to address this such as by carrying out improvement visits. One of our national priorities is combating the variable quality of apprenticeship training. There are still too many providers who do not take into account the skills and employment needs of their local area and we need to work to ensure that there is stronger dialogue between employers and education providers. The sector doesn't stand still and we are taking a close look at the implementation of the new 16 to 19 study programmes, both in schools and FE, as well as the quality of teaching of English and mathematics.

Q: What will you do to help improve Ofsted?

A: The effectiveness of Ofsted



is quite obvious on a range of counts, whether judged by the colleges found to be inadequate or the impact of successive Annual Reports which have helped to determine the direction of government policy. It is important to remember that more learners are now attending an FE provider that has been judged either good or outstanding, so we are seeing results in the sector, partly due to the role Ofsted inspections play in helping providers identify areas for improvement. We expect our improvement activities in relation to providers judged to require improvement to bear fruit. However, we cannot be complacent. We will be reviewing how best to inspect good and outstanding FE and skills providers in future, just as we are reviewing how to inspect good and outstanding schools. We also continue to use inspections to publish and identify good practice that can be shared across all providers in the sector.

Q: What will you do to help the FE sector to overcome its obstacles around poor career advice in schools?

A: The government very recently published its

updated guidance for schools on providing young people with careers advice. Ofsted welcomed the stronger focus on ensuring schools know what to do in providing careers advice and guidance for their students as well as the greater flexibility outlined in the guidance to help meet the needs of students through the involvement of employers, careers professionals and the wider sector. Ofsted will continue to take into account the effectiveness of careers advice when it inspects providers. We expect these measures to ensure that young people get impartial advice and give due consideration to the vocational pathway to employment and success.

Q: The Ofsted complaints process has been criticised. What will you do about it?

A: Complaints are, and will be, upheld where the evidence suggests we have not met those standards. Furthermore, if someone complains through our complaints procedure and are not satisfied they may have recourse to the Independent Complaints Adjudication Service for Ofsted (ICASO). I would argue that complaints play an important role in informing our inspection development. Any lessons to be learned will be taken into account in our inspection process.

Warning for providers as SFA named in fraudster 'spear fishing' campaign

@REBECCA.COONEY REBECCA.COONEY@FEWEEK.CO.UK

Email fraudsters are targeting FE and skills providers by posing as the Skills Funding Agency. The sector has been warned about 'phishing' attempts to get bank details. Deceptive emails have been reported, asking for details that would allow the sender to take money from the provider's bank account — a practice known as phishing. One attempt is known of and it proved unsuccessful, but the agency has asked providers to report any suspicious emails they receive. The Association of Employment and Learning Providers has also alerted its members to the issue in its weekly Countdown newsletter. An agency spokesperson told *FE Week*: "We have been made aware of a phishing attempt, where a person/body has used the agency name as a cover to attempt to obtain the bank details of a provider. "We ask providers to be aware and remain vigilant. If you receive any phishing emails, please inform your relationship manager so we can provide intelligence to

the police about this attempted fraud." Tony Neate (pictured), chief executive of government internet advisory body Get Safe Online, said it was common for fraudsters to pose as government agencies. "Phishing has been happening for years but recently it's become very sophisticated, using targeted phishing or 'spear phishing', which targets an individual with the sort of email they would expect to receive," he said. "This happens with all the major banks, retailers, government departments — we've even seen phishing emails with the Get Safe Online logo on them. "Students have been sent emails supposedly from the Student Loans Company — it's to do with money so you're going to take it seriously and many students did hand over their details." He urged providers to be on their guard about emails asking for any company or personal details. "It's unlikely banks or government agencies will ever ask for your details by email, so check it comes from an email address and a URL you recognise — for example if the website is usually a .com address, be careful if an email has come from a .tv address," he said.



"Check any landline numbers and street addresses given match those on an organisation's website and check it comes from the person you'd usually deal with — if not, contact them and ask if they know anything about it. "Above all, be cautious, be suspicious."

Have you been targeted? Send any 'phishing' emails you have received, purporting to be from the Skills Funding Agency, to news@feweek.co.uk

Colleges 'tackling' apprentice farrier bullying but 'need' modernisation

Ofsted monitoring inspections of three colleges that took over apprenticeship provision following accusations of bullying found safeguarding had improved, but warned the programme was still in need of modernisation. The Skills Funding Agency (SFA) demanded "immediate action to safeguard the welfare of all trainees" in June last year after physical and verbal bullying, harassment and exploitation were uncovered when inspectors visited the National Farrier Training Agency (NFTA), in Peterborough, and later downgraded it from good to inadequate. Myerscough College, Warwickshire College and Herefordshire and Ludlow College took responsibility for farriery (horse shoeing) apprenticeship provision in November and all were judged to have made "reasonable" or "significant" progress in preventing employers abusing farriery apprentices. The transition has been managed by Farriery Apprenticeship Steering Group (FASG), a body made up of the colleges, the Skills Funding Agency (SFA) and industry organisations.

A spokesperson for Warwickshire College said it was "really pleased" with the progress it had made in "a very short timeframe". Although Ofsted said Myerscough College had not been "sufficiently robust" in dealing with poor-performing employers a college spokesperson said: "We are very pleased. "The inspectors... noted the obvious commitment of the college's teaching and support staff and the way Myerscough has worked closely with the professional bodies." Herefordshire and Ludlow principal Ian Peake said he was "delighted". He added: "We have worked very hard to rectify a range of issues and are now very well positioned to take a leading role in providing education and training to this important industry." All the reports said "insufficient progress" had been made in evaluating and modernising the programme. However, Ofsted blamed this on other organisations in the FASG, saying the Worshipful Company of Farriers (WCF) had not "responded with sufficient energy", leading the FASG to suspend modernisation activity until 2015. WCF deputy registrar Ginny Ifould rejected Ofsted's findings, saying the WCF had "not at any stage obstructed debate or action, and we are not aware of any decision to suspend activity until 2015." She added the WCF looked forward to working on the issue with the FASG. An SFA spokesperson said: "The agency is aware of the recent Ofsted inspection reports into the three colleges which identified two areas of insufficient progress. "We remain in close contact with the FASG as they continue to work on improving these areas."

ncfe.
different.

When it comes to exceptional customer service... we'll make sure to answer your call in 2 rings. We'll provide you with a dedicated Centre Support Assistant with direct lines and email addresses. We'll turn around your certificates in one working day and additional product approvals in 3! We'll support you with FREE learning resources and we only work with the best moderators around. So when it comes to choosing your Awarding Organisation, why not choose one who you know will deliver exceptional service all of the time?

It's what we do.

Call: **0191 239 8000** Email: **service@ncfe.org.uk** Visit: **ncfe.org.uk**



'State of the nation' survey reveals sector worries

@FCOWHITTAKER
FREDDIE.WHITTAKER@FEWEEK.CO.UK

Funding tops the bill as the biggest area of concern for the sector in the results of The Great FE & Skills Survey of 2014.

More than 1,000 college leaders, staff and other sector professionals answered questions based on their concerns in various areas affecting FE*.

Middle managers were by far the most engaged with the survey, with more than 30 per cent of the respondents coming from the group. Senior managers made up more than 18 per cent of respondents, while support and admin workers formed the third largest group at just over 15 per cent.

In total, 10 per cent of respondents were tutors or lecturers, 8.8 per cent were principals or chief executives, 7.7 per cent consultants, 7.3 per cent vice principals, while just 1.6 per cent were governors. Six inspectors also responded, which amounts to 0.6 per cent.

Of the respondents, 54.7 per cent spend the majority of their time working in general FE colleges, while 15.3 per cent were from independent or private learning providers. The remaining responses came from adult and community education providers (7.5 per cent), specialist colleges (5 per cent), sixth form colleges (4.1 per cent) and other providers.

Of all the questions, the one which produced the biggest response in the "extremely concerned" category was about institutional funding (fig 1).

Of the 860 people who answered the question 96.5 per cent said they were either somewhat, moderately or extremely concerned about levels or rates of institutional funding. 67.9 per cent were in the "extremely concerned" camp.

This focus on funding has come as no surprise to sector leaders, including Sixth Form Colleges Association (SFCA) deputy chief executive James Kewin.

Mr Kewin said: "We understand that the public finances are in dire straits and the government needs to make spending

cuts. But we don't believe that sixth form students should bear the brunt of these cuts, particularly when they already receive 20 per cent less funding than students in secondary schools.

"[Skills Minister] Matthew Hancock's comments last week [in *FE Week*] that all 16 to 19-year-old students are treated exactly the same in funding terms were disingenuous at best. School and academy sixth forms benefit from a VAT rebate (worth more than £250,000 a year to the average sixth form college) in addition to receiving support to meet the costs of their rates and insurance bills.

"Loan repayments are a further drain on the resources of colleges that schools and academies (that receive 100 per cent capital grants) do not have to contend with. Students should receive the same level of investment in their education irrespective of where they choose to study.

"While subjecting existing sixth form colleges to savage spending cuts, the government has found £62m to spend on new, largely unneeded, free school sixth forms and plans to invest £45m on just one Free School sixth form in Westminster.

"It would make educational and economic sense to increase investment in existing sixth form colleges, or at the very least to allow them to compete with their Free School imitators on a level playing field."

Bureaucracy also seemed to be an area of concern for the sector, with 95.6 per cent of people saying they were concerned about external bureaucracy (figure 3), and 35.6 per cent of people moderately concerned about levels of bureaucracy within their organisations.

Lynne Sedgmore, executive director of the 157 Group, said: "This survey provides a really useful snapshot of the 'state of the nation' as far as FE is concerned. It is not surprising that the things which cause most concern are those which directly impact upon the front-line delivery of high quality teaching and learning for all.

"The 157 Group has called for a period of policy stability, and the concern over the pace of change would suggest that many in the sector agree with us.

Figure 1

Are you concerned about institutional funding?

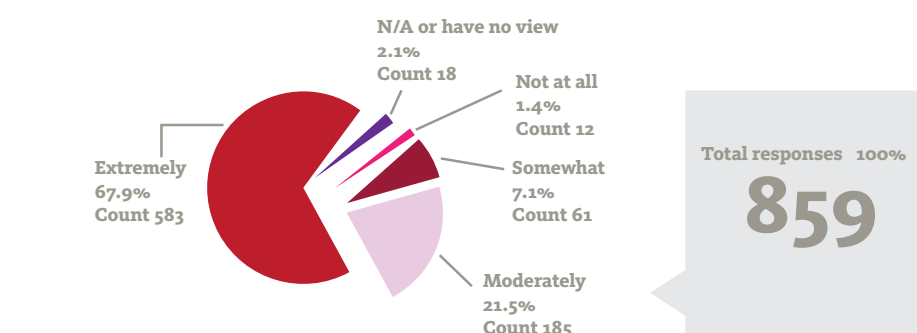


Figure 2

Are you concerned about learner funding?

Concern Level	Per cent	Count
Extremely	66.9	570
Moderately	21.9	187
Somewhat	7.6	65
N/A or have no view	1.9	16
Not at all	1.6	14
Total responses	100	852

Figure 3

External bureaucracy

Concern Level	Per cent	Count
Concerned	95.6	819
Not concerned	2.6	22
N/A or no view	1.9	16
Total responses	100	857

Figure 4

Pace and volume of change

Concern Level	Per cent	Count
Concerned	91.9	784
Not concerned	5.4	46
N/A or no view	2.7	23
Total responses	100	853

*Not all respondents answered all questions



MICK FLETCHER

Mick Fletcher is a founder member of the Policy Consortium, a director of RCU Ltd, a visiting research fellow at the Institute of Education, University of London, and a regular contributor to the *FE Week* Experts section.

It is perhaps not surprising that when *FE Week* and the Policy Consortium invited staff across the sector to highlight the issues that really concerned them they should paint a rather troubling picture.

More than a thousand people responded to the opportunity to record what worried them most about the state of FE, and their comments make disturbing reading. It would be wrong however, to dismiss these concerns as just an inevitable consequence of allowing hard-pressed staff to let off steam — there

are clear patterns in these responses which deserve serious attention.

One headline finding is the extremely high level of concern about institutional funding, common across all subsectors.

It is revealing that the highest degree of concern is among the most senior staff — those best-placed to see what is going on and perhaps what further cuts are just around the corner.

With protection being given to pre-16 school budgets, cuts in the Department for Education inevitably focus on 16 to 19-year-olds despite their already being less well-resourced than those in earlier years. With university teaching largely funded through

student fees, Department for Business, Innovation and Skills funding cuts also focus on the FE sector, and with apprenticeships given priority everything else is under threat. Staff are fearful of the future for their learners and their institutions and perhaps rightly so.

Another message that comes through strongly is concern over the pace of change, whether in funding mechanisms, curriculum content or institutional arrangements. Staff report that they have not had time to assimilate one set of changes when another is upon them, giving nothing time to bed down or to settle in.

In most cases this is not hostility to specific

innovations as such. There is little criticism of fundamental changes such as the move to study programmes or the new priority given to English and maths for example. What comes across is the sheer frustration of not being given a chance to get on and do a good job before the rules change yet again.

Two specific changes stand out as exceptions to this rule. Proposals to transfer apprenticeship funding to employers attracted serious criticism in a series of comments from those in training providers but also from staff in colleges. Staff echoed concerns made by many national organisations about the potential impact on the engagement of small and medium-sized enterprises with the

apprenticeship programme.

Transferring funding for those with high level needs to local authorities raised similar fears for both college staff and those in independent specialist providers, sometimes linked with fears about the reduction in funding levels for learners with disabilities more generally. In both cases staff concern is focussed around a move away from established arrangements that are understood and work tolerably well to a new system that in their view threatens to destabilise provision and restrict opportunities for learners.

Several respondents were very sceptical of the inspectorate's independence from

"Unnecessary bureaucracy can result as an unintended consequence of policy initiatives, and this, too, lends weight to the idea that we should take time and take stock within our skills system over the coming years and months.

"We hope that policymakers and influencers will heed these messages and that a political consensus will emerge which will allow time for the many new initiatives of the last few years to 'bed down' and prove their worth in delivering for the economy a skilled workforce and a population eager to learn."

More than 81 per cent of people said they also had concerns about levels of capital funding available.

Other notable areas of concern were about the pace and volume of change in the sector (figure 4), which 43 per cent of people said they were extremely concerned about, with 92 per cent saying they were concerned to some degree.

More than 84 per cent said they were concerned to some degree about maths and English assessment and delivery (figure 5), and roughly the same proportion said they were concerned in some way about the administrative burden of quality and inspection systems.

Stewart Segal, chief executive of the Association of Employment and Learning Providers, said: "The survey has reinforced the key concerns expressed by our members in our own surveys. Providers are concerned about the pace of change in the sector and the fact that budget and rate reductions create pressures on the ability to respond to learners and employers and the quality of provision.

"Overall 92 per cent expressed a concern about the direction of travel which no doubt reflects the proposals on issues like apprenticeships where the changes are clearly not supported by providers or employers. There are specific concerns about the provision of English and maths and the level of capital support. Private training providers of course have no access to capital funds. Similarly there were major concerns about the levels of bureaucracy and the quality and inspection systems.

"The employment and skills sector remains complex and therefore the pace of change remains a real concern for providers. Government agencies have to involve the sector in constructive discussions if providers are to meet the challenges which are clearly recognised in this survey."

Perhaps the most telling were responses to

broader questions about the sector as a whole and its future. More than 92 per cent said they were concerned to some degree about the "broad government 'direction of travel' for FE" (figure 6), with 53.7 per cent saying they were "extremely concerned".

The complexity of the sector, with the boundary between the Department for Education and Department for Business, Innovation and Skills used as an example, was also concerning to some degree for more than 87 per cent of people (figure 7), with 41.9 per cent saying their concern was extreme.

Stephan Jungnitz, a college specialist for the Association of School and College Leaders (ASCL), said: "We are arguing the case with other sector organisations for an improvement in post-16 funding with ministers. Unfortunately it comes as no surprise that funding worries are such a deep concern among college leaders.

"Government needs to recognise that continuous cuts to post-16 funding are damaging provision. There is a real danger that the government's stated ambitions for FE will seem like empty rhetoric, as colleges are denied the essential resources. It's time we had a change. Government needs to recognise that sufficient resourcing for FE is essential for a skills and education system that supports future economic prosperity."

University and College Union general secretary Sally Hunt said: "Sadly, it is not surprising that those working in FE are seriously concerned about the funding available for their institutions, as well as the general direction of travel in terms of support for the sector. FE institutions can't keep doing more with less, and the government must be careful not to undermine overall objectives by cutting its provision which targets those who are hardest to reach."



FE staff do not see government sponsored changes to the sector as wholly legitimate; initiatives are described as politically inspired and respondents talked frequently of political 'interference' or 'meddling'. There is not so much a sense of partnership between internal and external stakeholders as of the sector being 'used' by politicians for their own, often short term and extrinsic ends.

If political leaders are to secure sector support to take forward the reforms they believe in they will need to make far greater efforts to convince staff that they are motivated by a genuine desire to improve outcomes for learners, rather than just indulging in change for its own sake.



Figure 5

Maths and English assessment and delivery

Concern Level	Per cent	Count
Concerned	84.8	717
Not concerned	9.1	77
N/A or no view	6.1	52
Total responses	100	846

Figure 6

Broad government direction of travel for FE

Concern Level	Per cent	Count
Concerned	92	780
Not concerned	3.3	28
N/A or no view	4.7	40
Total responses	100	848

Figure 7

Sector complexity

Concern Level	Per cent	Count
Concerned	87	739
Not concerned	4.6	39
N/A or no view	8.3	70
Total responses	100	848

Unnecessary bureaucracy can result as an unintended consequence of policy initiatives, and this, too, lends weight to the idea that we should take time and take stock within our skills system over the coming years and months — Lynne Sedgmore



GREAT FE & SKILLS SURVEY 2014

Poor management and interpreting rules among list of staff bugbears



The comments of FE professionals who took part in the Great FE & Skills Survey make for gloomy reading, with many lamenting the direction in which the sector is heading.

Hundreds of respondents used survey response sections for extra comment to anonymously vent frustration — and many focused on funding.

Anger in the comments has been directed at politicians, government departments, and even at badly-run colleges. One respondent said: “Rates of funding are complex and subject to change for political rather than educational motives. The FE sector is under-funded when compared to either higher education or school sectors. This is reflected in a general contempt for “skills” as somehow second class rather than the lifeblood of our economy.”

Another said: “At a time when post-16 education is becoming compulsory it seems crazy to be cutting rates and reducing payments. Furthermore we have a number of students who are 18 going into their second year of a level three course, having not known what to do initially in year 12 and changing tact. To then further cut funding for these students seems unjust and not a positive way of ensuring the skills required by the nation are met.”

And another wrote: “There is too little information made available to enable an informed response from anyone. Changes are implemented without real forethought only to be retracted (also without informing those on the ground) — this is a huge waste of public funds that could be better spent on providing learning opportunities.”

Comments also focused on difficulties faced by colleges and independent learning providers battling red tape. One respondent wrote: “I see no evidence, despite decades of ‘bureaucracy-busting taskforces’ et al that external bureaucracy has improved. Civil servants seem to delight in creating ever-more impenetrable funding mechanisms which would be far more effective if simpler.”

Another said: “The cost of employing specialists to translate the funding system is a necessary overhead, but just goes to reinforce that the sector spends too much time having to interpret the rules rather than focusing on delivering excellent learning opportunities.”

And others painted a pessimistic picture of a future without government funding for FE.

One said: “My vision of the future is that there will be no adult funding at all, and that all our provision will have to be full cost or funded via student loans. While this is a concern to the college as a business, it should also be a concern to all adults who have long bought into the ‘lifelong learning’ education system we have nurtured over many years.”

Some respondents highlighted problems in FE institutions, and said poor leadership

FE and skills — the changes

August 2012: A minimum duration of one year is introduced for apprenticeships

September: A common inspection framework for FE institutions is introduced by Ofsted

April 2013: The Education and Training Foundation takes over where the Learning and Skills Improvement Service left off

April: Funding for learners over 24 on courses at level three and above switches to a loans system

August: Colleges can directly recruit 14 and 15-year-olds

August: Traineeships are introduced

August: Following the Wolf review of 14 to 19 vocational education,

the Education Funding Agency introduces the general principles of the study programme along with a funding-per-learner system

September: The extension of free school meals to include disadvantaged 16 to 19-year-olds in FE is announced

November: Dr David Collins is appointed as the country’s first FE Commissioner

March 2014: A consultation on proposed apprenticeship funding reforms, which could see funding given directly to employers, is launched

April: New statutory careers guidance, which specifically requires schools to promote vocational routes including apprenticeships, is published

FE and skills — the cuts

In September, providers will receive 17.5 per cent less for full-time 18-year-old learners than they do for those aged 16 and 17. The funding for 18-year-olds will fall from £4,000 to £3,300 per year. Impact on individual providers is limited to 2 per cent of their allocation.

The adult skills budget was cut from £2.711bn in 2012/13 to £2.468bn in 2013/14. It will be cut further, to £2.004bn by 2016, a cut of more than

£463m, or 19 per cent, in two years. Funding for advance learning loans will increase by £369m in same period.

Funding for more than 5,000 qualifications has been withdrawn. The government claims this will simplify the system and save money on “low-value” qualifications, but has been accused of belittling some courses aimed at getting vulnerable people back into work.

Funding concerns ‘no surprise’

This survey confirms much of what college principals up and down the country tell me — they are increasingly concerned about the level of institutional and student funding and the pace of policy change.

Principals and governors understand the economic and political situation which has led to public sector cuts, but this survey confirms colleges are taking more than their fair share and the cuts are starting to bite.

There is widespread concern that this will get worse with over 90 per cent of respondents registering this. We will continue to make the case in the strongest possible terms to ministers and potential future ministers that further government cuts will inevitably have an effect on students, and eventually communities, across England.

The Department for Education ringfence around funding for five to 15-year-olds needs to go and the Department for Business, Innovation and Skills needs to ensure training for adults is funded adequately.

Interestingly, the survey also highlights that those with the most experience of the sector are the most concerned about the pace of change. They will, of course, have seen significant reforms in the past but the fact that 84 per cent expressed concern about current changes, including those to qualifications, is significant.

We understand politicians are keen to make a difference, otherwise why do the job, however, they need to be wary of pushing change too quickly with little assessment of what is — and isn’t — working.

In particular, 40 per cent

of respondents were extremely concerned about the changes to English and maths provision. We all agree that everyone should be educated to a minimum level by the age of 16 and/or 18.

When new, more difficult maths and English GCSEs are introduced, it is likely that even fewer 16-year-olds will reach the required standard.

It is essential that colleges, who will then educate these students, receive appropriate support and funding and are able to teach maths qualifications which meet employer needs. Skills Minister Matthew Hancock has already offered some help by creating incentives for the employment of new maths and English teachers in FE colleges.

Gill Clipson, deputy chief executive, Association of Colleges

was partly to blame for problems.

One said: “Over the years funding has been made too readily available to those clearly inadequate to deliver. Funding should be made available to those organisations that can clearly and transparently show that they

have good success at being able to deliver quality provision.”

Another wrote: “Senior managers in FE have become very poor at leading, strategy, commercially focussed, people skills, are general focussed on

international politics and covering their backs, with a single track management skills and not a broad range of skills. The FE sector badly needs commercially focussed leaders who understand business and have had business and commercial exposure.”

Top 10 areas of concern

Area of concern	Level of concern (out of four)
Level/rates of institutional funding	3.59
Adequacy of learner funding	3.57
Broad government ‘direction of travel’ for FE	3.29
Workload	3.25
External bureaucracy	3.25
Sector complexity	3.14
Pace and volume of change	3.14
Maths and English assessment and delivery	3.06
Complexity of the offer	3.02
Capital funding	3.01

Lowest 10 areas of concern

Area of concern	Level of concern
Quality of stewardship and challenge	2.34
Student behaviour	2.34
Capacity to respond to the ‘learner voice’	2.32
Training	2.31
Learning support, feedback to learners and pastoral care	2.27
Partnerships with other government and non-government organisa-tions	2.22
Skills and qualifications of support staff	2.21
Partnerships with contractors or sub-contractors	2.20
Partnerships with other education/training sectors, providers and bodies	2.15
MOOCs	2.06

*1= Not concerned at all, 4= extremely concerned

Survey success could become an annual event

The Great FE and Skills Survey of 2014 was carried out by the Policy Consortium in partnership with FE Week and is expected to be run again next year.

The online survey closed on April 4 having been open for a fortnight, during which time 1,091 responses were registered.

It posed a range of questions relating to the levels of concern about certain problems faced by the sector, such as funding, bureaucracy and quality of provision.

By asking people to rate the level of concern, it uncovered the most and least worrying areas for the sector.

And by cross-referencing the answers to the survey with the context of who was answering it, the Policy Consortium has produced a quantitative analysis of the results.

The analysis shows not just what the sector worries about as a whole, but what areas worry specific types of providers, and what those in different job roles see as priorities.

Visit policyconsortium.co.uk for the full 34-page report on the survey results

TRIBAL working as one

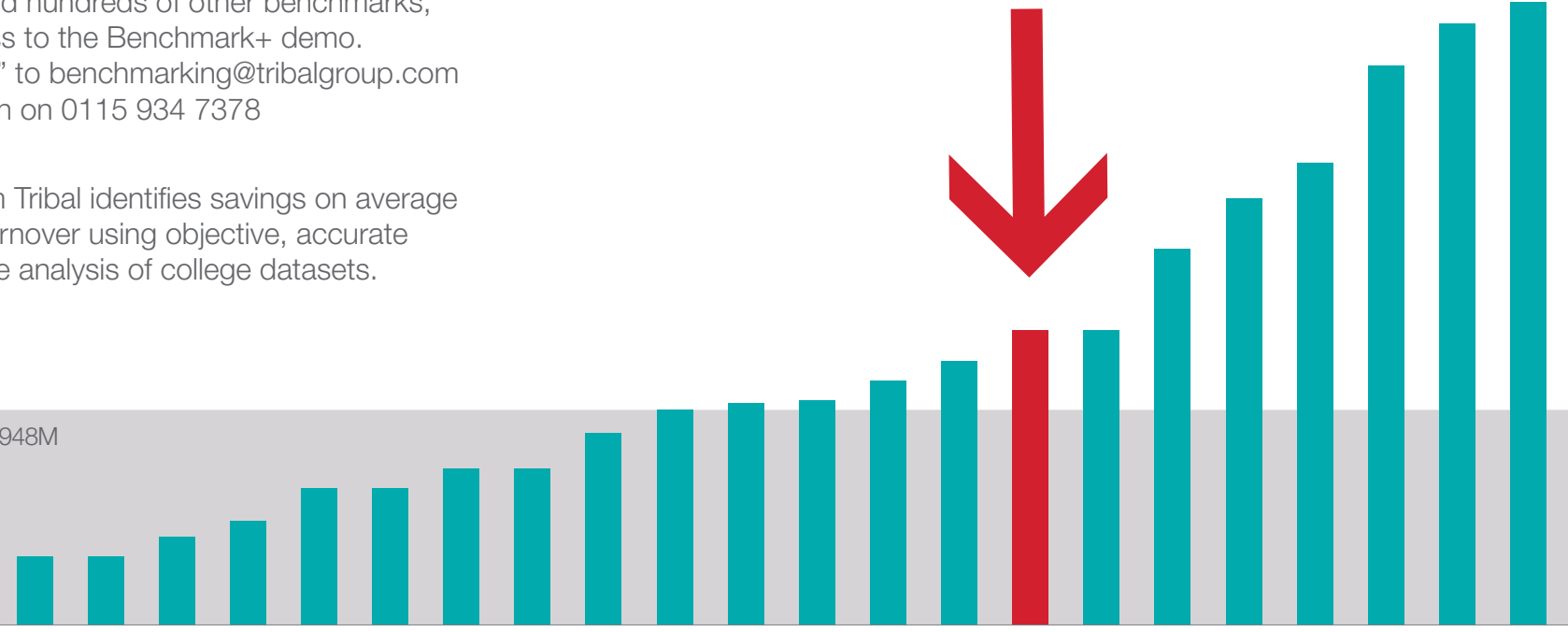
You probably know what your college is spending on teaching delivery pay, but what should it be spending based on your college size?

* The ‘live’ chart below shows actual teaching spend per college based on Tribal’s extensive databank. All benchmarks can be shown as size-adjusted.

To compare this and hundreds of other benchmarks, get your free access to the Benchmark+ demo. Email “comparison” to benchmarking@tribalgroup.com or call Nick Pidgeon on 0115 934 7378

Benchmark+ from Tribal identifies savings on average of 3% of college turnover using objective, accurate and comprehensive analysis of college datasets.

Benchmark Average: £9.948M



FE WEEK COMMENT

Heeding concerns

As the great and good of the FE sector have already said in the pages of this, our 100th edition, there is nothing surprising about the areas of concern felt across FE.

Funding and bureaucracy have been bug-bears for principals and learning provider heads for years.

But what should really concern us about these survey results is not just the amount of “extreme concern” across the sector, but the level of concern among those at the top.

The results show that the future seems as uncertain, if not more so, for those who balance the books as it is for those teaching and working in our colleges.

The message to the government is clear: FE needs fair funding, strong leadership and time to breathe.

Chris Henwood

chris.henwood@feweek.co.uk

Contact the editor

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

Email chris.henwood@feweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

Correction

In a story last week on Skills Funding Agency interim chief executive Barbara Spicer's letter to the sector, the Funding Information System (Fis) was referred to as taking over from the Online Data Collections (OLDC) system.

However, Fis is a data quality system and not a data collections system.

The data returns facility in the Hub is due to take over from OLDC once final tests have been completed.

The agency has asked *FE Week* to point out that the development of Fis has not impacted on payments to the agency's lead contractors.



Taxman looks to reissue restaurant bill

@REBECCAKCOONEY
REBECCA.COONEY@FEWEEK.CO.UK

A Hampshire college that went to court in its bid to win a training restaurant tax rebate could be facing a new legal battle from Her Majesty's Revenue and Customs (HMRC), *FE Week* can reveal.

The taxman has been granted leave to appeal a decision made in February which found the supplies used by Brockenhurst College for its on-site training restaurant, MJ's, were integral to educating students and so should have been exempt from VAT.

The college was awarded a £55,000 refund of four years' worth of tax paid to HMRC on supplies to the 50-seater training restaurant, which is staffed by students and open to the public.

The win had prompted the hopes of a potential multi-million pound tax windfall for the wider college sector, and even the Association of Employment and Learning Providers (AELP) has been looking at whether its members might be due a similar payout.

However, a spokesperson for the HMRC told *FE Week*: “We have been granted leave to appeal to the Court of Appeal.

“We think meals provided by student restaurants to visiting members of the public who pay for them should be subject to VAT so they receive the same VAT treatment as meals provided by local restaurants.”

The original ruling was welcomed by the sector, as more than 160 colleges in England operate similar facilities, plus other training enterprises such as hair salons, spas and theatres, meaning if other colleges were to pursue claims, it could net the college sector tens of millions of pounds.

Assistant chief executive of the Association of Colleges Julian Gravatt described news of the possible appeal as “disappointing”.

He said: “VAT law is exceptionally complex and this case revolved around the way in which VAT exemptions apply in cases where students are providing services as part of their education, for example in a training restaurant on campus.

“Any VAT savings that colleges make are reinvested for the benefit of students so it is disappointing that HMRC are making an appeal against the earlier decision.”

Brockenhurst College principal Di Roberts (pictured front page) had said she planned to plough the windfall back into the college, but he college declined to comment on the latest

development.

Brian Palmer, an Association of Accounting Technicians (AAT) tax policy adviser, said the ruling awarding the tax refund made “perfect sense”.

“Brockenhurst College argued the restaurant supplies were exempt by virtue of being part of the education and vocational training for the hospitality students — quite rightly, in much the same way as we argue that concerts and performances given by students as part of their educational course are also exempt,” he said.

“The absence of a profit element (to the supplies) demonstrated an intention to supply education, rather than commercial catering or entertainment provision.”

“In the current economic climate where funds are tight, receiving a rebate could make all the difference to a college and the courses it offers.”

A spokesperson for the AELP confirmed it had been taking advice on whether independent learning providers could also take advantage of any potential refunds, but added that it was unclear whether the same rule would apply.

He added that it was likely HMRC would “consider any case on its own merits”.

COMMENTS

The ‘tantalising’ potential of FE loans

I agree that it's important for colleges to think creatively about the use of loans.

One simple extension of the current scheme would be to allow them to be used for maintenance as well as fees.

Another would be to extend the ‘write off’ arrangement that applies to access students progressing through higher education – why not for higher apprenticeships as well?

Also, I'm sure that the fact that loans are a financial services product is a big deterrent.

If, as with Sharia loans, students who have had support from a mutual fund are asked to pay back when they are able to in order to help other students have the same support they'd be more positive.

Mick Fletcher

Have you got something to say about FE or one of our stories?

Email us with Comments in the subject line at news@feweek.co.uk or leave a comment on our website www.feweek.co.uk

Or, you can write to us at *FE Week*, 161-165 Greenwich High Road, London SE10 8JA.

Full contact details should be provided and can be withheld by *FE Week* upon request.

INTRODUCING

RELEASE CLOUDS

We're changing the way we release our products and services to make it easier for you to keep up to date with our latest developments.

Sign up to hear about our first Release Cloud in May.

CITYANDGUILDS.COM

City & Guilds

Release Clouds

PROFILE



Politics is a team game, so you play the part in the team that you are asked to play

Batting away double department dramas

Skills Minister Matthew Hancock speaks to *FE Week*

@FCDWHITTAKER
FREDDIE.WHITTAKER@FEWEEK.CO.UK

With two offices across two government departments, two Secretaries of State as bosses and one of the broadest ministerial briefs around, life is hectic for Matthew Hancock. But while it certainly isn't cricket — a game he regrets not having the time for anymore — things seem to have gone quite well for our 35-year-old Skills Minister. Promoted to replace John Hayes last year, Hancock had big shoes to fill. And while some may have doubted whether the role was right for him — an Oxford PPE grad with a background in economics — no one can deny he expresses a passion for the challenge. And it is this passion with which the father-of-three speaks

“As a backbencher you tend to pick up the phone when the Prime Minister is on the line during a reshuffle and say, ‘yes, Prime Minister, that sounds fascinating”

when I meet him in his large office, set roughly halfway up one side of the impressive glass atrium (which aides admit turns their offices into a sweltering greenhouse in the summer) at the Department for Education — one of the government departments he calls home. “I find my job is juggling,” he says, his trademark pink jumper hanging neatly behind his desk below a painting by his six-year-old son, Ferdinand. “I juggle two departments, I’ve juggled two secretaries of state, three children, and a job as an MP as well as a minister...doing the job effectively means juggling all these competing demands.” Born in Chester and brought up by small business owners in the Cheshire countryside, Hancock attended a village primary school before moving onto secondary school in the city of his birth. His decision to attend an FE college — albeit to study

It's a personal thing

What's your favourite book?
The Art of Captaincy, by Mike Brearley. It's about dealing with strong characters to get the best out of them in difficult circumstances

What do you do to switch off from work?
I spend time with my children as much as I can. I like to cook. I am not particularly good, but I am blessed with performing a lifelong apprenticeship to my wife, who is a brilliant cook. I cooked a chicken and mushroom risotto recently

Do you have a pet hate?
I hate the fact that I hate split infinitives. I hate split infinitives, and then I get cross with myself for being so pedantic. So I wish I was more relaxed about it but it makes me stop every time I see one

What did you want to be when you were growing up?
I think I went through a whole series of them. At one stage I definitely wanted to be a pilot, and now I definitely don't

If you could invite anyone, living or dead, to a dinner party, who would it be?
I would want RA Butler to talk to him about his Education Act and what he envisaged of it. I would like Oscar Wilde for his wit and repartee. I'd like Albert Einstein, as much for his pithy quotes as much as his physics knowledge. And I would like Tim Berners-Lee, to talk about the future



Above: Matthew Hancock after playing the northernmost game of cricket on record near the North Pole in 2005
Left: En route to the North Pole



Right: Hancock is depicted in the FE Week edition 49 cartoon (his first) riding off with former Shadow Education Secretary Stephen Twigg's plans for a Tech Bacc

one subject — sets him apart from most on the Tory benches, although his politics, philosophy and economics degree from Oxford does less to defy stereotype. “I went [to West Cheshire College] because my school wouldn't do computing A-level,” he says. “I came from this computing background and I wanted to get the deeper underpinning of what it was all about. “It was pretty unusual. Actually, my brother did it as well, he went to a different college for sixth form. But it wasn't usual at all. But I was looking out to what I wanted to achieve. One of the things I really wanted to do was to get a full grip of what was going on in the business. “But [it] was an experience that really changed what I wanted to do at about that time — in the early 1990s recession, the business had a perfectly decent product, but because of late payments by a client that was struggling in the recession, we got to a point where, if we hadn't got the cheque by the end of the week, the business would have gone under.” It was that interest in how business success could rise and fall so sharply which took him to Oxford and then on to a job at the Bank of England, but it wasn't until five years later that a conversation with a certain Shadow Chancellor set him on the path to public office. “The Conservatives had just lost the 2005

election,” he says. “I had met George Osborne once, and we had talked about my trip to the North Pole, but also about some policy things and he called me up and said, ‘Why don't you come and get involved?’ So I took a gamble and went to work for him. “I had been in the Conservative Party for a period, and I had got involved in the 2005 election supporting a friend of mine, Nick Boles (now Planning Minister), who was then a candidate. So, I was involved — but as a grassroots activist, so it was leaflets through letterboxes. “I still have a scar on the back of my hand from where a dog tried to bite me in Hove, and I pulled my hand out of the letterbox and there must have been a nail or something catching on it. It was in a tower block so probably not our most productive area.” It wasn't long before his work for Osborne, along with a realisation that the real power lay in government, had inspired Hancock to seek a seat of his own, and East Anglia, rather than his native Cheshire, beckoned. But he is keen to point out that he was not “parachuted” in to the safe seat of West Suffolk. He says: “In the Conservative Party, that's not how it works, and this concept of parachuting doesn't exist in the same way as it does in some of the other parties. “The final decision for every selection comes down to the local people in the room, and so you have to fight your corner — and in some cases, being a candidate who is close to the leadership isn't helpful.” Hancock won the support of locals and comfortably won the seat in May 2010, devoting his first few years on the back benches to fighting for his constituency and co-writing Masters of Nothing, a book about the financial crash, with fellow Tory MP Nadhim Zahawi. He still lists achievements like the dualling of the A11 and improved rail links among his proudest in the Commons. Had a coalition agreement with the Lib Dems not been in place, Hancock's economics background would have made him an attractive choice for Chief Secretary to the Treasury, but he claims he was more than happy to be offered his dual role for skills, which he shares between Michael Gove's Department for Education and Vince Cable's Department for Business, Innovation and Skills. He says: “As a backbencher you tend to pick up the phone when the Prime Minister is on the line during a reshuffle and say, ‘yes, Prime Minister, that sounds fascinating.’ “But it was an area that I had an interest in, and I know that the party knew that I was interested in it, and I had been doing some work on apprenticeships as a back bencher anyway and had spoken up about them a lot. I don't know whether or not that had been noticed, but I was absolutely delighted to be offered.” Family remains important to Hancock, who lives with wife Martha and children Hope, seven, Ferdinand and Humphrey, nine months, in Little Thurlow, Suffolk. The Hancocks moved to the village shortly after he was selected to fight his seat. But he is ashamed to admit that his devotion to cricket has suffered as a result of his newfound hectic lifestyle. He says: “The one thing that has been squeezed out since I have been a minister is almost all of my cricket. In fact, having run the parliamentary cricket club the year before as a back bencher, last year I was scheduled to play three games of cricket. “One was rained off, my son was born during another, and in the other I faced one ball which I hit straight to a fielder without bouncing. So I had, literally, the worst batting season you could ever have, which involved facing one ball.” Suitably non-committal about his future, Hancock doesn't respond to the news that Paddy Power have him at 7/4 to be promoted into the Cabinet at the next reshuffle along with the likes of Liz Truss and Anna Soubry. When asked if he would accept a Cabinet role if it was offered, he simply says: “Politics is a team game, so you play the part in the team that you are asked to play.” So that's a yes then.

EXPERTS



SECRET PRINCIPAL

The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

What an interesting few weeks it has been since the funding agencies released details about priorities for next year and our funding agreements.

Without a shadow of doubt up and down the land the collective wringing of principals' hands will be taking place.

What to do with less? That is the question of the moment and while some colleges are going all out for sometimes risky alternative income streams and growth, many are managing contraction of staff and, dare I say it, the curriculum offer itself.

Which begs the question about learner choice — what of the humble learner, those for whom we exist and serve?

Then, of course, while we're all living with less we're also expected to deliver higher standards and quality or we will be in the Ofsted naughty books, too.

Waiting in the wings is Dr David Collins, the FE Commissioner, and his team of trusty advisers ready to catch you when you fall, or not as the case may be.

So what has been achieved by the introduction of the role of FE Commissioner?

Has there been a miraculous turnaround of a failing college? Has the intervention had a positive impact on learners? Or is it simply another layer of bureaucracy to an already heavily burdened sector groaning under the sheer weight and volume of audits, inspections and accreditations.

Perhaps if the sector were to be more commercial and truly market and customer-driven we should be less regulated rather than further regulated by the likes of the FE Commissioner and allowed to get on with the job of educating and training rather than the constant looking over the shoulder we currently have?

Which leads me to another point — it would appear we have a crisis in the sector now and for the future. Simply put, where is the next generation of leaders?

I work hard in my own college to foster a culture of ambition for younger staff members who have the determination and energy we so badly need in what is a very demanding role.

But so many are put off by the thought of the journey through management into leadership roles. The chances appear limited to many of them and

It would appear we have a crisis in the sector. Simply put, where is the next generation of leaders?

the journey simply does not appeal. Why is that?

Part of the problem is the lack of a really well thought-out and developed programme similar to the Learning and Skills Improvement Service senior leaders and aspiring principals programmes which, sadly, has now withered on the vine.

The sector does need to sort this problem out quickly in my view or we will have our very own self-made skills shortage and be found wanting.

Maybe Dr Collins could and should advise young Mr Hancock to switch the focus of the commissioner's role away from the punitive reactionary model and toward a supportive, and enriching role that enables colleges to develop, flourish and grow.

Come on Dr Collins, you know you want to.

Secret Principal

The Secret Pricipal features on the last Monday of every month



MIKE COOPER

Policy Consortium member

Coming to terms with FE loans

With the FE loans having launched a year ago, Mike Cooper looks at how the system is bedding in and why previously-unwilling providers might want to re-evaluate their thinking on what is a potential income stream.

Quietly, the new round of online applications for 24+ advanced learning loans has opened.

Learners aged over 23 meeting eligibility criteria, taking eligible level three and four courses, can get funding for 2014/15 course fees in similar ways to higher education loans.

As with the university context, there's controversy over the principle and the practice.

Nevertheless, FE loans are now an established system, probably for the foreseeable future (even if it's changeable, as when apprenticeships were dropped from the scheme earlier this year).

But some providers and learners still need to come to terms with greater learner self-funding.

Skills Funding Agency (SFA) figures for 2013/14, as of late January, suggest that provider engagement with the FE Loans policy and practicalities has been patchy.

Analysis of SFA's combined loans 'facility' and ring-fenced bursary funding, shows totals for this year ranging from £7.14m to £5.5k.

Among more than a thousand providers listed, that's an average of about £276.5k.

Without the near 25 per cent of providers who have no loans allocation at all, the average is near £363k.

As a proportion of these providers' total 2013/14 SFA funding, that averages around 16 per cent. These are significant figures.

The intriguing aspect may be the 'patchiness'. Are those providers with no current loans funding in that position because they offer no appropriate courses, or have no such learners? Or is it their choice? If it's the latter, then the absence of this income stream seems potentially problematic — both for the organisation and the learners whom they serve. After all, loans funding can't be vired — it's a potential 'use it or lose it' income stream. If providers decided not to engage in the first year, will that now change?

Policy Consortium colleague Carolyn Medlin was involved in the joint SFA/Learning and Skills Improvement Service (LSIS) initial support programme in 2012/13, with more than 1,000 participants.

She saw providers who felt they should bide their time, and may even have hoped that FE loans might 'go away'.

Certainly, some that she recalls from those occasions do not appear on the SFA's 2013-14

spreadsheet.

One problem for providers entering the loans arena from scratch for this new phase is that external support is now far more restricted.

Subsidised workshops and consultancy through the Department for Business, Innovation and Skills (BIS)/SFA ended last summer.

True, some resources produced for them can still be found. My own experience working on later LSIS and National Institute of Adult Continuing Education loans support initiatives suggests that they won't be adequate or sufficient, however.

As if to underscore this point, some of the providers with the largest loans funding in 2013/14 were ones that engaged most actively with support activities, last year.

Finally, three recent publications shed further intriguing light on the FE loans situation.

First, the March 2014 BIS update shows a total of around 60,000 loan applications to date from level three/four learners, for courses other than apprenticeships — 40,000 of those for courses other than access to higher education, such as QCF diplomas and certificates.

Next, the latest BIS research report in this field (No. 159: Tracking the impact of 24+ advanced learning loans) explored levels of awareness, knowledge, understanding and 'intent' about loans among providers, employers and learners in 2013.

The results are complex, but support the idea that some providers may still be losing out on the potential benefits which loans could bring, in terms of learners, learning and

Providers felt they should bide their time, and may even have hoped that FE loans might 'go away'

funding.

Finally, a current BIS consultation looks at proposals to deal with the clash between the current HE loans system and Islamic principles on loans. One established Muslim approach ('takaful') is otherwise recognisable as being like credit unions and mutual societies — a proposal that may better open up HE to observant Muslims.

But is such an approach applicable only to higher education loans and Muslim learners? Perhaps there are lessons there for FE, and all learners and communities.

EXPERTS



DAVID HUGHES

Chief executive,
National Institute of Adult Continuing Education

Commercialism and creativity 'are key' in post-cuts market

Where can colleges and independent learning providers look as government funding cuts bite, asks David Hughes.

It says something about public sector funding when a 20 per cent cut in funding is met with a certain amount of relief.

The long-anticipated Skills Funding Statement (SFS) 2013-2016 raised a number of emotions and issues for me.

The initial relief came because the headline cut to the adult skills budget of 20 per cent was no greater than had been announced in last year's spending review and we had feared it would be worse.

I was concerned enough by the noises about further cuts to FE and widening participation funding in higher education that I wrote to the Deputy Prime Minister, as did others.

My plea was a simple one. I urged him to secure opportunities for adults to progress

through learning, all the way from entry-level literacy and numeracy to higher education and beyond, throughout their lives. It seems that he listened to us and the cuts were not extended even further.

The fact remains, though, that this cut is still profoundly and extremely challenging to colleges and independent learning providers.

The blatant fact is there has been a reduction in the adult skills budget from £2.8bn in 2010-11 to £2.0bn in 2015-16 even before inflation is taken into account. Two other vital budgets, for offender learning and community learning, may have been 'protected' but have not had inflationary rises for many years. There is growth, of course, in the advanced level learning loans budget, which provides some opportunity in a new 'market' for many colleges and providers.

Overall, the funding challenge to the range of provision is enormous even though there is

a good deal of enthusiasm in the words of the SFS about the breadth and range of priorities required. The list of priorities is impressive, but it raises questions about how achievable it is with the funding available.

At the most simple level, the priorities include basic skills, traineeships, programmes for the unemployed, apprenticeships and higher-level skills; and it is hard not to argue with those.

At a time of economic recovery, when having a workforce with the right skills is what employers are crying out for, it is absolutely essential that there is the right kind of opportunities for adults to learn and retrain at times and in places that are convenient for them.

My concern is whether any individual college or provider can offer the complete range to adults in their locality. Will individual choices by institutions, made in the right spirit and sensible for them really add up in every locality in the country? Those decisions on what to cut and what to keep are devil and deep blue sea decisions and gaps will occur.

Colleges and providers may feel that they have no choice but to cut courses as public subsidy is cut. I am seeing signs, though, that some colleges are being creative and more commercial in how they deal with the cuts.

That creativity and commercialism is surely what is needed to develop new markets and to attract payments from employers and learners, particularly for short courses and those that support people's careers and their

I am seeing signs that some colleges are being creative and more commercial in how they deal with the cuts

professional development. There is also a latent market for individuals to invest more in their own learning. Not just for enhancing their career prospects, but for leisure learning too.

Attracting employer and learner payments for learning is not easy, and to do so at a time of enormous challenge makes it even tougher. But unless it happens across the country, I fear that we will lose so many vital opportunities for people to learn and for employers to get the skilled workforces they need. The social, community, family, economic impacts of this will be profound.

That's why I am so keen to see colleges and providers use the loans budget and other opportunities to stimulate (or tap into a demand for?) learning; this must happen to halt the decline in opportunities for adults to learn and to benefit from their learning.

aelp National Conference 2014
Monday, 2 & Tuesday, 3 June 2014
Novotel London West, Hammersmith

The leading forum for addressing the challenges in employment and skills

Book now

Conference Chair
Cathy Newman – Broadcaster & Journalist

Confirmed Speakers
Matthew Hancock MP, Minister of State for Skills and Enterprise
Esther McVey MP, Minister of State for Employment
The Rt Hon Liam Byrne MP, Shadow Minister for Universities, Science and Skills
Graham Stuart MP, Chairman of the House of Commons Education Committee
Martin Dunford OBE, Chief Executive, Skills Training UK, and Chairman, AELP
Stewart Segal, Chief Executive, AELP
Kay Carberry CBE, Assistant General Secretary, TUC
Neil Carberry, Director of Employment and Skills, CBI
Michael Davis, Chief Executive, UKCES

Mark Dawe, Chief Executive, OCR
Peter Lauener, Chief Executive, Education Funding Agency
David Russell, Chief Executive, Education and Training Foundation
Dave Simmonds OBE, Chief Executive, CESI
Keith Smith, Executive Director, Funding and Programmes, Skills Funding Agency
Lorna Fitzjohn HMI, National Director for Further Education and Skills, Ofsted
Chris Jeffery, Strategy and Policy Adviser, GP Strategies
Dean James CBE, Chief Executive, Ingeus UK Limited

Media Sponsor Headline Sponsor

www.aelpnationalconference.org.uk
 Telephone: 0117 947 2097
 Email: nationalconference@aelp.org.uk

EXPERTS



SHANE CHOWEN

Policy officer, Institute for Learning

Teachers' and trainers' experiences of the 16 to 19 study programmes

The Institute for Learning has been looking at how teachers have been getting on with the requirements of the new study programmes. Shane Chowen presents the findings.

This week, many students will return to study their final term of the first full year of 16 to 19 study programmes, which were introduced in September 2013 to ensure that all 16 to 19-year-olds in full or part-time education would follow a study programme tailored to their individual needs, and to their education and employment goals.

Over the past few months, the Institute for Learning (IFL) has engaged with teachers and trainers across the country to find out how new approaches to planning and delivery are supporting the delivery of study programmes, as part of a project funded by the Department for Education (DfE).

While it is too early to say for sure what really works and what does not, our initial findings are showing some common themes and challenges.

Teachers and trainers recognise that collaborative working across curriculum teams is key to successful planning and delivery of study programmes. In particular, practitioners are keen to do more to develop joint schemes of work, aligning as far as possible learning objectives between the curriculum for subject qualifications and the English and maths curricula.

On paper this sounds relatively straightforward, but we have discovered that on the ground this is much more difficult to implement in practice.

For a start, some subjects naturally lend themselves to certain elements of the English and maths curricula. But being able to successfully embed English and maths into your lessons requires a level of confidence and creative skill, and some teachers feel that they have not been given the support and development they need.

We found examples where institutional barriers, such as timetabling, meant that subject teachers found it too difficult even to meet English and maths specialists to discuss the progress of their learners and work creatively together to align learning objectives and session plans.

Where it was clear that managers were on top of the acute challenges brought about by the introduction of study programmes, teachers and trainers have been engaged

in innovative approaches to planning and delivery, such as focused professional development on behaviour management; multiple and advanced initial assessment methods; and providing resource to offer one-to-one support for learners who need it.

The introduction of study programmes also provides greater opportunities for teachers and trainers to share ideas and methods; discuss the progress of individual learners; and discuss strategies for employer engagement in planning, delivery and assessment.

One particular example that stands out in my mind was a college that had timetabled 'teacher talks' every week, bringing practitioners from across curriculum areas to discuss specifically the impacts of introducing certain tasks, activities and pedagogical approaches.

The introduction of compulsory English and maths qualifications, and GCSEs in particular, is another of those things that sounds easy on paper. The reality for a teacher can be very different when face-to-face with learners who left school with the assumption they would never have to sit a maths exam again.

Where teachers and trainers do encounter disengagement with English and maths, they are finding creative ways of confronting learners' fears with an approach that I unofficially call 'stealth teaching' or, as one IFL member put it, 'Don't call it maths'.

Teachers and trainers are skilfully working together to 'make everything functional,' using things such as business-like project work and multimedia campaigns to deliver authentic English and maths learning with very visible and practical uses.

IFL found significant differences among teachers and trainers relating to their responsibilities for employer engagement, ranging from organising 'boot camp' events providing learners with intensive interview experience; to organising open evenings to showcase students' work; and actively visiting and managing relationships with local employers.

I believe that this exercise has again highlighted the importance of continuing professional development (CPD) and the value of teachers and trainers collaborating with their colleagues and with peers in other institutions, to share their learning of what works and to develop their practice, for the benefit of their learners.



MARC OZHOLL

Funding and apprenticeship specialist, Council for Awards in Care, Health and Education

Taking a loan stance

With official figures having revealed that qualifications from the Council for Awards in Care, Health and Education (Cache) featured among the most popular for FE loans, Marc Ozholl discusses the awarding organisation's success.

As the awarding organisation synonymous with quality in the childcare sector, we were delighted to learn that three of our qualifications appeared in the top ten most popular 24+ loan-funded qualifications.

We pride ourselves on offering a portfolio of qualifications that meet the diverse needs of the care sector, so it was especially pleasing that Cache qualifications, which cover the care of children and young people from birth to age 19 in a wide range of settings, from nurseries to residential care homes to school classrooms, were among the most popular loan-funded qualifications.

The introduction of 24+ loans was widely predicted to lead to a dramatic fall in the number of adult learners undertaking vocational qualifications.

With increased rigour and responsiveness demanded by government, we took up the challenge of ensuring a highly-skilled, appropriately-qualified workforce continued to offer the highest standards of care for children and young people.

This has certainly not been an easy task.

Despite the vital importance of the provision of high-quality childcare, the sector remains among the lowest paid of all employment sectors.

With a lack of funding available for learners aged 24 and above, who traditionally make up the majority of the childcare workforce, and in the absence of a national advertising campaign for 24+ loans, we continued our long-standing tradition of providing a personalised service to Cache centres.

Our regional team visited providers to explain the benefits and opportunities 24+ loans brought, while our funding team supported customers in understanding the detail around loans, providing regular guidance and updates about loans policy.

In the midst of government austerity measures, reticence from learners to take out a loan was expected. With the cost of living increasing, studying for a qualification could have been considered an unjustifiable luxury.

However, once we informed providers of the key points from the loans policy, including that loans wouldn't need to be paid back until learners were earning over

The introduction of 24+ loans was widely predicted to lead to a dramatic fall in the number of adult learners undertaking vocational qualifications

£21,000-a-year and that repayments would be minimal due to the low pay of the sector, they were better-equipped to advise and guide learners about the feasibility of studying a qualification. Our strong relationships with care departments within providers allowed us to communicate pertinent information directly to those who advise learners.

Starting with the NNEB in 1945, Cache qualifications and assessment methods have been designed by early years experts, with input from employers, providers and learners, to ensure they instil the knowledge and skills required to provide the highest quality care for children and young people.

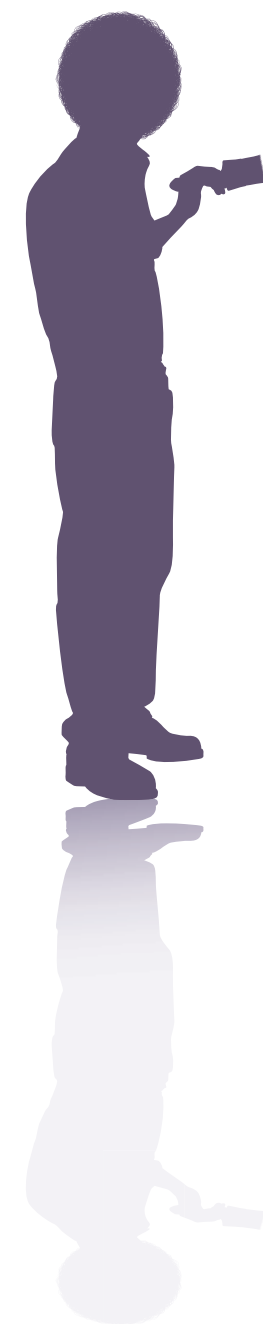
It has been well-publicised that careers advice in schools often fails to promote vocational education as a high quality route for younger learners, so it is especially pleasing that adult learners, who are more likely to base their decisions on quality and affordability, choose Cache as their preferred provider.

As unemployment in the UK remains high, it is a testament to the quality of our qualifications that learners see Cache as the standard to aspire to, and continue to study towards a career in childcare despite the low pay and lack of funding available.

A significant number of adult learners studying childcare qualifications return to work after a break, often after starting a family of their own. As a registered charity our objective has always been to ensure all children and young people are given the highest quality care to give them the best possible start in life.



The Education & Training Foundation



The Education and Training Foundation celebrates excellence across the sector.

That's why we are sponsoring Campus Round-up.



Get involved

Visit www.etfoundation.co.uk to sign up for our news, share your story, and to find out how to get involved in:

- Expert panels
- Project steering and practitioner groups
- Subject specific consultations
- Guest blogs
- Bids and tenders

t: 020 3740 8280

e: enquiries@etfoundation.co.uk

www.etfoundation.co.uk

follow: @e_t_foundation

CAMPUS ROUND-UP

sponsored by 

FEATURED CAMPUS ROUND-UP

Students in Wonderland thanks to movie make-up challenge



Acting student Becky Bartram, aged 16, made up as a combination of Alice and the Cheshire Cat from Alice in Wonderland. Inset: Acting student Danny Jubb, 16, is transformed into The Joker from Batman

Leeds City College students were transformed into characters from Tim Burton films. Level three production arts students used hair and make-up skills they had learned on their courses to carry out the make-overs on level three performing arts and acting students. The learners looked like characters from Burton's films including Batman, Alice in Wonderland, Edward Scissorhands and Sweeney Todd.

They were star attractions at an open day, attended by around 200 people, aimed at attracting more people on to production arts courses. Claire Dunkerley, Leeds City College curriculum leader for performing and production arts, said: "This was a great opportunity to show the talent and creativity of our students while also providing an insight into the courses."

It's no drama as learners help fight bullying



Students Mia-Jola Adam (second from left) and Charlene Salthouse, both aged 16, show the primary school pupils some dance moves. Inset: Students Georgia Tomlinson (centre left) and Sam Perry, both 16, talk to the children

Learners from Macclesfield College used their creative talents to get an anti-bullying message across to primary school pupils. The level two performing arts students created bullying-themed drama scenarios and helped year three and four children from Hurdsfield Primary School, in Macclesfield, act them out. The learners, who were also challenged to organise enjoyable warm-up activities for the

school children, wore hooded tops branded with an anti-bullying logo designed by level three graphic design students from the college. Maura Shilton, lecturer in creative studies and visual media, said: "It was great to work with the school because the pupils were so enthusiastic and our students benefited from gaining valuable work-related learning experience, helping to build their confidence."



From left: Ashley Terron with his gold medal, Paul Gould, curriculum manager for construction at Warrington Collegiate, and course tutor Rob Holmes. Inset: Ashley building a wall at WorldSkills 2013

WorldSkills winner Ashley recognised as master craftsman

A gold medal winner at WorldSkills 2013 has been recognised as a master craftsman by a historic representative body for builders and tilers. Ashley Terron, aged 21, who completed an advanced level three apprenticeship in construction building with Warrington Collegiate and family firm Peter Terron Construction three years ago, won in bricklaying at last year's competition in Leipzig, Germany. He has now been recognised as a master

craftsman by the Worshipful Company of Tylers and Bricklayers — a representative body for tilers and bricklayers that was granted the Royal Charter in 1568. Ashley travelled to London for the company's annual craft awards lunch where he was presented with a certificate and medal. He said: "I hope that my achievements will inspire others to strive for excellence in their own career." "From starting my apprenticeship in 2008 I have always aspired to be the best."

All-female team triumphs in engineering competition



From left: Jessica Beckley, Sophie Everest-Ford, Emma Nelson, Lauren Wells, Dylan Halpin and Katie Emery

An all-female team of MidKent College learners proved they were on the same frequency by winning the £500 first prize in a competition that challenged them to build a working radio. Level three engineering students Katie Emery, aged 16, Emma Nelson and Lauren Wells, both 17, Sophie Everest-Ford and Dylan Halpin, both 18, and Jessica Beckley, 19, triumphed ahead of five teams from other colleges at the Stem (science,

technology, engineering and maths) Fest at neighbouring East Kent College. The competition required the teams to follow a set of instructions to create a working radio, then give a presentation on how they would improve it. Miss Halpin said: "Engineering isn't very popular with many girls, but that doesn't put us off at all. It was good making the boys jealous."

Staff and students go extra mile for heart transplant toddler Evie

Brave little Evie Clasper has new hope for life after a heart transplant operation over the Easter weekend. And nobody will be happier than staff and students at Middlesbrough College who raised more than £1,500 for the heart unit that has been treating her, writes Paul Offord.

Staff and students at Middlesbrough College went the extra mile for a brave little girl whose life has been blighted by heart problems. Three-year-old Evie Clasper, whose aunt, Helen Spencer, is an administrator in the college's health and care department, was diagnosed with hypoplastic left heart syndrome before birth. She has spent much of her life on the operating table and with the Children's Heart Unit at Newcastle's Freeman Hospital. Her fight for survival has caught the imagination at her aunt's college, where 20 volunteers aimed to raise money for the college by completing 86 miles between them on running machines — the length of the round trip between the college and Freeman Hospital. But they ended up completing more than 200 miles, which raised more than £1,500 for the hospital's Children's Heart Unit. Ms Spencer said: "The support we've received has been amazing. People want to help in any way they can and we've already exceeded all our expectations by the number of people volunteering to take part and the donations that have flooded in."

Evie was diagnosed with heart problems when her mother [Miss Spencer's sister], 41-year-old Dawn, was 20 weeks pregnant with her. She needed surgery as soon as she was born and endured 14 operations before doctors finally allowed her parents to take her home in December 2010 when she was six months old. And a suitable new heart was found for little Evie on Saturday, April 19. Miss Spencer said: "We found out she was getting the transplant at lunchtime [on Saturday] and she was in theatre a couple of hours later for an operation that took 12 hours. "She has been a stable condition since. It was the best possible Easter present. Her skin was pale and her lips would often go blue before the operation, but they are now a healthy looking pink." Most of the miles for the fundraising event were clocked up on exercise treadmills at the college, with principal Zoe Lewis running the first mile. She said: "We know how important the children's heart unit is to poorly youngsters across the region and we're proud to show our support in any way we can." Most people who took part walked or ran three miles. But health and care lecturer Karen Gibson and course co-ordinator Laura Cochrane, who also helped organise the event, ran 10 and eight miles respectively. The only volunteers who did not use the



Above: Zoe Lewis, Middlesbrough College principal, walking the first mile for the fundraising event and (from left) staff members Matt Hopton, Laura Cochrane, Dan Yates and Helen Spencer

running machines were health and care lecturers Dan Yates, 52, and Matt Hopton, 39, who opted to walk 43 miles from the college to the hospital over two days. Miss Spencer said: "Evie's mum was texting me all the time asking how it was going. They are really proud of what we have done and told Evie about it." Visit www.justgiving.com/chuf to boost the fund.



Top: Evie Clasper with mother Dawn. Above: Helen Spencer with Evie when she was 12 days old

8 MOVERS & SHAKERS

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

The curtain is to come down on a 38-year education career with the retirement of Solihull College principal Brenda Sheils. She joined the Midland college as deputy principal in 2000 and three years later became its principal. Ms Sheils had begun her teaching career at a Cambridgeshire comprehensive school in 1975 and since then worked in schools, community education and colleges in Devon, Cheshire and Gloucestershire. "I am so very proud of the excellent contribution the college has made over the years to the economic development and social well-being of Solihull, Birmingham and the wider region," she said. "The college has recently achieved the

Investors in People Gold Award which recognises the strong values, ambitions and commitment to achieving excellence by everyone who works or studies with us." Her retirement comes the same year as she was honoured with an OBE for services to FE. "It was an absolute privilege to be awarded the OBE. It was also a very big surprise," said Ms Sheils. "I was presented with the award by the Prince of Wales, who warmly congratulated me and was particularly interested in the Prince's Trust scheme at the college. "It was a personal honour but it also reflects so well on the hard work and success of the staff and students at the college.



Brenda Sheils
"Although it was not planned this way, going to Buckingham Palace and collecting the OBE has been wonderfully timed with my departure. I am pleased that I am leaving the college in such a great position. "The college has a very strong reputation."

Her replacement has been announced as current North East Worcestershire College principal of four years John Callaghan (pictured right). He was previously deputy principal at Derby

College for six years having started his career as a software specialist with Birmingham City Council, before working at the Learning and Skills Council (LSC) and for RSM Tenon & KPMG, as well as having senior posts at Tamworth & Lichfield College. Mr Callaghan is expected to stand down in June to take over the reins at Solihull College. "I will miss it, I've put a lot of my heart and soul in here so there's an emotional attachment there as well," he said. "Over the last few years there's been a very significant upturn in our fortunes in terms of finance and quality and it's the staff that have done that not me, they have supported me and allowed me to lead them to create an improved college and I am certain that will continue."





Principal £competitive, London

Since its inception in 2006, the Fashion Retail Academy has established itself as a leading education and training provider for students keen to forge a career in fashion retail. Situated just off Oxford Street and with exceptional facilities, the FRA works closely with major players in the industry providing students with unrivalled access to meaningful industry placements and genuine career opportunities. Our new Principal will be a hugely important figure within the Academy, driving quality improvement, curriculum development and income generation while understanding the motivations and drivers of the fashion retail industry in a genuinely employer led training environment. If you can confidently speak the language of education and business, you could be the perfect fit.

You should present a strong track record as a senior manager within an Education and Skills setting and though the emphasis is on your educational expertise (direct experience of fashion retail isn't a requirement), you will have an affinity and enthusiasm for the industry. Able to identify the opportunities for growth you'll shape a versatile and responsive curriculum that expands and diversifies our offer to students and employers, and nurtures entrepreneurialism and innovation. Recent experience of current inspection frameworks and of successfully leading the quality agenda in a high performing education and training institution is essential. Confident, commercial and engaging, you'll be a strong ambassador for the Academy and quick to establish credibility and trust with some of the biggest names in fashion retail.

Visit www.fraprincipal.co.uk to find out more or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141 / 07765 595758.

Closing date: 9 May.
Initial interviews: 19 – 30 May.
Final interviews: 16th & 17th June.



FE Week

**TO ADVERTISE WITH US CALL
HANNAH SMITH ON
020 81234 778**



MUSIC MEDIA EVENTS



RECRUITING NOW

A RANGE OF OPPORTUNITIES AT A BRAND NEW 16-19 SCHOOL IN EAST LONDON FOR EXCELLENCE IN CREATIVE AND MEDIA COURSES

FASHION DRAMA ARTS



Opening in September 2014 the Dv8 Academy is a brand new 16-19 centre for excellence in the creative industries, where vocational education, wellbeing and enterprise are at the heart of the curriculum. Our mission is to improve the lives of young people through high quality training and creative industry experiences.

WWW.DV8ACADEMY.COM/JOBS

We are now recruiting for managers, teachers and business support staff, with a variety of full and part time positions all listed on our website. If you want to be part of the DV8 Academy and re-imagine education please go to www.dv8academy.com/jobs. The closing date for all application is Friday 16th May.

Join us and make a difference...



We are the largest provider of education and training in Somerset, with some 15,000+ full and part time students. We have been designated an 'Outstanding' College by Ofsted and are a Beacon College.

We are currently recruiting for the following post:

PROGRAMME MANAGER IN MATHS (A LEVELS)

We require an experienced and qualified mathematician to manage, develop and teach Maths on a range of programmes including courses at Levels 2; GCSE Maths, level 3, AS, A2 and IB and level 4 programmes including our Foundation degrees and HNC programmes. As Programme Manager, you will lead the delivery, development and curriculum management of our A Level and IB Maths programmes.

Candidates should have previous teaching experience of A Level maths, a teaching qualification (e.g. PGCE, Cert Ed, DTLLS or equivalent) and programme management experience. The ability to motivate and enthuse students is as important as being able to provide a high quality learning experience using a wide range of teaching and assessment methods.

Closing date: Thursday 1 May. Interview date: Wednesday 14 May.
Visit our FE Jobs Talent Pool on our website to receive alerts for our job vacancies.

For further information and to apply on-line visit: www.bridgwater.ac.uk/jobs or call 01278 441221

Like us on www.facebook.com/bridgwatercollegejobs
Follow us on Twitter [BWC_Jobs](https://twitter.com/BWC_Jobs)



TheOxfordPartnership

Protocol

Excellence in FE



Inspiring young Saudi women to reach their potential...

The Oxford Partnership (TOP) is proud to be associated with the Kingdom of Saudi Arabia (KSA) to support Colleges of Excellence with its ambitious and exciting plans to deliver world class technical and vocational training (TVET) across the Kingdom for many years to come.

TOP brings together three exceptional education and training providers in Activate Learning, Moulton College and GEMS Education Solutions. This powerful partnership has been successful in securing the contract to run three women's colleges in the north of KSA in Al Jouf, Arar and Qurayyat. These new technical colleges will be ready to open in September 2014 and will house around 2,000 learners per college at full capacity.

Working in partnership with Protocol, TOP are seeking to recruit a broad range of talented, inspirational and innovative individuals. These posts represent unique opportunities for those with significant experience of the education sector to transfer and develop their skills and experiences by living and working in a new organisation, culture and country. It should be noted that education in Saudi Arabia is strictly segregated and, for the majority of posts, we are currently looking to recruit female staff only.

We are looking to recruit the following talented and experienced leaders:

Roles are offered a tax free salary and substantial benefits package.

Principal and CEO	Salary: Up to £150k
Principal (x 2 posts)	Salary: In the range of £100-120k
Chief Operating Officer & Deputy CEO	Salary: In the range of £100-120k
Director of Curriculum Innovation & Quality	Salary: In the range of £75-90k
Director of Learner Services	Salary: In the range of £75-90k
Director of Marketing & External Partnerships	Salary: In the range of £75-90k
Director of HR & Professional Development	Salary: In the range of £75-90k
Director of Estates & Facilities Management	Salary: In the range of £75-90k
Director of IT / ILT	Salary: In the range of £75-90k
Director of English Studies	Salary: In the range of £60-75k
Director of Islamic & Cultural Studies	Salary: In the range of £60-75k
Head of Careers and Employability Advice & Guidance	Salary: In the range of £60-75k

If you are interested in finding out more about these exciting opportunities and would like to request an application pack, please contact Protocol's dedicated international senior executive recruitment team at execrecruitment@protocol.co.uk or visit www.protocol.co.uk/ksa for further information.

Closing date for applications: 12noon on Friday 9th May 2014

Interview dates for senior leadership posts: Second and third week in May 2014.

Interview dates for other leadership posts: Between mid-May and mid-June 2014.

www.protocol.co.uk/ksa

FE Week

IN PRINT | ONLINE

FEWEEK.CO.UK/JOBBOARD

WE'VE GOT A NEW LOOK ALL SHINY AND NEW SO WE'VE ENHANCED OUR OFFER FOR YOU

BASIC LISTING

Company logo
Company profile
Attachments
Listed for 30 days

£95_{PCM}

FEATURED LISTING

Company logo
Company profile
Attachments
Listed for 30 days

Tweeted to over 6,800 followers
Emailed to over 10,000 members
Enhanced jobs board positioning

£250_{PCM}

PRINT ADVERT

Full colour advert
No additional charge for
composite adverts
Free creative design

SCC £25
Various sizes available
Featured Listing

FROM
£300

JOB OF THE WEEK

FE Week has quickly become one of the market-leading FE publishers in England and every week provides a large selection of FE jobs in print and online. Now you can truly stand out from the crowd by being the job of the week. Job Of The Week, is an available upgrade for all print adverts.

Top position in jobs email | online banner on feweek.co.uk & feweek.co.uk/jobs

£500_{PW}

CALL HANNAH SMITH ON 020 81234 778 FOR MORE INFORMATION

NEW LOOK | NEW JOB BOARD | NEW CHOICE

Ref: ETF-CORE-011

Programme Manager

London, full time, salary £50,000, permanent

The Education and Training Foundation is looking to recruit three Programme Manager posts – one into each of its policy teams (Professional Standards and Workforce Development; Vocational Education and Training; and Leadership, Management and Governance).

Each post-holder will provide overall programme leadership and management for the relevant priority area including:

- leading and managing the development and delivery of programmes to achieve the Foundation's operational plan;
- managing the implementation of the Foundation's research, quality and evaluation frameworks within the relevant priority area;
- co-ordinating the work of the Foundation's Programme Assessors;
- supporting the Director to manage the work of the relevant Expert Panel and other communications, and develop stakeholder engagement more widely.

Please note that we welcome applications from those interested in being seconded from their organisation.

Please state your preferred choice of policy team in the Supporting Statement section of your application form.

The Education and Training Foundation is committed to making appointments on merit by fair and open processes; taking account of equality and diversity. To apply go to www.et-foundation.co.uk/vacancies/how-to-apply/

Closing date: 08/05/2014

www.et-foundation.co.uk/vacancies

The
Education
& Training
Foundation

The Sixth Form College
Farnborough



An opportunity to
work in one of Britain's
top colleges

Subject Tutor Mathematics

£21,577 – £31,579 per annum • Required September 2014

We seek an enthusiastic and well-qualified graduate able to teach Mathematics in a growing and successful curriculum.

Mathematics is the most popular subject in this College with over 1,600 students taking AS and A2 courses and a further 100 studying GCSE. They are taught by a team of twenty graduate mathematicians in a department identified by Ofsted as Outstanding.

We are looking for a teacher who displays the following characteristics:

- A genuine passion for the subject
- Excellent subject knowledge and a desire to build on this
- Enthusiasm for working with 16 – 18 year old students
- Outstanding communication skills.

You will be expected to teach on courses at all levels and should be capable of delivering the subject to a wide range of student abilities. You should have the flexibility to work as a member of several course teams and be willing to contribute to the development of teaching programmes and resources.

Visit our website www.farnborough.ac.uk/staff and watch the video 'Working at Farnborough' to find out more. Download the information about the role, complete the relevant forms and email to working@farnborough.ac.uk

Closing date: 9 May 2014.

Learn Enjoy Achieve

Prospect Avenue Farnborough Hampshire GU14 8JX
www.farnborough.ac.uk

Successful applicants will need to satisfy an enhanced DBS check and employment references. Committed to diversity and equality of opportunity



"Students make exceptional progress" Ofsted

East Riding College

English Lecturer

Bridlington 37 hpw, £25,878 per annum
Job Ref: 13/14-40

A significant opportunity has arisen for a committed individual to teach a range of English qualifications including GCSE and Functional Skills; to provide appropriate support and take tutorship responsibilities for groups of learners.

Applicants must possess a BA (Hons) in English; a teaching qualification (Cert Ed/PGCE); Level Two Numeracy; hold or be willing to gain Level Five (or equivalent) Literacy/ESOL; and be qualified to national standards for assessors. Applicants will also have recent experience in the teaching and learning of English and Functional Skills qualifications.

Closing date: 16 May 2014 (2pm) Interview date: 6 June 2014

The College is a great place to work and we believe that every employee has an important role in the success of the College. We are firmly committed to training and development, and there is a friendly and supportive culture.

East Riding College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.

East Riding College encourages equality of opportunity for all.

For more information about experience and qualification requirements and application details, visit our website: www.eastridingcollege.ac.uk or telephone: 01482 390900.



Tutor

Functional Skills, Maths, Science and English

Salisbury

QinetiQ is the UK's largest research and technology organisation, developing cutting-edge solutions for customers in defence, aerospace, security and many other markets, on a global scale. We provide the experts, innovations and support to solve some of the most challenging problems of the modern age.

As we invest in the future by expanding the programmes offered via the award-winning QinetiQ Apprentice Training School (QATS) based at Boscombe Down, we're looking for an inspirational tutor to provide Functional Skills, Mathematics and Science education. Training, supporting and developing apprentices within the Advanced Engineering Apprenticeship Framework, it will also be part of your role to provide tutorial and pastoral support across all apprenticeships at QATS.

Identifying learners' needs and using teaching methods accordingly, you will evaluate and assess their performance and progress, maintain appropriate documentation, and take responsibility for performance management for named learners. You'll prepare schemes of work, lesson plans and learning material, and deliver both theoretical and practical lessons in the relevant subject areas. Contributing to course design, review, programming and planning – and to the identification and sharing of continuous improvement and best practice – you will undertake courses to ensure your own continuing competency and development.

With a recognised teaching qualification, you should have at least L3 qualification in Functional Skills, Mathematics and Science plus, ideally, in Engineering. An IFL member with relevant recent knowledge of an educational environment, including Safeguarding practices and Ofsted requirements, you will preferably have had Equal Opportunities and Diversity training.

This is an excellent opportunity for a strong team player who can also take the initiative and work independently. An effective communicator with the ability to influence, engage and motivate, you are committed to results and excellent delivery, excited by change and driven to build good relationships.

To find out more and apply online, please visit: www.QinetiQ.com/careers quoting the job reference 3691.

You must have, or be eligible for, full UK security clearance. We offer an excellent reward and benefits package commensurate with a large company, including flexible benefits, bonus and pension scheme.

Closing date: 16 May 2014.

www.QinetiQ.com/careers

QinetiQ
People Who Know How



FE Week

The only newspaper dedicated to further education and skills

Shiny & new

SUBSCRIBE **£75**

www.feweek.co.uk/subscription

FE Week Sudoku challenge

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

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Solutions:
Next week

Last Week's solutions

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

Difficulty:
EASY

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

Difficulty:
MEDIUM

Spot the difference
to WIN a retro FE Week mug!



Spot five differences. First correct entry wins a retro FE Week mug. Text your name and picture of your completed spot the difference to 07969 166 374.