



## SFA £2.3m website hardly used

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At an average cost of £375 per visitor to the FE Choices website, here's what could have been bought instead

### FE Week Exclusive

Nick Summers

@SummersNicholas

The FE Choices website has been viewed by 6,230 people since it launched in January, figures obtained by *FE Week* reveal.

The response from the Skills Funding Agency (SFA) to a Freedom of Information request shows that the website, which allows the public to compare the performance of providers with one another, has been visited by 1,246 'unique' visitors on average each month.

The request, submitted by *FE Week*, also reveals that the FE Choices website has cost more the taxpayer more than £2.3 million to date.

The website itself cost £630,000 to build, with the remaining £1,704,000 spent on the gathering and production of data.

The value of the website has been questioned by campaign group the Taxpayers' Alliance.

"At £375 per visitor, this website doesn't look like great value for money," Emma Boon, campaign director for the Taxpayers' Alliance said.

"It's important that young people are informed about the choices they have for further education, but creating a website that is hardly being used is pointless. It is incredible that the SFA has spent such a huge sum of taxpayers' money on one website - it doesn't take a web expert to see it could have been done for a lot less."

The FE Choices website holds a summary of the success rates data for each provider, as well two scores based on whether learners found work or progressed onto another course.

It also holds data, based on two surveys, which shows how satisfied learners and employers were with the provider.

A statement issued by the SFA and Department for Business, Innovation and Skills (BIS) said: "FE Choices is a new product...and it is too early to judge its impact."

"Work is still in progress to im-

prove the information, accessibility and reduce the costs.

"We have already linked FE Choices to the Course Directory on the National Careers Service (NCS) website and we are aiming for full integration with NCS by 2013.

"BIS and the Agency will be working together to develop a communication strategy over the summer for implementation from autumn 2012."

The National Union of Students (NUS) said the "shockingly low" number of visitors show that learners prefer face-to-face information, advice and guidance (IAG).

Pete Mercer, vice-president of the NUS said: "Investment in IAG is incredibly important but it needs to be more than just a few statistics in the corner of a government website."

"Those trying to make important choices about further education and their futures deserve better, face-to-face support, and the government should change direction immediately."

The University and College Union (UCU) suggested the low numbers

could be due to a lack of marketing.

"When you consider the number of people involved in further education, and the number of people who potentially could be, it is clear that the number of people visiting the site is incredibly disappointing," Sally Hunt, general secretary of the UCU said.

"It is likely that a failure to publicise the site has contributed to the low numbers, but there's clearly been a lot of money thrown at it."

However, the Association of Employment and Learning Providers (AELP) have supported the website and told *FE Week* they expect the number of visitors to improve.

"AELP believes that FE Choices is a useful aid to the type of transparency needed for the quality agenda, which AELP has always championed," an AELP spokesperson said.

"We would expect the hit rate to pick up once FE Loans start and once a decision has been made on employer contributions when one can expect learners and employers to be searching more for best value."



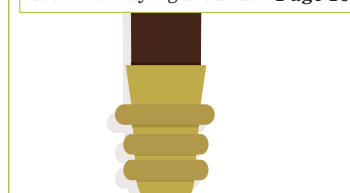
*FE Week* speaks to the chief executive of the AELP **Page 5**



Newham College's beauty of a show and more... **Pages 14 & 15**



Look behind you! Mini-mascot has been monkeying around! **Page 16**



If Bradford College can have a £24,000 mace, why can't we? **see page 2**

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# RTT Group has £3.3m contract terminated

**Nick Summers**  
**@SummersNicholas**

Real-Time Training Ltd, which trades under the name RTT Group, has had its £3.3m contract with the Skills Funding Agency (SFA) terminated.

A spokesperson for the SFA said: "The Agency has taken the decision not to re-contract with RTT for the 2012/13 academic year and has issued notice to terminate the current contract in accordance with our agreed terms and conditions.

"The Agency continues discussions with RTT over the concluding position on its contract including any financial out turn."

The spokesperson added that the Agency is working with the National Apprenticeship Service (NAS) and RTT to protect public funds and ensure "minimal disruption to learners" while they are placed with local providers and employers.

The Agency has not revealed however why the contract with RTT was terminated.

At the time of publication Mike Barton, executive group chairman at RTT Group, told *FE Week* he was "99 per cent" sure the company, based in Leicestershire, would be put into administration later that day.

"Since we opened the learners have been - and will be until we're no longer connected in any way - our main priority," he said.

"That's always been our philosophy, and will continue to be so."

Mr Barton said he had written to all of the

FE colleges which RTT works with to inform them of the situation.

The family company, which includes managing director Emma Barton and director James Barton, is understood to have also worked for the Department for Work and Pensions (DWP).

A spokesman for the DWP said: "We have received a call from RTT to say that the offices have closed temporarily.

"The DWP has not been told anything formally at this stage."

Christian Gibbs was enrolled on a Security Industry Authority (SIA) course with RTT when it closed last week.

"I received a phone call on Friday and was told not to come in on the following Monday as it was a training day, but to attend on Tuesday as sessions would commence as normal," he told *FE Week*.

"I must have waited just over an hour with a group of other students for one of the RTT employees to open the shutters so that we could begin, but that didn't happen.

"None of the students were notified in any way by the RTT Group and had to find out for ourselves what had happened."

A former employee told *FE Week* he was "extremely saddened" to hear that the company might close.

"Most of all I feel sorry for the staff," he said.

"I know many of them have been so loyal to the family, working long hours and giving their all."

## FE Week news in brief

### SFA funding pilot

Six "pathfinder pilots" will be setup by the Skills Funding Agency (SFA) and the Department for Business, Innovation and Skills (BIS) to discuss how providers can be funded based on the "distance travelled" by a learner.

The pilot groups, with the help of the AoC and AELP, will include up to three providers and consider how existing assessment tools can be used to capture the measurement, which was announced in 'New Challenges, New Chances'.

### New provider sought

The Education Funding Agency e-bulletin 5 states that they are seeking a new provider for south Shropshire, 'operating primarily out of Ludlow town'. The article states: "A forthcoming change in the provider base in south Shropshire presents an opportunity for a new provider/s of sustainable high quality learning for 16-18 year olds."

Further information, including a prospectus and booking form for a briefing day, is available from [YPWestern.EFA@education.gsi.gov.uk](mailto:YPWestern.EFA@education.gsi.gov.uk)  
 The closing date for proposals is 13 July 2012.

### Apprenticeship review

Doug Richard, an original Dragon's Den investor and founder of School for Startups, is to lead a review into the future of apprenticeships for the government.

The review will look at how apprenticeships can continue to meet the needs of the ever-changing economy, as well as maximising government investment.

See the AELP Conference special edition on June 20 for an exclusive interview.

# An 'outrageous' mace-use of funds

**Holly Welham**  
**@HollyWelham**

Bradford College has stood by its decision to spend £24,000 on a decorative mace for its graduation ceremonies.

The purchase has been described as a "crass bit of judgement" by the lecturers' union and "offensive" by a member of College staff.

Designed by the upmarket jewellers Fattorini, the mace was approved after the cost was reduced from the initial quotation of £35,000. Minutes from a governing body meeting to discuss whether to buy the medieval club noted concern at the expense, which "would be a sensitive issue in times of budget cuts".

In response to criticism, the College said the mace was financed by corporate sponsor-

ship and would be "symbolic of the achievements, success and aspirations of the College and its higher education students."

Maces play a decorative role in graduation ceremonies, providing a symbolic representation of an institution's authority. There is no legislation stating that they need to be used.

Julie Kelley, regional official for the UCU, which represents 500 lecturers at the College, said: "It's appalling that the College is spending £24,000 of its income on a bit of bling."

At a time when jobs are being axed, staff pay is being driven down and lecturers hit with attacks on their pensions, Sally Hunt, the general secretary of the UCU, said this is "an outrageous misuse of funds".

A lecturer at the College, who would like to remain anonymous, said: "It really is quite an offensive message to send out. When you think that [money] could have been spent

on employing a support worker to assist a student through the year."

The lecturer highlighted that Bradford is one of the poorest cities in the country. "If I was a student coming from one of the inner city wards here, having to scratch around for bus fare, I think I would be quite offended by the College spending money like that.

"We don't have paper to give out to students, we don't have pens to give out to students, there are a whole host of other things that could be paid for."

The lecturer added that there is a "top dressing attitude" at the College, which is focused on making things "look good".

The College holds graduation ceremonies once a year and Ms Kelley pointed out that it could have commissioned students in its welding department to design and make a mace as a project. Wooden maces can also be bought at a much cheaper cost - from a couple of hundred pounds.

Pete Mercer, vice president the National Union of Students, said: "It is ridiculous to spend so much money on such decorations at a time when cuts are hitting students so hard."

The union said the money could have been used to provide full £30 per week EMA payments for at least 18 students a year, buy hundreds of text books, or save a teacher's job.



An example of one of Fattorini's ceremonial maces

Picture credit: [www.fattorini.com](http://www.fattorini.com)



# Subcontractor hits out at “rip off” management fee

Nick Summers

@SummersNicholas

The head of a subcontractor has called the high management fees used by some FE colleges a “rip off”.

“The colleges get away with it because they can,” the source, who wished to remain anonymous told *FE Week*.

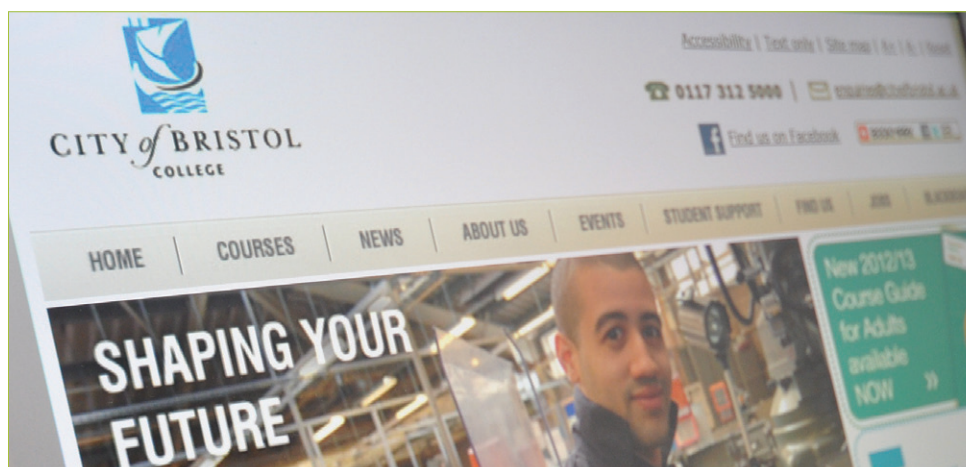
“Subcontractors simply don’t have the clout to turn around to their local college and say up yours, I’m not going to pay that, I’m going to go somewhere else.”

City of Bristol College is charging subcontractors a 30 per cent management fee for the delivery of adult apprenticeships at level two and three.

“I downloaded all the documents and after some digging around (found) the management fee was 30 per cent - then I just put the document away because it’s not worth it,” the source said.

City of Bristol College told *FE Week* the 30 per cent management fee reflected “the high quality support” which they offer to subcontractors.

“City of Bristol College provides a member of the executive team as the key point of contact to all our subcontractors, in addition we provide a specialist support team headed by a senior manager who has day to day responsibility for assisting the subcontractor in all matters that relate to our students,” a spokesperson for



Bristol College defended its 30 per cent management fee

the college said.

“Business services, curriculum development and support is provided by this dedicated partnership team along with quality assurance systems.

“Partners have access to common frameworks for online data tools developed and supported by the college and subcontractors who work with the College have access to our specialist team to maximise joint bidding opportunities.”

However, the subcontractor told *FE Week* that taking on the contract would have affected the quality of the training they delivery.

“Prime contractors want us to deliver a high quality service, which we pride ourselves on do-

ing, but these outfits that take big management fees won’t allow the subcontractors sufficient funding to be able to deliver a quality service.”

The Skills Funding Agency (SFA) told *FE Week* they are working with prime contractors “to understand the reasons” why they take higher management fees.

A spokesperson for the SFA said: “The amount of funding retained by a prime contractor for programmes and provision delivered in whole, or part, by a subcontractor must represent good value for money and reflect the actual costs incurred by each party in the delivery of that provision.

“Where it is identified that the percentage of Agency funds from the lead provider’s alloca-

tion passed to the subcontractors is significantly low, the Agency works with the prime contractor to understand the reasons for this.”

The SFA spokesperson said the amount retained by FE colleges is often “not a management fee at all” and instead used to retain responsibility in areas such as assessor support, collection and procession of data, quality assurance and registration.

“We are working with our External Advisory Group and Stakeholders, including AELP and AoC, to develop criteria around this area so we are confident that the fee charged is representative of the service provided,” the SFA spokesperson told *FE Week*.

However, the subcontractor said the increase in management fees would only cause the SFA to further reduce funding in the sector.

“If they’re aware it’s widespread practice for the prime contractors to ‘top slice’ 30 per cent or more, then all that will happen is they will just reduce the funding that’s available,” the source said.

“If the SFA say ‘look, our guideline is a 15 per cent management charge but there are a lot of primes subcontracting at 30 per cent or higher, maybe we’ve got our sums wrong’.

“They’ll say ‘maybe we don’t need to be giving them so much money to be delivering these qualifications, so actually let’s knock 10 per cent off the top’.

“That’s what will happen, and then everybody will suffer.”



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## FE Week investigates

# Functional Skills funded for 38 per cent less

Providers delivering in the workplace will receive almost 40 per cent less funding when they are forced to switch from Adult Basic Skills (ABS) Certificates to Functional Skills in August.

“NIACE is particularly concerned because of the challenging nature of the assessment of Functional Skills and the increased costs of supporting learners to successful achievement”

The current version of the Learning Aim Reference Application (LARA) shows that while providers receive £505 for each ABS qualification they deliver, under Functional Skills they will receive only £314 (see table).

Trudi Stevens, owner of Green Lantern Training Company said: “Take 20 per cent off for the prime’s cut (and it) leaves me £240 to deliver it.

“Remove £50 for registration and certification, £10 for training materials and 20 per cent for overheads – I’m left (with) £132 to deliver what will be at least 20 hours teaching, which works out at £6.60 an hour.

“I could get more stacking shelves in my local Aldi.”

Further concerns have been voiced on the “Apprenticeships England” LinkedIn group.

Rachel Squires, a work-based learning co-ordinator at Bicton College said: “With the pressures on training providers to complete, achieve and fund I can unfortunately see the focus being removed from the young person and their career opportunities.

“Functional Skills is becoming the final barrier that is proving just too much for many to get over. So many work-based learners who have a real and positive role to play in the workplace, have drive, enthusiasm and practical skills, yet can’t get through level

1 Functional Skills will be dropped as the resources are not there to get them through.”

The National Institute of Adult Continuing Education (NIACE) say they are also worried about the decision.

Carol Taylor, director of development and research at NIACE said: “If, according to these figures that the funding available for the delivery of functional skills in the workplace (especially for level 1 and 2) is no greater than that which is currently available for literacy and numeracy that would be a cause for concern. NIACE is particularly concerned because of the challenging nature of the assessment of Functional Skills and the increased costs of supporting learners to successful achievement.”

A spokesman for the Association of Employment and Learning Providers (AELP) said: “We are heavily engaged in discussions about trying to ensure that Functional Skills

funding more properly reflects costs of delivery.”

The funding rate for functional skills was added to the LARA on March 24 as part of the Employer Responsive (ER) Other provision.

“The funding rate for Functional Skills has been set at 0.12 Standard SLNs,” the SFA website reads.

“The funding value has been set based on the recommendation of the Funding

External Technical Advisory Group that advises the Agency on funding rates and is based on the average time taken to deliver Functional Skills in ALR.”

ABS qualifications in numeracy and literacy at level 1 and 2 will cease to be funded by the Department for Business, Innovation and Skills (BIS) from August.

However, it is understood that entry level ABS Certificates will continue to be funded into 2013.

Maths or English Qualification	Standard Learner Number	National Funding Rate	Funding	Reduction
ABS Certificate	0.193	£2,615	£505	<b>-38%</b>
Functional Skills	0.12	£2,615	£314	

## FE Week Expert

# It’s a disaster for workplace learning

I am a huge advocate of Functional Skills. I believe it represents our best chance in a decade to address the skills crisis in the UK, highlighted only a couple of days ago by the latest CBI/Pearson survey which showed that four out of ten companies are now carrying out remedial training in maths and English for school and college leavers who join them.

It has therefore come as a very unpleasant shock to providers operating in this field to learn that the Skills Funding Agency (SFA) intends to reduce the level of funding for Functional Skills. Organisations delivering the standalone qualification in the workplace will receive 40 per cent less compared with the existing Adult Basic Skills qualifications. This move seems to lack any sense of logic.

Everyone accepts that Functional Skills will take longer to deliver than Skills for Life. Since it will almost certainly require more contact time between learner and tutor, it would seem only fair that the funding for the new qualification is at the very least on par with that offered for Skills for Life.

The implications of this news are potentially disastrous. We now know from the government’s own figures that over 5.1 million adults are functionally illiterate and that a

staggering 16.1 m adults (nearly half the adult working population) lack functional numeracy skills. So, the government introduces a fantastic new set of qualifications to address this issue and then immediately shoots itself in the foot by cutting the funding rate by 40% for adults who seek these qualifications through the workplace as opposed to college training?

For many providers in this field, most of whom rely on this funding as their main source of income, the cut means that delivering Functional Skills will become impossible. We all have to tighten our belts in these difficult economic times, but no organisation can sustain a drop of 40 per cent in revenue and remain economically viable without a huge reduction in their level of service. As a consequence, it seems almost certain that many highly successful and reputable training providers will move out of an area which is absolutely vital to the future success of the UK economy.

I don’t believe that someone from the SFA has simply woken up one morning and said “Let’s cut Basic Skills funding in the workplace by 40 per cent”. More likely, the SFA simply haven’t thought through the implications of their actions. In attempting to set a uniform

rate across the whole FE landscape, they have ignored the huge differences between workplace training (with intensive one-to-one support for individual learners) and the classroom scenario where larger numbers of learners can be taught within a single group.

That’s my theory. We can speculate on the reasons why, but what is clearly not in dispute is the devastating impact of these new funding guidelines on organisations who specialise in Basic Skills training in the workplace.

Of course, the use of technology can provide savings and efficiencies. At MindLeaders we have developed a full distance-learning solution for Functional Skills which we are delivering successfully to many organisations across the UK.

But I don’t believe that government funding strategy should be set on the basis that the only way to deliver Functional Skills cost-effectively is to fully utilise technology. I would therefore urge the SFA to review this decision. There are still a couple of months remaining before the introduction of Functional Skills and this is a U-turn which I believe is essential if we are going to tackle the skills crisis in the UK.

Roger Francis,  
Services and HR Director, Mindleaders



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## FE Week profile

## Graham Hoyle ~ his story

Janet Murray

@jan\_murray

The chief executive of the Association of Employment and Learning Providers talks to *FE Week*

“My father gave me two pieces of advice: ‘don’t do shift work’ and ‘join the civil service,’ says Graham Hoyle, of his early careers education. Growing up in Barton Hill, a “tough, inner-city” area of Bristol, he wanted to join the police force, but years of watching his father work long, unsociable hours at the local chocolate factory put him off the idea. He dropped out of grammar school at 17 to join the civil service.

Hoyle, now chief executive of the Association of Employment and Learning Providers (AELP), spent the next 20 years in the employment service, starting as a trainee on a scheme that was “in every shape or form an apprenticeship.” And despite being fresh out of school, he was placed straight on the front line. “As a 17-year-old, I was sat giving unemployed people advice on their next job,” he recalls. “One has to smile slightly at that.”

The experience made him grow up quick, opening his eyes up to a different side of life, he says. He experienced verbal abuse, had knives drawn on him – and in one unforgettable incident – was threatened by a man who had just been released from prison for manslaughter.

As a 17 year-old in 1964 - a time of “almost full employment” - he was surprised to come across people who didn’t actually want a job. “I quickly realised that many clients were unemployed at a time – and I’m generalising now – when there was no reason to be unemployed, so it opened my eyes to what you would almost call an underclass.”

But there were valuable lessons to be learnt, he says, the most important being that there is no silver bullet for unemployment. “You learn that lesson in a dramatic and extreme way but you learn it quickly; there are things that have to be sorted out before you can get to the real agenda...until you have somewhere to live, income, support for your family, the basic requirements that people like you and I take for granted...you can’t even begin to tackle the issues of finding a job.”

When Hoyle was embarking on his career, in the early 1960s, he had little doubt that “many of those avoiding paid employment were doing so because they were already in unofficial paid work.” The recession that followed in the 1970s changed everything.

And while he is keen to point out that many politicians do have genuine determination and integrity, having spent almost 50 years in the sector, Hoyle believes the government’s enthusiasm to tackle the issue is largely driven

by economic forces. “When unemployment goes up, the proportion of the unemployed who don’t actually want to work drops dramatically, yet there is suddenly more talk of the ‘workshy.’ It’s not party political...but it is a truism that the government of the day only starts taking a real interest in the cost of unemployment and the need to tackle it during a recession. The government brings in harsher rules for the unemployed jobseeker at a time when there are no jobs...and as there are more jobs, the pressure comes off. It is totally explainable, but it is slightly worrying because it does tell you that that is driven by government expenditure, far more so than the sort of rather more high-minded aspirations.”

A “proud Bristolian,” Hoyle “resisted, one might even say refused, the career-enhancing move to London” and, after more than 20 years in the employment service, transferred to the training agency, where he ran youth training and other employment schemes in both Plymouth and Gloucestershire.

Hoyle is defensive about YTS, widely criticised at the time for allowing businesses to benefit from cheap labour for unskilled jobs, saying: “YTS was a product of unemployment and the economic cycle. It was an unemployment relief programme... and one thing that has frustrated, and occasionally annoyed me is that there are too many people who now retrospectively rubbish the weaknesses of the predecessor; when in actual fact they were often effective and the best offer available at the time, and invariably were developed and improved.

“It is a truism that the government of the day only starts taking a real interest in the cost of unemployment and the need to tackle it during a recession”

“The whole of the environment, the employer... business was contracting, manufacturing was being closed down, and no one had identified that the service sector and apprenticeships were in any way shape or form on the same agenda. The whole environment meant that you had to come up with short-term job replacement schemes, YTS, community programmes...so I do get upset when people retrospectively rubbish programmes of 15, 10, 5 years ago. I prefer to say that it was the best we could come up with under the circumstances.”

After being made redundant in 2000,



Picture by Nick Linford

Hoyle spent two years working as a freelance consultant before joining AELP in 2002. And as he reflects on his time working in the sector (Hoyle is due to retire next year), he says he is most proud of his work on apprenticeships - not least authoring the first proposal paper for the introduction of modern apprenticeships, introduced under a Labour government in 1994.

His initial proposal called for the introduction of a range of apprenticeships from pre-entry to Level 5 – ideas dismissed by the government of the time and the shadow cabinet - now in government - which later began to embrace the idea. So does he feel like thumbing his nose and saying ‘I told you so?’ “Not at all,” he says, mildly “I’m just pleased those ideas are now accepted.”

After almost 50 years in the sector, Hoyle is still passionate about work-based learning. The speech he will deliver at next week’s AELP conference will centre on the need to value vocational skills and give all young people access to independent careers advice and guidance. “Most of us will learn more in the workplace about our jobs than we will ever learn anywhere else, but the reality is that today’s school children are not being prepared properly for their entry to the world of work.”

Ensuring all children have access to independent careers advice and guidance means changing the perceptions of teachers – the vast majority of which are university educated – about all the opportunities available to young people, including work-based and vocational learning.

“Today’s school children are not being prepared properly for their entry to the world of work”

Hoyle says: “It’s important to say that many schools do a good job, but too many are still not giving pupils the information they need to make informed decisions. It’s only when we start changing mindsets that we can really begin to make progress.”



## FE Week Experts

## A diverse HE landscape



We have already made important changes to the way we operate, targeting our funding to secure the greatest public benefit. For example, those FE colleges awarded places through the core and margin exercise will receive HEFCE funding to support their widening participation and retention activity in 2012-13. Our recent consultation on teaching funding sought views on how to support students with Level 5 qualifications (often gained in FE colleges) to progress to honours degrees.

We understand that for many FE colleges, higher education provision is an important, but small, part of the overall mix of their activities. We are keen to work with colleges delivering higher education to share experience and also, potentially, to seek collective solutions to the particular challenges of providing higher education in colleges.

The more diverse provider base imagined in the White Paper is not easily segmented, and may become increasingly varied as providers respond to the reform of the higher education system. This diversity is, and will remain, a key strength, but whatever business models are developed, the quality of the student experience must remain the priority.

HEFCE is aware that a number of universities and colleges are developing innovative new partnership models, but that in some places, the rhetoric of competition has led to tensions. This is perhaps to be expected, and the most effective universities and colleges will undoubtedly adapt to the challenges posed by these competitive forces.

The government has asked us to report in December on the impact of the reforms on students and the sector, and this will include a preliminary assessment of the impact of core and margin on HE-FE partnership arrangements. We want to retain the benefits of strong partnerships at the same time as delivering reforms to provide greater flexibility. Our emergent proposals for core and margin in 2013-14 take account of this. We will also be looking closely at how the redistributed places are filled – it is not in the student interest to have under-recruitment when there are limits on the number of places available.

The government has this week published its response to the White Paper consultation and the technical consultation on a new regulatory framework for higher education. In considering how we can best implement the next steps in the government's reform programme, HEFCE's efforts will be concentrated on working in partnership with students, universities and colleges, and other national agencies to ensure the effective stewardship of public funds, to reduce administrative burden wherever possible, and to maximise the potential of an increasingly diverse sector to provide opportunity, choice and excellence for all those who wish to participate in higher education.

Ed Hughes, Regional Consultant  
Higher Education Funding Council for England

The government's white paper *Students at the heart of the system* envisages a broader, more responsive higher education landscape in which further education colleges play a full part, alongside higher education institutions and alternative providers, in meeting the needs of an increasingly diverse body of students. The White Paper notes the distinctive contribution of college-based higher education: "colleges have displayed particular strengths in reaching out to non-traditional higher education learners, including mature and part-time students".

The government has asked the Higher Education Funding Council for England (HEFCE) to implement reforms to diversify the higher education system, among them the redistribution of student places through the core and margin policy. The aim is to increase student choice and ensure access to higher education providers offering a high-quality education and value for money. For 2012-13, just over half of the 20,000 'margin' places have been awarded to 155 further education colleges, of which 65 are not currently directly funded by HEFCE.

HEFCE has been working closely with these colleges, and with the Association of Colleges and other stakeholder groups, to ensure that they are properly supported in the coming academic year. We welcome the opportunities that this brings, for students and for the sector. We also recognise that these changes are not without their challenges, for us and for those working to provide excellent higher education.

The core and margin process is not simply about redistributing a number of full-time higher education places. We need also to think about how we engage effectively with both a larger number and broader range of providers, and to reflect on what we need to do to maintain appropriate levels of assurance in the use of public funds, while keeping the regulatory burden on institutions to a minimum.

Previously, it was perhaps too easy for us to compartmentalise 'HE in FE'. We are working to ensure that our thinking about college-based higher education is an integral part of our policy development and implementation. This includes, for example, the evolution of the quality assurance system and the provision of information for prospective students.

## Success rate data credibility – nothing new?

So, 90% of respondents to the latest FE Week survey on Success Rate data reckon there is a problem with data manipulation. We have had these debates over the years. It goes like this: college gets upset because it perceives that other colleges are playing dirty tricks.

The aggrieved college cries, "foul". The funding agency or inspectorate of the time says they have confidence in "the system". A few more colleges cry, "foul". Eventually there is an investigation. The rules are changed / tightened up / clarified (insert your own verb according to the mood of the times.)

The writer of the Book of Ecclesiastes in the Bible may have worked in FE. Famously he said, "There is nothing new under the sun. Is there a thing of which it is said, 'see this is new?'"

In other words, "we've seen it all before, and we'll see it all again".

The problem stems from twisted expectations and our desire, as a sector, to please. For years our principal performance indicator has not been the creativity and inspiration of our teaching, or how many of our students who failed at school go on to be wealth generators or public servants, or how many of our students with learning difficulties leave us to live happy, independent lives full of joy and purpose. Our principal measure of performance has been success rates.

**"The truth can become a secondary consideration. It can have a nasty habit of getting in the way"**

Where a college feels that it is judged solely, or primarily, on one crude indicator, then that college may feel the need to go to extraordinary lengths to get that indicator to register as high as can be attained.

If the rules behind the indicators are opaque then data manipulation sets in, as clever people find new and creative ways to get their indicator registering as high as possible. The truth can become a secondary consideration. It can have a nasty habit of getting in the way.

In 2009, our college was one of that handful of colleges which was selected to be audited in the LSC and Ofsted ILR Fact Finding Review of 2009, which prompted the famous "Geoff Russell letter" to all colleges clarifying the rules on data management. (I write this with a detachment bordering on smugness, as I wasn't here then).

In the light of the new guidance, the college



changed its practices and success rates began to fall. In fact, we had a two year declining trend. When Ofsted inspected us in 2010 (I was here for that) they commented that "managers recognise that success rate data for the years 2006/7 and 2007/8 are unreliable." Pleasingly, they also recognised that the college had "taken steps to improve the integrity of data for 2008-9" and stamped, "good with outstanding features" on our inspection report.

I am satisfied that our data for 2011-12 is fully compliant with both the letter and the spirit of the rules. Any historical anomalies have gone. Our In Year Retention stands, today, at 92% overall with 90% for long courses. I expect a Headline Success Rate of 88% with 86% for long courses. It might well turn out slightly better than that. In the context of the community which we serve, to get this level of attainment within the framework of the rules is remarkable.

Crucially though, these figures will be the same as, or very close to, the success rates at the time when we and Ofsted agreed that our data was not reliable. This is a very important point. As a college you have to decide who you are serving. Given that I started on a biblical theme, I will continue on it: "no man can serve two masters for he will hate the one and love the other" (although that was not Ecclesiastes, but Jesus).

This College chose its master and changed its focus and its beliefs. We started to focus on meeting our students' needs better, rather than making Pavlovian responses to external expectations. We came to understand that by getting our product right, and getting our delivery right, in line with the communities we had identified as ours to serve, then performance had a tendency to follow.

Ecclesiastes also said, "what is crooked cannot be made straight, and what is lacking cannot be counted." He may not have tried hard enough.

Paul Stopford, Vice Principal,  
Telford College of Arts and Technology



## FE Week Agitator

# College's shameful disregard for the rules



transfer codes to remove students from specific lines of data are not 'mistakes'. They're a blatant disregard for the rules.

In all of this Tenon Education Training and Skills Limited has been awfully quiet. The report has a lot to say, and yet the organisation has refused to comment on it publicly.

Similarly the report, described as being "strictly confidential", is yet to be published or made available on the internet. It all feels rather hush-hush.

So why are Tenon not willing to back the report? Do they know their evidence is insufficient? Or is it because they don't want to cause too much of a furore, thereby jeopardising their relationship with potential clients? We may never know.

The Tenon Education Training and Skills College Forum is a peculiar beast as well. The report suggests the group, designed to give "a voice" to member colleges in response to government announcements, was created directly from the issues concerning success rates.

"Many college Principals feel cheated on

how a number of other colleges had achieved their continuous improvement in success rates and the results published by the LSC and Ofsted confirmed what many had suspected for a long time, that there were others within the Sector who did not honestly represent success rates," the report reads.

Shrouded in mystery, the purpose of the forum seems to sit somewhere between the Freemasons and an outspoken think tank.

This is exemplified by the 'entry criteria' needed to register. What on earth are they judging these colleges on? Is there some kind of initiation process for each principal? It's like something out of a Dan Brown novel.

What's more frightening is how blase the government appears to be about the issue. Presumably because it deals with data, they're assured parents and the wider public won't find out or care about it. Or, which would be far worse, the Skills Funding Agency (SFA) are just blissfully unaware that it's even happening.

"The Skills Funding Agency is assured that data manipulation is not widespread in the sector," an SFA spokesperson said.

"Since 2009 we have only uncovered one case of data manipulation. This was uncovered through audit and appropriate steps were taken."

The survey by Lsect seems to corroborate the findings in the Tenon report. Whatever your thoughts are on how 'widespread' data manipulation is, multiple sources have confirmed that it's happening. That's significant, and it's about time the FE sector did something about it.

Auditors need to up their game. If colleges are found to bending the rules, they should be named and shamed. No exceptions. If needs be, data returns should be published online with all known tricks highlighted and condemned. Over the top? Perhaps.

But if it makes senior management and MIS teams embarrassed enough to change their ways, it'll be worth it.

For those who are playing by the rules, my thanks. FE Week Agitator is pleased to hear that some colleges are prepared to be credible and face the consequences of changing success rates - both good and bad. It's the only way we'll start reversing this shameful trend.

The findings in the Tenon report feel a little unsubstantiated in places. However, what the FE sector should be worried about is the underlying message and detailed data manipulation methods.

Changing the ends dates of courses retrospectively, removing overseas or work-based learners from their ILR return and using

## Consider not having a website. Unthinkable?



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Helen Mathieson, Principal at Marine, Academy Plymouth

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# FE Week gets technical

In addition to chairing a Westminster Briefing event (see pages 12 and 14) Nick Linford also delivered a presentation, posing the question as to whether FE colleges are in inspection crisis. The slides are published here in full.

1

## Are FE colleges in an Ofsted inspection crisis?

FE & Skills Inspections: Providing Outstanding Education & Training  
Westminster Briefing Event – 14 June 2012

Nick Linford  
Managing Director of Lsect  
Managing Editor of FE Week



Lsect  
Learning & skills ~ events,  
consultancy and training

2

Ofsted publish reports with grades

Ofsted publish quarterly statistics

Ofsted does not publish analysis  
comparing grade increases or decreases

But FE Week does....

Is the FE Week analysis starting to  
tell a story of colleges in crisis?

3

## GFE College Inspections this year

College	Current grade	Inspection date	Previous grade	Inspection date	Total increase or decrease
Tower Hamlets College	3	30-Apr-12	3	09-Mar-09	0
Barnfield College	3	23-Apr-12	1	04-Jun-12	-2
Stafford College	4	16-Apr-12	2	09-Nov-09	2
Yeovil College	2	16-Apr-12	3	03-Nov-08	1
Derby College	3	30-Mar-12	2	16-Nov-07	-1
Petroc	2	19-Mar-12	1	09-Oct-07	-1
Derwenside College	2	19-Mar-12	2	22-Sep-08	0
Great Yarmouth College	3	16-Mar-12	4	12-Nov-10	1
North Warwickshire & Hinckley College	2	16-Mar-12	1	29-Oct-07	-1
Kensington & Chelsea College	3	09-Mar-12	2	26-Feb-07	-1
Stratford-upon-Avon College	3	02-Mar-12	2	05-Mar-07	-1
Lewisham College	3	02-Mar-12	1	24-Apr-06	-2
City of Wolverhampton College	4	20-Feb-12	2	10-Dec-07	-2
Lambeth College	4	20-Feb-12	2	25-Feb-08	-2
Macclesfield College	4	20-Feb-12	1	25-Sep-06	-3
Knowsley Community College	4	06-Feb-12	2	25-Feb-08	-2
Brooklands College	3	06-Feb-12	3	05-Oct-09	0
Canterbury College	3	30-Jan-12	3	01-Oct-07	0
South Essex College of Further and Higher Education	3	30-Jan-12	2	12-May-08	-1
Wiltshire College	3	16-Jan-12	3	08-Oct-07	0

4

## GFE College Inspections this year

	Grade 1	Grade 2	Grade 3	Grade 4
Current	0	4	11	5
Previous	5	9	5	1

	GFE Colleges	
Increased 1 grade	2	10%
No change	5	25%
Decreased 1 grade	6	30%
Decreased 2 grades	6	30%
Decreased 3 grades	1	5%

5

## Independent learning provider inspections this year

Independent Learning Provider	Current grade	Inspection date	Previous grade	Inspection date	Total increase or decrease
Resources (N E) Limited	3	23-Apr-12	-	-	-
Oakmere Community College	2	27-Mar-12	2	08-Jun-06	0
Chiltern Training Ltd	2	26-Mar-12	2	14-Dec-06	0
Michael John Academy	2	26-Mar-12	2	05-Jun-07	0
EXG Ltd (trading as Exchange Group)	2	20-Mar-12	2	08-Dec-08	0
Construction Learning World	3	19-Mar-12	2	10-Feb-06	-1
t2 business solutions	1	19-Mar-12	-	-	-
Mercia Partnership (UK) Ltd	3	19-Mar-12	3	15-Jan-08	0
Barford Education and Training (North East) Ltd	4	12-Mar-12	2	17-Feb-06	-2
Acorn Training Services Ltd	3	05-Mar-12	3	21-Jul-09	0
CSM Consulting Limited	3	05-Mar-12	2	31-Mar-06	-1
Prostart	2	05-Mar-12	2	01-Apr-08	0
Igen Limited	3	05-Mar-12	2	25-Mar-08	-1
Sutton and District Training Limited	3	28-Feb-12	2	27-Mar-08	-1
Care Training East Midlands Limited	3	21-Feb-12	3	11-Nov-08	0
Icon Vocational Training Limited	1	20-Feb-12	-	-	-
UK eLearning Limited	3	13-Feb-12	-	-	-
R W Rechere & Associates Ltd	4	07-Feb-12	3	05-Feb-12	-1
Kingshurst Training	3	07-Feb-12	4	01-May-07	1
BL Training Limited	2	06-Feb-12	2	09-Jul-07	0
Reflections Training Academy	1	30-Jan-12	2	27-Jul-06	1
Smart Training and Recruitment Limited	4	30-Jan-12	2	02-Oct-07	-2
Access Training Limited	2	30-Jan-12	2	17-Jul-07	0
Scientiam Ltd	3	23-Jan-12	2	29-Jun-06	-1
Springfields Fuels Limited	2	10-Jan-12	2	20-Jan-06	0
Yorkshire College of Beauty Limited	2	10-Jan-12	2	29-Sep-06	0
STAR (Training and Consultancy) Ltd	2	10-Jan-12	2	10-Feb-06	0
Institute of Swimming Limited	2	09-Jan-12	3	11-Mar-08	1
Maritime + Engineering College North West	2	09-Jan-12	2	23-Oct-07	0
HIT Training Ltd	2	09-Jan-12	2	08-Dec-08	0

6

## Independent learning provider inspections this year

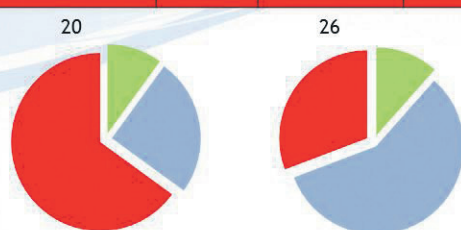
	Grade 1	Grade 2	Grade 3	Grade 4
Current	3	13	11	3
Previous	0	20	5	1

	Independent learning providers	
Increased 1 grade	3	12%
No change	15	58%
Decreased 1 grade	6	23%
Decreased 2 grades	2	8%
Decreased 3 grades	0	0%



## Inspections this year

	Colleges		Training providers	
Increased 1 grade	2	10%	3	12%
No change	5	25%	15	58%
Decreased 1 grade	6	30%	6	23%
Decreased 2 grades	6	30%	2	8%
Decreased 3 grades	1	5%	0	0%



Is something particular to colleges?

## Are London colleges particularly in crisis?

All London GFE inspections since 2011

College	Current grade	Inspection date	Previous grade	Inspection date	Total increase or decrease
Tower Hamlets College	3	30-Apr-12	3	09-Mar-09	0
Kensington & Chelsea College	3	09-Mar-12	2	26-Feb-07	-1
Lewisham College	3	02-Mar-12	1	24-Apr-06	-2
Lambeth College	4	20-Feb-12	2	25-Feb-08	-2
Southwark College	4	05-Dec-11	3	15-Mar-10	-1
West Thames College	3	22-Nov-11	2	14-May-07	-1
Westminster Kingsway College	2	28-Mar-11	2	28-Jan-08	0
The College of North West London	3	28-Mar-11	2	29-Jan-07	-1
The College of Haringey, Enfield and North East London	3	17-Jan-11	2	12-May-08	-1
Ealing, Hammersmith & West London College	3	10-Jan-11	2	13-Nov-06	-1

	Grade 1	Grade 2	Grade 3	Grade 4
Current	0	1	7	2
Previous	1	7	2	0

## Ofsted tells *FE Week*

"In 2009/10 around a quarter of providers were selected for inspection based on our published risk assessment process.

This increased to around half of providers in 2010/11 but excluded outstanding providers.

This year we have maintained the selection ratio although outstanding providers have also been assessed, and indeed some have been selected for inspection.

The consequence of this proportionate approach to inspection must not be underestimated. Selected analysis over a short timeframe will not give a fair representation of the state of the nation.

However, this should not detract from the key messages coming out of inspections at the moment. Teaching and learning continues to be a key issue as does the rigor of self-assessment"

*Matthew Coffey, National Director at Ofsted*

## Ofsted figures supplied exclusively to *FE Week*<sup>10</sup>

Selection Reason 2011/12	Total	Per cent
Other (e.g. compliant received by Ofsted)	3	6%
Compulsory (providers that have received a good judgement up to six years)	13	28%
Random Selection	5	11%
Risk Assessment indicated performance had dropped	22	47%
Full re-inspection	2	4%
Pilot inspection	2	4%
<b>Grand Total</b>	<b>47</b>	<b>100%</b>

For colleges inspected between 1 September 2011 and 31 March 2012, where the inspection report was published at 30 April 2012

## But are colleges rebelling?

Stafford College claim "crucial factual errors" and say they are appealing

Franklin College say they are considering an appeal

Rumour is that others are appealing....

All eyes are on Newcastle College and West Notts, due to be published in four weeks

What do you think is happening?

## And what of impact of success rate 'fiddling'?<sup>12</sup>

"There are many ways in which we could have reported entirely different levels of student success. We decided to be entirely rigorous and transparent in our data collection, adhering to national guidelines. Colleges are under enormous pressure to find creative ways to measure their success rates and we knew that our own approach could lead to us falling below the national average. Once that happened, a poor inspection outcome was inevitable."

*Steve Willis, Principal of Stafford College (gone from grade 2 to 4)*



# FE Weekend: Where Next for Apprenticeships?

Friday 13th July **AT** Morley College, London

**&** Saturday 14th July **FREE ONLINE**

**With the latest news on apprenticeship quality & policy this is *A MUST ATTEND***

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## **Friday Speakers:**

Karl Bentley - Lead Funding Auditor, RSM Tenon

Matthew Coffey - National Director of Learning and Skills,

David Hughes - Chief Executive, NIACE

Nick Linford - Author of *The hands-on guide to post-16 fun*

Victoria Taylor - Education Solicitor, Eversheds

Karen Woodward - Divisional Director of Apprenticeships,

## **Saturday Speakers (live internet broadcast):**

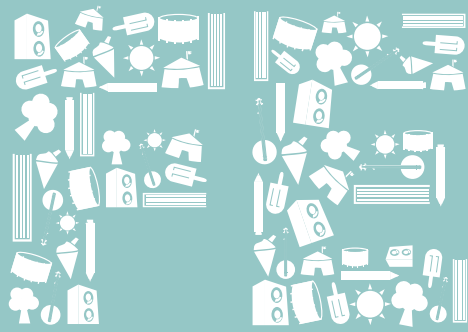
Adrian Bailey MP - Chair of BIS Select Committee

Barry Brooks - Group Strategy Director, Tribal

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*FE Week event...*

# Ofsted risk-assessment under spotlight

**Holly Welham**

**@HollyWelham**

Declining Ofsted grades were at the forefront of the 'FE & Skills Inspections' Westminster Briefing conference, with recent statistics showing a drop of one or more grades at 65 per cent of colleges since January this year.

Matthew Coffey, the director of development, learning and skills at Ofsted, said the fall in grades is because of a more risk-based approach to selecting colleges for inspection, due to limited resources.

The director strongly emphasised that the downfall is not reflective of "the state of the nation".

**"All we ask for is fairness, openness and transparency,"**

"If we're targeting our inspectors at those providers that we've got the most concern about, we're going to see a picture like this," he said.

"But the state of the nation is that around 70 per cent of providers are 'good' or 'outstanding'."

He added that it is "unfortunate" that this point has been "lost" in the dialogue about grades. "Without the bigger picture [people are seeing] a declining sector. And I really want to reinforce that it's not the state of the nation you're seeing at the moment."

Mr Coffey believes that the landscape will begin to "balance a little". He said that resources mean Ofsted will do "a little bit less" of the risk based approach and "much more" work looking at providers that 'require

improvement'. He hopes this will mean there will be an "upward trajectory" and a "much more pleasant picture in the shift of the graph".

The event was chaired by Nick Linford, the managing editor of *FE Week*. He led audience voting on a number of issues, from the grades slump to success rates. Despite reassurances from Mr Coffey, when asked why they thought there had been a decline in grades 42 per cent of the audience cited 'Ofsted have moved the benchmarks' as the reason. (You can find further details about what the audience thought on the graphs to the right.)

The new Common Inspection Framework (CIS) was also discussed by Mr Coffey. Ofsted had said it was due to be published by last Friday, but the director announced that it is now likely to be released this Tuesday. "It's important it's published at the same time as the schools framework," he said.

The framework will give details of three headline grades – outcomes for learners, quality for teaching, learning and assessment, and the effectiveness of leadership and management – which will lead to an overall effectiveness grade.

The 'satisfactory' grade will be replaced by 'requires improvement'. "I accept [that this is] an uncomfortable use of terminology", Mr Coffey said, "but I think that Sir Michael is very clear that satisfactory just isn't satisfactory anymore."

He said that it will be made clear in inspection reports that colleges are on a trajectory and that Ofsted will "invest in coming back even sooner so that [they] can celebrate that [colleges have] become good".

The importance of self-assessment reports (SAR) were highlighted by the director, who said they are partly needed to assess risk, which can not only be determined using data. He explained that they "help to mitigate the story that might be invisible on raw data". The director also asserted the significance of inspection nominees, which have an



The event was held at One Drummond Gate in central London

*Pictures by Holly Welham*

"even more important role" to play with the introduction of two day notice inspections.

During the conference Mr Coffey made it clear to the audience that Ofsted has a complaints process and that people "must complain" if they think there is a problem with how their inspection was handled.

Tim Eyton-Jones, the principal of John Ruskin College, said that it took "confidence" to have this robust conversation, particularly when newly appointed to a role. Mr Coffey agreed, stating that the confidence of newly appointed principals and senior leadership teams is "a really important issue".

Mr Jones also said that he has "serious concerns" with the current inspection framework and is "yet to be convinced" that these worries will be addressed in the new framework.

The principal, who has been working in the sector for 25 years, was particularly critical of the disparity he sees in how Ofsted treat different education providers.

He spoke about how John Ruskin College

was once given 'good' in a number of areas by Ofsted, but was awarded an overall 'satisfactory' grade, because there was only evidence of improvement in the last year. Later on he saw that an academy had been awarded 'outstanding' when it had been open less than a year.

"All we ask for is fairness, openness and transparency," Mr Eyton-Jones said. "We can't have an inspectorate regime where it's one rule for one sector and one rule for another. Let's be honest, the external environment that we're operating in at the moment is incredible complex, it's incredibly competitive and there's every indication that it's going to get harder in the future."

"That's not an excuse, but it's got to be acknowledged."

The principal added: "If we're going to take a risk based approach to inspection, let's have a true clear set of criteria, so that we as a sector know if we're dipping down... because if we all know, then we might be able to change our approach."



Nick Linford, managing editor of *FE Week*



Matthew Coffey, national director at Ofsted



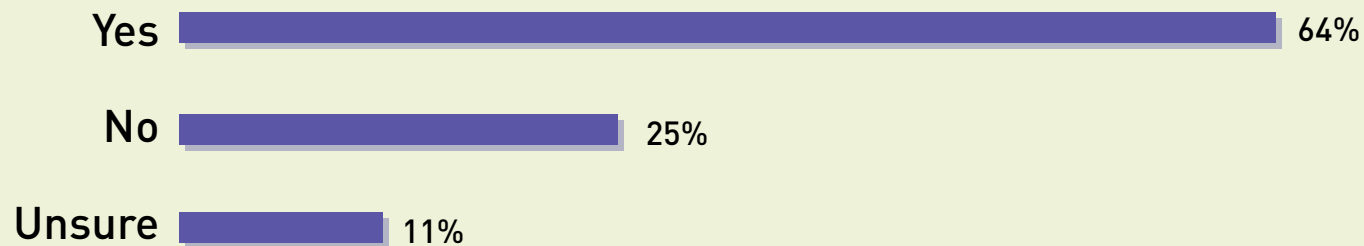
Tim Eyton-Jones, principal of John Ruskin College



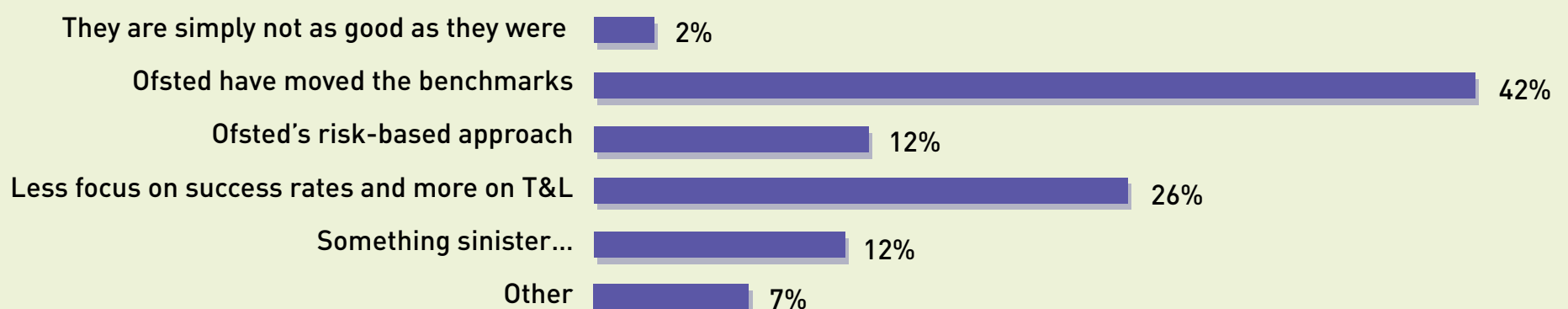
# Delegate voting participation



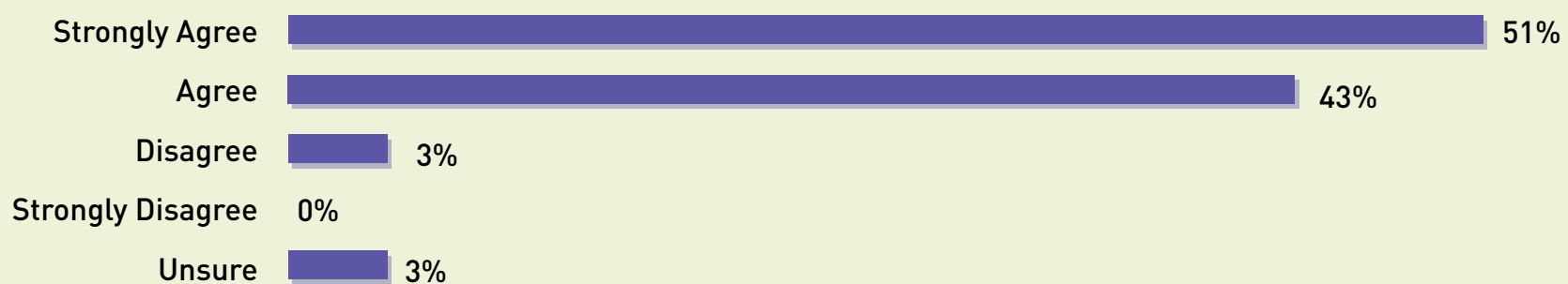
Do you think there is a problem with success rate credibility?



Why do you think so many colleges are experiencing Ofsted grade deflation?



Do you agree that Ofsted should gather the views of learners, parents, carers and employers in advance of and during inspections?



What impact do you think the revised CIF will have on colleges?





# FE Week campus round-up

## Raising awareness at City College Plymouth



Students at City College Plymouth participated in an afternoon of fun to raise awareness of Paralympic sports.

College students and the local community came together to compete in mixed ability teams for sports such as basketball, tennis, and badminton. Sport and media students were also on-hand to film the event.

Special guests included Sarah Piercy, a long distance wheelchair racing star and winner of the 2000 London marathon women's wheelchair competition, and Josh Steels, a junior

wheelchair tennis star.

The College was also delighted to welcome Mark Blackler, who launched 'Sonic Tennis' for the visually impaired in March 2009. Abi Gee, learning support manager at the College, said: "The event has been fantastic. We organised the event to raise awareness of disability sports in the local area, and encourage people to integrate with students of all abilities.

"We are thrilled at the outcome and would like to thank all the students and athletes for participating on the day."

## Blooming brilliant City of Bath College student scoops bronze medal at flower show



City of Bath College floristry student Hannah Lee has scooped a bronze medal at the Chelsea Flower Show.

Hannah took bronze in the Young Florist of the Year category, which puts her up there with the best young florists in the country.

The theme for the event was Diamond Jubilee and each competitor had to design a chandelier made from fresh flower materials. Hannah got her inspiration from researching the history of the chandeliers at Buckingham Palace.

Her winning design was a chandelier which included Phalaenopsis orchids, muscari and hyacinths pips.

Hannah, 19, who is studying Floristry Level 3, said: "It's a fantastic feeling – I can't believe it.

"To win one of the top awards at an event like Chelsea is a huge achievement and I'm so proud.

"I was going up against some really talented people so I wasn't that confident before the competition. Then when I found out I'd got a Bronze medal – and that I was only one mark away from the silver – I just couldn't believe it.

Louise Rawlings, Hannah's tutor, said: "This is a fantastic achievement by Hannah. She has done so well and deserves this success – we are all extremely proud of her."



## Coleg Gwent College staff win TA challenge

Staff at Coleg Gwent College were crowned winners of an 'Employees Challenge' event organised by the Territorial Army in Newport.

Teams from organisations across South Wales were put through their paces at the event, which tested leadership skills using physical and mental challenges.

College staff faced stiff competition from organisations in the region, but finished with top scores in tasks ranging from commanding to problem solving.

One of Coleg Gwent's competitors, Sarah Williams, a learning mentor, said: "It was a

great day, we enjoyed working together on the activities and the partnership links that we developed at the event are invaluable. Big thanks go to the TA for organising such a successful event."

Captain Gareth Dibble, event organiser, said: "It was a real pleasure to see so many willing volunteers from Coleg Gwent during this event, which was billed as a physically and mentally challenging day.

"We look forward to seeing Coleg Gwent back at Raglan Barracks next year competing to retain their well-deserved winning team award."

## Warrington College's Learner of the Year



James Giblin from Warrington College has been named the VQ Learner of the Year 2012 for the North West.

Public services student, James, beat off competition from across the region and is now in the running for the national award.

James impressed the judges with his exemplary attitude to every aspect of his work, and clear demonstration of how his Diploma in public services has helped his progression. He volunteers for the Fire Cadets and would like to join the fire service.

On receiving the award, James said: "I was over the moon when I found out I'd won, I couldn't believe it. Everyone down at the Fire Station is really pleased for me too. I wasn't very academic at school but I really enjoy the way you work at college."



## Leicester College's £1 meal challenge

As part of the 'Live Below the Line' worldwide initiative, Christian Aid has partnered with Leicester College to set a tough challenge to its learners – cooking a silver-service standard meal on just £1 worth of ingredients.

Anne Wood, programme area manager for hospitality and food, who put the Level 1 Catering learners to the test, said: "So many interesting dishes were submitted to me. It was really hard to whittle it down to just five of the best entries to be entered into the cook-off!"

Catherine Garsed and Nick Thorley, from Christian Aid's East Midlands office, were on the judging panel.

Ms Garsed said: "With some clever garnishes, flavourings, presentation and textures they managed to transform very simple ingredients into a feast fit for kings."

The winners of the event were Ben Dyson and Aaron Wiltshire. They beat off the competition with their dish of vegetable frittata with tomato coulis.





## Midkent College hits the jackpot with show

Guests found themselves caught up in a New York gambling racket as students from MidKent College rolled the dice on a special performance of *Guys and Dolls*.

Councillor Josie Iles, the deputy mayor of Medway, and her husband Steve were among those who attended the performing arts end-of-term show, which was preceded by a red carpet reception in the Medway campus pavilion.

Hospitality and catering students served drinks and canapés to the invited guests.

Myles Stinton, the performing arts lecturer, said he was proud of those who took part in the show.

"The students worked hard and lived up to the high expectations they set for themselves," he said.

Mr Stinton – a former West End musical director – said he believed many of the students have what it takes to pursue a career in the industry.

"They have all shown the stamina required, it's just whether they have the grit and determination to go forward.

"You never know who is going to make it because it's a dog-eat-dog world out there, but they've certainly given themselves every chance to succeed."



## Hopwood Hall College sees sporting success

Dignitaries from the Uniformed Public Services (UPS) presented students with awards at Hopwood Hall College's annual Sports Olympiad.

Major Charlie Parr from the Army, borough commander Kevin Talbot from the fire service and inspector Gary Hall representing the police gave the students their trophies.

The competition is in its fifth year and is supported by colleges in the surrounding area; this year eight colleges from Lancashire and the surrounding counties took part.

Sporting events included football, cross country running and a tug of war. The day ended on a high note for the College, as they bagged the Overall College Winners Trophy (sponsored by the Royal Air Force).

Terry Morley, the centre director for UPS and sport at Hopwood Hall College, said: "The event has always been a great success; it's also an excellent way to reward our students and the students from other Uniformed Public Services Courses for all their hard efforts."

## Ground Force star on hand at Barking and Dagenham College for Skillbuild competition

London's most talented construction trainees flocked to Barking & Dagenham College to compete in the London regional heat of Britain's biggest skills competition, Skillbuild 2012. The trainee's from 15 Colleges took part in tasks such as bricklaying, carpentry, cabinet making, joinery and plastering under the watchful eye of a number of judges as well as TV personality Tommy Walsh.

Mr Walsh, who began his construction career in the Barking area, was on hand to give the competitors advice and guidance.

When launching the competition Mr Walsh said: "I can't emphasise enough how important it is to help nurture the skills of our young people and to recognise the value that they bring to the UK economy –



investment in nurturing high quality skills is always important, but even more so in these challenging economic times."

Students from Barking & Dagenham College secured three gold medals and two silver medals from the six competitions they took part in.

## Want your college or training provider to appear on these pages?

Send your stories and pictures to [news@feweek.co.uk](mailto:news@feweek.co.uk)

## Newham College puts on beautiful performance



Newham College students let their imaginations run free during a massive beauty performance.

Students' creations captured sports such as tobogganing and cycling, landmarks like the London Eye, and Hollywood's golden age.

Tessa Sanderson, an Olympic gold medal winner, took time off from promoting sport from the College to watch the event.

During the evening, she got up and told the audience: "I wouldn't have missed this for anything in the world. I'm so proud to be associated with this College."

Lucy Rahman, a hair and make-up tutor, was the show's creative director. She said: "This show started five years ago in one of our salons and now we've got one of the biggest student shows in East London.

"It happens because of a mix of students' enthusiasm for the creative aspects of hairdressing and the versatility of tutors' skills."



## Lewisham College student is The Skills People's 1,000th apprentice this year

Lewisham College student Connor Holgate is the 1,000th apprentice to be signed up by The Skills People this year.

The bartender at Shepherd Neame's Ye Olde Whyte Lyon in Kent has started a Level 2 hospitality apprenticeship with the College.

Connor said: "My ambition is to run my own pub. Being an apprentice will teach me the skills to help me realise my ambition."

Mark Cook, vice principal for business development at The Skills People, said: "I am delighted that The Skills People have recruited their 1000th apprentice. Apprenticeships really do add value to a business, and I am sure the apprenticeship Connor is undertaking will be of tremendous benefit to Connor."

Angela Barlow, the trainer at the pub, said: "Our apprentices are long-term prospects, people we expect to be here for a while. We are working quite closely with the BIAB and this apprenticeship fits very well with the rest of our training structure."



## Havering College hosts live BBC webcast

University fees, pension cuts for doctors and Olympic refreshment prices were among the hot topics that politicians and a TV celebrity were grilled on at Havering College.

The College hosted a live webcast debate after winning the BBC's Schools Questions and Answers competition.

On the panel were David Willetts, the universities and science minister; Liberal Democrat peer and former MP, Baroness Susan Kramer; Labour MP Rushanara Ali, writer/broadcaster Hardeep Singh Kohli and Havering

College student Jamie Roper.

James Landale, the BBC's deputy political editor, chaired the discussion, which went out live.

Mr Willetts said: "It has been an excellent debate. Havering College is a first rate college." Baroness Kramer said: "I was incredibly impressed by the young people who shared their opinions with great confidence."

Student panellist Jamie Roper, who is the college Student Union president, said: "I really enjoyed making my points in the debate."





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

## HOW AMBITIOUS ARE YOU?

**Fantastic opportunities in an exceptional College.**

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

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

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

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

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

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

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

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

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

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

College Leadership Services  
Expertise in FE



## Director of Employer Engagement

**Circa £45k**

(12 month maternity cover contract from 1 September 2012)

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

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

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

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

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

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

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

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



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

### Learning Mentor – Maths

Full Time

KS4, KS5 & Functional Skills.

The successful candidate will have QTS or be willing to work towards

### Learning Mentor - Biology/Chemistry

Full Time

The successful candidate will have some general science teaching experience, QTS or be willing to work towards.

Salary – MPS Negotiable

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

We are seeking mentors who have the vision and creativity to inspire our learners and ensure their full potential is attained. Enthusiastic and positive role models are encouraged to apply for these dynamic and exciting opportunities.

**Closing date for applications: 25th June 2012**

### Lab Technician

Full Time

£18,864 p.a.

### Lab Technician Apprentice

Full Time

£12,132 p.a.

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

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

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

# PERFORMANCE DRIVEN, VALUES DEFINED ...

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



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

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

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

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



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

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

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

**College Leadership Services**  
Expertise in FE



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



**North Hertfordshire College**

#### Head of Curriculum Posts

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

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

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

Interview date: 29th June 2012

#### Head of Commercial Operations

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

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

Interview date: w/c 2nd July 2012

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

£50,000 plus incl. PRP Full Time (Ref: ERO4)

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

Interview date: w/c 2nd July 2012

#### Apprenticeship Manager

£30,000 plus incl. PRP Full Time (Ref: ERO3)

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

Interview date: w/c 2 July 2012

#### Deputy Head of Curriculum Posts

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

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

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

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

#### Teaching Opportunities

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

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

#### 3 x Lecturers - IT

Full Time

(Ref: AE: 04)

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

Interview date: 5th July 2012

Please visit our website

**www.nhc.ac.uk**

to download the job descriptions and to apply on-line

Closing date for all applications:  
25th June 2012



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



## Be part of a bright future

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

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

£40,017 per annum

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

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

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

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

**Closing date: 29th June 2012.**

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

Rotherham College is an equal opportunities employer.



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

## Business Advisor

Full Time (37 Hours per week) Permanent

**£20,655- £23,946** Ref: B943

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

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

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

**Closing Date for Applications: 20 June 2012**

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

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

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



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



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

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

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

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

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

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

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



Closing Date for this application is Friday 22nd June 2012

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





## ASSISTANT PRINCIPAL: CURRICULUM

**Salary scale: £54,966 - £61,854**

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

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

**Interviews are scheduled to take place on Friday 6 July 2012.**

**The closing date for completed applications is Friday 29 June 2012.**

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

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



# YOUR FAST TRACK TO FE



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

**Salary £30,653-£34,228**



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

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

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

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

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

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

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

# FE WEEK, HELPING YOU ALONG THE ROAD TO RECRUITMENT

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



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





# The perfect match?



## You + SQA Functional Skills

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

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

Approval and registration are simple, and certification is quick.

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

t: 0303 333 0330 e: [mycentre@sqa.org.uk](mailto:mycentre@sqa.org.uk)  
w: [www.sqa.org.uk/businessdevelopment](http://www.sqa.org.uk/businessdevelopment)



### FE Week Sudoku challenge

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

Difficulty:  
**EASY**

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

Solutions: Next week

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

Difficulty:  
**MEDIUM**

### Last Week's solutions

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

Difficulty:  
**EASY**

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

Difficulty:  
**MEDIUM**

### FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



*"Mostly this week I have been looking for my monkey"*

You can also follow our *FE Week* mini-mascot on Twitter [@daniellinford](https://twitter.com/daniellinford)