



Department
for Education

Implementing the further education and skills reform programme

**DfE brief on progress for FE governors
and leaders**

October 2016

Contents

Further Education Statistics	3
FE and Skills Participation	3
Apprenticeships	3
FE and Skills Funding	3
Apprenticeships	4
Participation and young people not in education employment or training (NEET)	5
Technical Education	5
Social Mobility	7
Opportunity Areas	7
Facts and figures	8
Careers	8
Advanced Learner Loans	9
Post 16 Education and Training Area Reviews	9
Insolvency Regime	10
Outcome Based Success Measures	11
European Social Funding	11
Devolution	11
FE/Sixth Form College Commissioner Summary Assessments	12
Maths and English	12
Offender Learning	13
FE Workforce Strategy	13
Special Educational Needs and Disabilities	14
Transgender Equality	14
Prevent	15
Jisc support for Prevent	15
Chartered Institution for Further Education	16
Honours	16

Further Education Statistics

FE and Skills Participation

There were 2.3 million adult (19+) learners in the 2015/16 academic year¹. Of these:

- 465,000 participated in below Level 2 courses
- 809,400 participated on English and maths courses
- 863,700 participated in Level 2 courses,
- 461,400 participated in Level 3 courses,
- 58,600 participated in Level 4+ courses,

At end 2015, there were 711,000 16-18 learners². Of these:

- 443,000 were participating at Level 3
- 192,000 were participating at Level 2
- 77,000 were participating at below Level 2

Apprenticeships³

- Apprenticeship participation increased to 904,800, the highest number on record.
- There were 503,700 Apprenticeship starts in the 2015/16 academic year.

FE and Skills Funding

We have committed to increase the level of funding for 19+ participation in FE and skills by 40% in cash terms compared to 2015/16 by the end of the Parliament.

In the 2016-17 financial year, the overall funding for adult FE and Skills (excluding capital) is £3.201bn. Of that £2.68bn will be available to directly support learning. This is made up of £1.494bn Adult Education Budget, £926m apprenticeships and £260m Advanced Learner Loans. We have also allocated £77m to the National Careers Service and over £60m to support learners into participation.

We have committed to protect the national base rate of £4,000 per student for 16-19 education for the duration of this parliament. This represents a vote of confidence in 16-19 education and provides stability to the sector.

¹ Provisional full-year 2015/16 figures

² Latest available figures at end 2015

³ Provisional full-year 2015/16 figures – includes pre/post 19

Apprenticeships

We are committed to reaching 3 million apprenticeship starts in England by 2020. We are working with businesses to begin or expand their programmes, setting new expectations for public sector bodies and through public procurement.

Over 200 Trailblazers involving more than 1400 employers are designing new apprenticeship standards with 253 published (of which over 70 are Higher and Degree Apprenticeships) and more than 180 new standards in development. There have been over 2,500 starts on the new standards so far.

However employer investment in workforce skills has fallen for two decades, and despite public investment, we still have systemic skills gaps. Something has to change. We have to simplify the funding system to encourage employers to recruit more apprentices of all ages and from all backgrounds.

From April 2017 a UK-wide levy will be introduced for all employers in the public and private sector with a pay bill of £3m or more.

We recently published our [initial proposals for how apprenticeship training will be funded](#), including the proposed funding bands for existing apprenticeship frameworks and standards.

These were supported by a short employer survey which closed on 5 September. We aim to publish final policy details in October. The new funding system will start on 1 May 2017.

The Institute for Apprenticeships, a new employer-led, independent body, will be fully operational by April 2017. It will be responsible for setting quality criteria for the development of apprenticeship standards and assessment plans; reviewing, approving or rejecting them; advising on the maximum level of Government funding available for standards; and quality assuring some end point assessments. The body will be funded by Government using public funds.

The Apprenticeship Grant for Employers (AGE) is helping smaller businesses take on new younger apprentices. Eligible employers can receive £1,500 per apprentice for up to five new young apprentices. The AGE has been extended until the end of the 2016/17 academic year. Since April 2016, employers are no longer required to pay employer National Insurance contributions for apprentices under the age of 25 on earnings up to the upper earnings limit.

A new apprenticeships communications campaign was launched in May promoting the benefits of apprenticeships to young people, their influencers and employers. This builds on the previous successful Get In Go Far campaign. £13 million will be invested in this campaign by the end of the 2016/17 financial year.

Participation and young people not in education employment or training (NEET)

[Latest quarterly NEET data](#) shows that the proportion of 16 to 24-year olds NEET has fallen to a record low for the quarter of 12.0%.

[Latest annual data](#) shows that the proportion of 16 to 18-year olds NEET has fallen to a record low of 6.5%. Participation in education and work based learning (apprenticeships) at 16 and 17 is now nearly 91% - a record high.

Local authorities have a duty to track, support and encourage young people in their area to participate. This currently applies to 16-18 year olds but from September 2016, the requirement for local authorities to track and support academic age 18 year olds has been removed, allowing them to focus resources on academic age 16 and 17 year olds, who will not have access to support from other sources.

In addition to this duty on local authorities, 'Jobcentre Plus Support for Schools' pathfinders have started and full rollout across England will be completed by March 2017. Alongside this, broader improvements to careers education and guidance are underway.

Youth Engagement Fund and Fair Chance Fund projects are progressing to help improve the prospects of 9,600 young people, and an additional £105m has been announced to scale up Social Impact Bonds over the Parliament, to help deal with issues including youth unemployment. Local authorities continue to work with the Voluntary and Community Sector and local businesses to support young people, and other support is available via European Social Fund provision and support for vulnerable groups such as care leavers.

We are continuing to support young people, particularly the unemployed and those who need more skills and experience, to compete successfully for an apprenticeship or other sustainable employment. We continue to fund free further education for 19-23 year-olds. The government also is fully committed to growing traineeships, with the primary goal of progressing into a job, apprenticeship or further substantive learning. Our independent evaluation showed a progression rate of 68%. For all individuals on the programme, English and Maths is a vital element and it will be expected that the learner makes suitable progress in both.

Technical Education

Lists of the qualifications that have met our quality criteria and can be taught from September 2016 can be found at [Performance tables: technical and vocational qualifications](#).

On 8 July, we published the report of Lord Sainsbury's Independent Panel on Technical Education along with our response, the Post-16 Skills Plan. Taken together, these outline

the most radical reform of post-16 education since the introduction of A levels almost 70 years ago, and will transform the technical education landscape. They can be found online at [Post-16 skills plan and independent report on technical education](#).

The reforms proposed in the panel's report and the Post-16 Skills Plan mark a fundamental shift towards a simplified, high-status system consisting of 15 occupational routes encompassing all technical education, both college-based and apprenticeships, with aligned standards for both types of provision. The routes will stretch up to the highest levels of education and training.

Individuals who are not ready to access a technical education route at age 16 (or older if their education has been delayed) will be offered a 'transition year' to help them to prepare for further study or employment. Bridging provision will also be in place to enable students to switch between technical and academic education, and vice versa.

The first of the new routes will be available for first teaching from September 2019, with others introduced in phases over the following years. This is to ensure a realistic implementation timescale which does not place an undue burden on post-16 providers. We would encourage providers to read the panel's report and the Post-16 Skills Plan at this stage in order to facilitate future planning. Further details, including opportunities to engage with the development of the reforms, will be made available in due course.

As part of these reforms, we are establishing a small network of National Colleges to deliver specialist training (primarily at levels 4 to 6) for those sectors identified as critical to economic growth. Those announced so far include High Speed Rail, Nuclear, Digital and Creative and Cultural Skills. Both the National College for Digital Skills and for the Creative and Cultural Industries began operations from this September with a relatively small cohort of learners, and expect to be fully up and running from 2017, when they will be joined by the National College for High Speed Rail and the National College for Nuclear. The National Colleges will provide cutting edge training facilities, and will work closely with existing colleges, training providers and others to enable learners following a vocational route to achieve the higher level technical skills that employers need.

We also plan to introduce a new type of institution: Institutes of Technology which will provide a step-change in technical education in STEM subjects at levels 3, 4 and 5. They will form an important part of our plans to ensure technical education represents an attractive option for learners, with the same status afforded to academic routes.

Each Institute is likely to build on existing infrastructure but, as a new Institute of Technology, will have its own independent identity, governance arrangements which directly involve employers, and access to national Institute of Technology branding. We would expect to see collaboration and innovative ways of working across further education and with higher education, private providers and industry.

Over the past six months, we have talked to a wide range of stakeholders and are currently looking in more detail at a few case study delivery models to assess their

viability. The lessons learned from this work will feed into a Prospectus for a “Call for Proposals”, which will be launched before the end of the year.

Social Mobility

Social mobility is the breaking of the link between a child’s family background and where they get to in life, with their background and destination often measured by social class or by income.

The Department is focusing on social mobility through three different lenses:

- those individuals we’ve traditionally regarded as **disadvantaged**;
- People and families that are “**just about managing**”; and
- **geographic variation** in access to, or take up of, high-quality educational provision or in outcomes achieved.

FE has an important role to play in improving social mobility. For example, it enables learners to close the qualifications gap with school leavers leading to greater employment opportunities and increased earnings levels. Through Level 3 learning, FE is also an important route for people from disadvantaged backgrounds to progress into Higher Education. Learner entitlements help to level learners’ life chances in learning, and more specific training helps unemployed people into work and onto the ladder of opportunity. Learning support meets the needs of learners with identified learning difficulties or disabilities; and disadvantaged 16-19 year olds in vulnerable groups can get help from the 16-19 Bursary Fund. The overall 16-19 funding arrangements also include an element of disadvantage funding for providers – which is used to attract, retain and support disadvantaged students, and to support students with learning difficulties and disabilities. £544m of this disadvantage funding has been allocated to providers for 2016/17.

Opportunity Areas

As part of this, we have announced some [Opportunities Areas](#). These are a subset of the geographical approach described above. We will be working to create a partnership between early years providers, schools, colleges, universities, business, voluntary organisations and local authorities to improve social mobility through better educational and economic outcomes. The specific priorities and actions will be set in discussion with the areas.

The areas will enable the Department to take a **place-based approach** to social mobility, focusing attention on how our policies and programmes work together in a specific locality to achieve improved outcomes. Where appropriate, this means tilting or prioritising national programmes towards these areas or testing out new changes to national programmes in these areas first.

We are working to better understand the impact of all our policies on social mobility and, where appropriate, we will maximise any positives and minimise any negatives. The Department's funding and programmes will also be prioritised on areas of need. To enable this, we will work to develop a greater understanding of where our programmes are failing to achieve their intended impact and why and prioritising our efforts in these areas. But it is clear that further education has and will continue to take an important role in driving up social mobility in their local areas. We expect it to play an important role in the opportunity areas announced recently. Below, we set out some helpful figures which demonstrate what FE is doing:

Facts and figures

- Half of the FE learner population come from the poorest fifth of the population
- 41% Level 3 FE students are classified as living in an area of educational disadvantage
- Gaining FE qualifications increases individuals' employment chances, wages, and progression to further learning, including HE (eg. a level 2 qualification boosts earnings by 11% on average, increases your chances of being employed by 2 percentage points and reduces the chances you will claim benefits by 2 percentage points)
- 60% of FE Certificate/Diploma achievers had not attained a full Level 2 at KS4 at secondary school
- 75% of FE entrants achieved a degree, as compared to the national average of total entrants of 77%.

Careers

We must make sure that everyone, regardless of background, has access to the right information, at the right time, to support them in making informed choices about their education, training and career options. This will allow every individual to climb the ladder of opportunity and find a fulfilling education or training route that is right for them, whether this is an academic route, technical route or apprenticeship. Bringing careers provision for all ages into a single government department offers the opportunity for a more coherent approach as we work together to transform the nature and culture of careers provision and education and training routes in our country.

The government is investing £90m on careers policy over this Parliament. This includes further funding for the Careers & Enterprise Company to continue the excellent work it has started, and £20 million to increase the number of mentors from the world of work supporting young people at risk of under-achieving.

The Careers & Enterprise Company continues to make good progress to establish a national Enterprise Adviser Network, pairing senior business leaders with colleges and schools to help them build employer engagement plans. Colleges can engage by

contacting the Skills Lead in their Local Enterprise Partnership or via the [Company contact form](#).

The [National Careers Service](#) supports young people and their parents to make informed decisions about their career pathways and future options. It provides free, up to date, impartial information, advice and guidance online and by telephone (0800 100 900) on careers, skills and the labour market. The service also offers face-to-face advice via 1,400 professionally qualified and trained careers advisers. The National Careers Service works closely with the Careers & Enterprise Company and local intermediaries to support schools and colleges fulfil their [statutory duty](#).

To help young people make informed decisions about their options at age 16, from autumn 2016 the National Careers Service will host a new post-16 course directory. This will allow young people and parents to search for courses by location, subject and qualification to help them make decisions about their post-16 education and training options. The directory can be found at [Courses and learning](#). Many providers of post-16 courses have already uploaded information about their offer and all providers are encouraged to do so.

Advanced Learner Loans

The 2016/17 application system for Advanced Learner Loans opened on 16 May, making loans available to eligible learners aged 19 and over studying at level 3 to level 6. We have already seen an increase in applications for Advanced Learner Loans this year. In the period May to July 2016, applications for the 2016/17 academic year were 19,450, compared to the same period last year for 2015/16 of 14,050. This continues the rising trend in application numbers in 2015/16, of which there were 82,990 applications.

Do remember to use the resources including factsheets and FAQs for learners and promotional materials have been updated to reflect the extended remit and are available on the SLC's Practitioner Site. There are case studies on the NCS website showing learner experiences which you might also find useful in your communications to learners and with your staff.

Post 16 Education and Training Area Reviews

Area reviews are aimed at ensuring that there is a strong and vibrant further education offer in every part of the country which is able to deliver high quality education and training to young people and adults, focused on meeting the economic and educational needs of local areas.

The majority of the post 16 education and training area reviews are now either complete or underway. A wide range of recommendations have been agreed, including on a large number of structural changes. These have the potential to deliver major benefits in

aligning curriculum to learner need and local economic and demographic need, and creating efficiency which will enable reinvestment in delivery. The programme is on track to complete by March 2017, with wave 4 steering group meetings beginning in September and wave 5 reviews due to commence later in the autumn. We will shortly be publishing thirteen new area review reports.

Information about the colleges and local authorities involved in reviews is available at [Post-16 education and training institutions: list of area reviews](#).

We will be publishing further information about the colleges and local authorities who will be involved in the fourth and fifth wave of reviews, shortly. The updated area review guidance to support the delivery of the reviews is available at [Further education area reviews: how they work](#).

Implementation of area reviews will be at least as challenging as the process itself, and it is critical that robust processes are adopted to manage the implementation process and that it is resourced adequately.

We have also just published [guidance for colleges to support the implementation process](#) and applications to the Restructuring Facility. This draws on the experience of structural change in the sector and on commercial expertise, and is intended to act as an aide for colleges undertaking restructuring of various kinds in response to area review recommendations. This may include mergers, federation, establishment of joint ventures or shared services. The implementation guidance builds on and supersedes the content on implementation in the March 2016 updated area review guidance. The Restructuring Facility guidance and updated forms supersede the content in the May 2016 publications.

We have also published a [due diligence framework](#) to help colleges that may need to carry out due diligence as part of a merger or other restructuring. The framework is designed to give colleges a better understanding of the due diligence process and the issues to consider, achieve better alignment between the requirements of different parties, help colleges commission due diligence that is proportionate to need and avoid duplication of effort, time and cost where possible.

Finally, we have published [guidance to help LEPs, Local Authorities and Combined Authorities](#) engage with the area review process, and in particular with the implementation phase that will follow each review. They have an important role to play in ensuring long-term improvements in skills for individuals and employers.

Insolvency Regime

The consultation on proposals for an insolvency regime for Further Education and Sixth Form Colleges closed on 5 August. There was a good number of responses to this, representative of a wide range of stakeholders. We are considering the responses and

will publish our response to the consultation in due course. Stakeholders will be informed when this has been published.

Outcome Based Success Measures

We will shortly be publishing updated Outcome Based Success Measures, which will cover activity of learners that completed Further Education training in academic years 2011/12, 2012/13, and 2013/14. The measures remain unchanged from previous publications and will capture activity post-learning (into sustained learning, and into or within sustained employment, including apprenticeships). The measures use matched data, which is already collected across government and give a more rounded picture of provider performance which can be used by learners, employers, providers and others to inform choice, for provider self-assessment and for performance management and inspection.

Following publication of the data there will be a period of shadow running during which we will further engage with the sector on how best to use these measures alongside other success measures, to understand the relative strengths and weaknesses of provision at a national and local level to support the existing Minimum Standards Framework.

European Social Funding

In line with the [Chancellor's statement on the future of European funding](#), the Skills Funding Agency will continue to provide an opt-in service for Local Enterprise Partnerships and their respective ESIF subcommittees for the management and procurement for the agreed ESF funded activity. The opt-in arrangement will continue until March 2018.

Devolution

The Government has announced 9 devolution deals (Sheffield, Tees Valley, Liverpool, West Midlands, the North East, West of England, East Anglia, Greater Lincolnshire and Greater Manchester), which include the full devolution of non-apprenticeship adult education budget from 2018/19. The Combined Authorities will be able to tailor skills provision in line with their key economic growth priorities.

In advance of full devolution, we are working with the localities to build up their involvement in commissioning adult skills provision. They will take progressively greater responsibility for determining the outcomes on which local providers will focus.

FE/Sixth Form College Commissioner Summary Assessments

We continue to publish the FE Commissioner's summary assessment reports outlining the findings and conclusions from his assessment of colleges referred to him for intervention. A report is published once the college or institution has seen it and has been given the chance to comment. Governing bodies and senior management across the sector will be able to learn lessons from the FE Commissioner's experience in intervention cases.

To date, the FE Commissioner and his team have carried out interventions in 49 institutions, including 42 general FE colleges, 6 local authority institutions and 1 specialist designated institution. Of these, 22 general FE colleges, 4 local authority institutions and 1 specialist designated institution have been successfully removed from intervention, enabling provision to be maintained in the best interests of learners in the respective local areas. To date, [46 summary reports](#) have been published.

The Sixth Form College Commissioner also publishes the [summary reports and letters](#) issued to sixth-form colleges that are subject to government intervention, that serve to drive improvement.

Maths and English

Ensuring that young people and adults achieve good levels of literacy and numeracy remains a priority for this government.

This summer, thousands more 17-year olds successfully re-sat their maths and English GCSEs thanks to colleges and schools across England. However, we recognise the impact 16-19 maths and English requirements have had on post-16 pass rates, and will work with the sector on addressing issues that are holding back the progress of students in securing the basics of maths and English.

Furthermore, the post 16 maths review chaired by Sir Adrian Smith is focusing on steps that could be taken to improve the teaching of maths to over 16s.

The programme to reform Functional Skills qualifications is progressing to schedule. Following employer and provider surveys, the Education and Training Foundation published draft National Adult Literacy and Numeracy Standards and the draft Functional Skills content document online in July and August and has received a considerable number of responses. Further public consultation on the Functional Skills content will follow in the new year, with a view to having reformed qualifications on the market in 2018. ETF publishes regular updates on the progress of the programme on their website at [Maths and English Functional Skills Reform Programme](#)

We set up the Learners with Learning Disabilities Taskforce in May jointly with the Department for Work and Pensions to explore issues around access to apprenticeships

for this cohort. The taskforce has presented recommendations around English and maths requirements in apprenticeships which the Government accepted in full. These can be found at [Apprenticeships: improving access for people with learning disabilities](#). We are now working with partners to define fair and robust ways to implement the recommendations.

Offender Learning

Formal responsibility for the education of adults in English prisons passed across to the Ministry of Justice on 1 October following the Prime Minister's earlier announcement. That does not, though, mean that the Department's engagement with that agenda comes to an end. The Ministry of Justice will have a continuing focus on the maths and English agenda, vocational learning and – increasingly and importantly – links with mainstream education 'through the gate'. We have a clear confluence of interests here, and we encourage colleges and providers to continue efforts to keep this agenda joined up.

FE Workforce Strategy

Alongside our ongoing support for initial teacher training, we are pleased to confirm that we have provided the Education and Training Foundation with [grant funding of £22.9m for 2016/17](#) to continue their important work supporting improvement in the sector. This will fund delivery of [a range of programmes](#) including continuous professional development for teachers of English and maths. I urge you to make full use of these training opportunities and please do let the Foundation know if you have further training requirements above and beyond the current pipeline offer.

Alongside this, we have recently published [further details of our bursaries](#) to support the recruitment of post graduate maths and English teachers for further education. Building on our commitment last year, these continue to be matched to the same payment levels as schools initial teacher training, and we hope they will continue to provide additional support to teacher recruitment for the FE sector.

ETF is also developing its offer to promote and support sector readiness for delivery of reformed apprenticeships. It is also continuing its work to support the development of high quality leadership and management across the sector, engaging with the area review process to support our ambitions to establish good quality provision across England and continue its excellent work enabling the sector to be fully engaged in the Prevent agenda.

ETF will also continue to work closely with WorldSkillsUK to deliver the Skills Show later this year and will continue to develop our best talent, building on the success of our team in Sao Paolo.

Special Educational Needs and Disabilities

We recently awarded a contract worth £497K to the Education Training Foundation (ETF) to provide support for those working with learners with SEND. The contract is being delivered through a consortium of partners and will build on existing work delivered by ETF, ACETT, ALIN and Landex. The aims of the project are to:

- Grow capacity in the post-16 sector for working with SEND learners
- Enhance the knowledge, skills and understanding of practitioners to embed the SEND reforms
- Grow the links between the consortium and other SEND provision and specialist colleges
- Share and disseminate examples of effective practice.

Furthermore, we have awarded/extended contracts to provide workforce support for the following specific impairments:

- Sensory impairment support - National Sensory Impairment Partnership: £450k
- Dyslexia support - consortium led by The British Dyslexia Association: £749k
- Training from the National Autistic Society on identifying and supporting pupils with autism: £750k
- Specialist support for speech, language and communications - I CAN on behalf of The Communication Trust - £650k

Finally, colleges are reminded that learning difficulty assessments (LDAs) cease to have any legal basis from September 2016 and EFA will not fund on the basis of an LDA. All young people who continue in further education and training beyond that point, who previously received support as a result of a LDA, who need an education, health and care (EHC) plan must have one. To avoid disruption, the EFA have updated the High needs funding operational guidance which sets out the exceptional circumstances where we will provide continuing high needs funding for 19 to 25 year olds: See [High needs funding: operational guide 2016 to 2017](#).

Transgender Equality

The Government's response to the Women and Equality Select Committee enquiry into transgender equality states that, as independent organisations, FE colleges, under the Equality Act 2010, have a responsibility to ensure the wellbeing of their students. The response also makes reference to research and guidance published by the Skills Funding Agency which we strongly recommend you read and action if you have not done so already.

The findings and recommendations arising from Agency commissioned research in 2011 into sexual orientation and gender identity equality in adult learning can be found at [Research into Sexual Orientation and Gender Identity Equality in Adult Learning](#).

SFA subsequently funded a range of projects to address the research findings. The good practice and resources from each project are freely available for the whole sector to use on the Equalities Toolkit.

Additionally, the Agency worked with the Forum for Sexual Orientation and Gender Identity Equality to produce [guidance on trans equality in post-school education](#).

It also has guidance on its website on gender reassignment discrimination. This covers ways that employers can support trans people at work and is good practice for FE providers.

Prevent

This term marks a year since the Prevent Duty came into effect as a legal requirement for FE and training providers across England and Wales. We recognise the sector's efforts and good work to protect vulnerable learners. Through care, safeguarding, robust debate and academic challenge, colleges and their partners are uniquely placed to challenge the ideology that can lead to people being drawn into terrorism.

We're committed to supporting the sector and building capability in providers. To this end, we're funding the Education and Training Foundation (ETF) to develop new online curriculum materials for FE providers. This high-quality resource will help the FE sector embed the key themes of radicalisation and British values into their provision. This package will be developed over the autumn and made available in the new year.

Last July, Ofsted published their thematic review into implementation of the Prevent Duty in the FE sector. The report provided useful insight into the sector's initial progress in the weeks and months after the duty's introduction. At the time of Ofsted's visits, the majority of providers had already implemented the Prevent duty well. This is really positive news, reflecting the sector's hard work and commitment.

While the majority of providers have worked hard to implement safeguards effectively, we recognise there is still further work to do in making guidance and training as consistent as possible.

We support Ofsted's recommendations and will continue to work with the sector to provide advice and training through our network of FE/HE Prevent co-ordinators, [ETF](#) and JISC via their workshop based training designed to raise awareness of Prevent see below.

Jisc support for Prevent

The recent Ofsted thematic report 'How well are further education and skills providers implementing the Prevent duty?' stated that over a third of providers were not working with Jisc to develop IT policies and restrict learners' access to harmful content on

websites, while the report notes that the best providers have liaised closely with organisations such as Jisc.

Jisc is the sector body funded by DfE to help FE colleges review and improve their current technology policies and offer support to ensure that you keep them regularly updated to reflect emerging issues around safeguarding and Prevent. Jisc is in a particularly strong position to help you with your Prevent duty obligations as it is Home Office approved to deliver the [Workshop to Raise Awareness of Prevent \(WRAP\)](#) as a live online facilitated session. So far 160 courses have been run, training c.2500 people.

Clearly more staff training is needed. If your college hasn't already done so, we would urge you to take advantage of Jisc's support. This support is not confined to Prevent but includes advice and access to a range of tools designed to help safeguard users and tackle cyber security threats. The Jisc website offers [further details](#) or you can access support from Jisc from your local Jisc account manager or via their customer contact centre on 0203 006 6077 or customerservices@jisc.ac.uk.

Chartered Institution for Further Education

The sector's new chartered professional body – the Chartered Institution for Further Education – welcomed its first members on 22 July. These are Blackpool and The Fylde College, Bridgwater College and Hawk Management (UK) Ltd (Hawk Training).

The Chartered Institution is a membership body for the higher performing FE colleges and training providers. Its mission is to bring together the best training providers across the sector and collectively to promote, recognise and celebrate their professionalism and success. The Chartered Institution will also provide a forum for members to exchange information and learn from each other.

Other high performing organisations with a commitment to self-improvement and mentoring others are encouraged to apply. For further information on the project or to enquire about membership please see [the Chartered Institution for Further Education website](#) or email info@fecharter.org.uk.

Honours

We are pleased that a number of individuals within the FE and skills sector were recognised in the Queen's Birthday Honours:

CBE:

- Margaret Serna, Chair, Board of Corporation, Lincoln College
- John Hyde, Executive Chairman, Hospitality Industry Training
- Dr Robson Sinclair Davison, Lately Chair Governing Body, South Eastern Region College

OBE:

- Josie Teasdale, lately Chair of Governors, Barnsley College
- Seyi Obakin, Chief Executive, Centrepont, Commissioner, UK Commission for Employment and Skills
- Jennifer Johnson, Chief Executive Officer, Kids Allowed
- Mark White, Chair Designate of Stockton Riverside College
- Anthony Gerard Larkin, lately Director of Business and Enterprise, Royal National College for the Blind

MBE:

- Keith Brown, Chair of Governors, College of North East London

BEM (British Empire Medal):

- Rianne Lee Chester, Worldskills 2015 Gold Medal Winner in Beauty Therapy
- Gary Doyle, Worldskills 2015 Gold Medal Winner in Plumbing and Heating
- Edward Harringham, Worldskills 2015 Gold Medal Winner in Cabinet Making

Honours nominations are an important way of recognising and rewarding excellent governance, leadership and teaching. Governors and Clerks perform an invaluable and sometimes challenging role in our colleges and one way of rewarding those who have achieved much in their work and in wider contributions is through the Honours system. We strongly encourage you to consider whether any members of your governing body have made an exceptional contribution to the success of the college. We would also encourage you to think about whether you have teaching staff that have excelled in terms of delivery and in the success of their students.

You may submit honours nominations all year round to the VE Honours mailbox vehonours@bis.gsi.gov.uk. If you need help, guidance or a blank citation form to complete, please get in touch with Marilyn East (marilyn.east@bis.gsi.gov.uk). If you would like to learn more about how the honours system works and/or want to nominate people in other categories please see the [guidance available online](#).



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00259-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk