

Nineteen ninety eight to two thousand and one

Corporate Plan

Corporate *PLAN* 1998-2001

Corporate Plan

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**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

THE FURTHER EDUCATION FUNDING COUNCIL

The purpose of the Further Education Funding Council is to secure further education provision which meets the needs and demands of individuals, employers and the requirements of government in respect of the location, nature and quality of provision.

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Corporate Plan 1998 to 2001

Contents

	page
Foreword	v
Introduction	1
Context	1
Council's Approach	3
Council's Aims	4
Objectives	4
Key Operational Performance Indicators	5
Corporate Plan	6
Resourcing the Plan	15
Sector's Resources	15
Council's Resources	15
Annex A The Further Education Sector	17
Annex B Council Members	19

Foreword

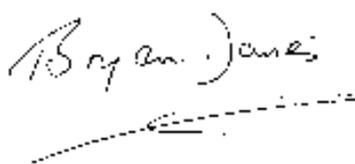
This corporate plan is published at a time of great optimism for the future of further education as the first choice for post-16 provision, the core of the nation's education and training targets and the only comprehensive platform for lifelong learning.

The last year has seen significant achievement and change in the world of further education. The Kennedy Report, *Learning Works*, set out a long-term vision for a national strategy to widen participation and increase achievement and success in post-16 learning. The National Audit Office published very positive reports on the sector. Colleges made real achievements in expanding opportunities and changing the lives of many individuals and the Council has taken great strides in developing partnership arrangements both with local authorities and training and enterprise councils.

The education select committee's excellent report on the sector clearly acknowledges the tremendous work and progress since incorporation. The significance of that report lies in its being an independent and all-party judgement on how the sector has developed over this period. The committee acknowledges the sector's success in expanding opportunities whilst at the same time maintaining the quality of provision. The report also creates a bridge between both what further education has achieved so far and what it can do in the future. It begins to create a vision of, and a pivotal place for, further education within the wider context of lifelong learning and spells out the key role the sector can play in promoting national economic and social development. The report provides the Council with a benchmark from which to move forward.

The government has indicated that it wishes to increase public resources for investing in people to improve economic prosperity and social cohesion. The past year prepares us for a new future with a government which has clearly declared its support for a further education sector with a vital role to play in addressing this economic and social agenda. The Council will review its plan to take full account of the recent comprehensive spending review and the government's response to the select committee.

It will be the task of the Council to help colleges ensure they are fit for this challenging future. The Council will itself be looking for further ways to ensure that further education is the robust, confident and forward-looking sector that will be needed to carry forward the government's agenda for post-16 education. It is against this encouraging and challenging background that I present the Council's corporate plan, which sets out the Council's new aims and objectives for the next three years.



Lord Davies of Oldham
Chairman, FEFC

Corporate Plan 1998 to 2001

Introduction

1 This corporate plan sets out the aims of the Further Education Funding Council, the strategies it intends to operate, and the objectives it has set for the period 1998 to 2001.

Context

2 The policy environment in which post-16 education sits has changed rapidly in recent years and accelerated since May 1997. As a consequence, the further education sector must address some considerable challenges. The new government has set out clear priorities for further education, which reflect the important role further education will play in meeting its lifelong learning objectives. The Council has already helped shape this agenda and is now considering the most effective ways of responding to it. The aims, objectives and strategies contained in the Council's corporate plan attempt to address the government's priorities and to ensure that the sector is positioned to respond to the challenges before it.

3 The first priority in forming this plan is the economic need to achieve a lifelong learning society. It is now widely acknowledged that the sustained future growth of the economy will depend upon a well-educated and adaptable workforce. To achieve this, the government recognises that people will need to continue to acquire new skills and competencies throughout their lives in order to compete successfully in the labour market and moreover, that more people need to participate in education and training; opportunities should be available to *all* who are able to benefit. In *The Learning Age*, the government has set out its view of an inclusive, lifelong learning society with an emphasis on meeting the needs of both learners and employers. Further education will be central to building the lifelong learning society.

4 The second priority in forming this plan is the need to underpin social inclusion. In its welfare reform strategy, *A New Contract for Welfare*, the government states that low skill levels may act as a significant barrier to employment. Further education needs to contribute to the achievement of the government's Welfare to Work and New Deal initiatives by widening participation and by improving the skills and educational achievements of individuals. Further education will have an important role to play in combating social exclusion and promoting citizenship.

5 The government's lifelong learning strategy is built around four main priorities, which are:

- the identification of the skills necessary for national economic growth through a National Skills Task Force and addressing these skills and training 'gaps' through the creation of local workforce development plans
- the achievement of an inclusive learning society through a renewed emphasis on basic skills

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- an emphasis on the role of the individual learner through easier access to information on courses of study, rights for 16–17 year olds in work to continue to study up to level 2 and the introduction of individual learning accounts
 - the introduction of new strategies to raise standards, including systematic assessment and the setting of targets for retention and achievement.

6 The government has demonstrated its intention to underpin its lifelong learning strategy with an expansion in student numbers in the further education sector. In 1998-99, it will fund an extra 20,000 full-time equivalent (FTE) student places, which will translate into between 70,000 and 80,000 actual students. The government has also pledged that over 400,000 student places in further education will be created. The University for Industry (Ufi) proposals envisages 600,000 participants by 2002 and the government also intends that there will be a million individual learning accounts by 2002.

7 The government's priorities for growth in student numbers are:

- widening participation amongst 19 year olds so that more of those who have not traditionally taken advantage of opportunities are brought back into learning
- increasing provision for the 16–19 age group in response to the government's Investors in Young People initiative, which underlines the importance of widening participation by 16–19 year olds.

8 The Council is keen to ensure that future growth is funded at levels which will ensure that learning opportunities and the student experience remain of high quality. As growth resumes, further education will need to find the most effective ways of delivering high-quality, accessible learning opportunities which meet the needs of individuals, employers and communities. Colleges will be expected to examine the potential for greater co-operation with other relevant partners, ranging from collaborative arrangements within the sector, and with other sectors, through to full merger. The Council will support colleges in endeavours to secure partnerships, collaboration and rationalisation.

9 Quality of student experience remains a central concern. Whilst the recent achievements of the sector have been substantial, retention and achievement rates are still unsatisfactory in some cases. Colleges will need to continue to raise standards. The Council will work with colleges to action improved standards and attainment.

10 Information and communications technology (ICT) will be a major factor in achieving the policy goals of lifelong learning and widening participation. The ICT infrastructure in further education will need further development as we approach the twenty-first century. During the period of this plan, the Council will work with colleges and others to secure the necessary investment in ICT infrastructure and skills of students and teachers to benefit from it. The further education sector is poised to contribute to the success of the Ufi.

11 These challenges must be met whilst retaining the highest standards of probity, and enhancing the effectiveness of college governance. Whilst the demands of incorporation have largely been met, colleges will need to find ways of working with their local communities and ensuring that their governance and management are of the highest standards. During the period of this plan, the Council will work with colleges and others to support effective governance.

Council's Approach

12 The Council's approach to its work with colleges is to set a framework in which they can act as corporate bodies to deliver their own missions and so fulfil the Council's legal responsibility for securing sufficient and adequate facilities for further education in England. The Council has worked to establish a constructive partnership with colleges and is committed to consultation with the sector. It also works closely with other funding bodies, local government and employers. Its aim is to ensure that institutions are able to concentrate on their main purposes of providing teaching and promoting learning which take into account local priorities.

13 In the five years since colleges were made corporate bodies, their expertise and systems have advanced considerably. They are now established as independent bodies which play a major role in education and training in their local and regional communities. The Council will continue to review its relationship with colleges in order to recognise their increasing maturity; to lighten the administrative burden on them required by the Council's systems; and to bring to bear an increasingly regional and subregional focus. To facilitate this, the Council intends to shift the focus of its work with colleges during the period covered by this plan. Regional offices will develop an enhanced role. The Council will introduce accredited status for those colleges which can demonstrate to the Council that they have comprehensive, effective, rigorous and sustainable systems for quality assurance. Concurrently the Council will increasingly concentrate its monitoring and advisory work on those colleges which are most in need of assistance. This approach will inform all of the Council's work with colleges.

Council's Aims

14 The Council's aims were first agreed in 1993, following consultation with the sector. The Council has now consulted the secretary of state and the sector about revisions to those aims in the light of the new policy context. The new aims are:

- Aim 1 To secure throughout England sufficient and adequate facilities for further education to meet the needs of students, including those with learning difficulties and/or disabilities, and the communities in which they live.
- Aim 2 To promote increased and wider participation in further education in order to contribute to social and economic development.
- Aim 3 To contribute to the development of a highly skilled and employable workforce, particularly as envisaged in national targets, in order to contribute to the creation of a thriving economy.
- Aim 4 To promote ongoing improvements in the quality of further education in order to maximise the achievements of its students.
- Aim 5 To promote the role, contribution and potential of further education and the achievements of its students and institutions at national and regional level in order to fully inform policy development.
- Aim 6 To seek to ensure that the sector has an appropriate share of education resources and deploys them with due regard to value for money in order to help deliver the Council's statutory duties and policy objectives.
- Aim 7 To work in partnership with institutions and others at national, regional and local levels, including employers, other funding bodies and central and local government agencies in order to achieve the Council's statutory duties and policy objectives.
- Aim 8 To support and deploy the Council's staff and other resources, securing value for money at all times, in order to ensure that staff can contribute to the achievement of these aims and provide a high-quality service to further education.

Objectives

15 Specific objectives for securing the Council's aims are set out in pages 7 to 14. In the first year, in setting these objectives the Council has taken into account the following key priorities:

- widening participation
- ensuring sufficient provision for 16–19 year olds
- raising standards and achievement

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- promoting partnership, collaboration and rationalisation
 - developing an information and communications technology structure appropriate to the twenty-first century
 - improving the financial health of the sector.

16 In pursuing its objectives, the Council intends at all times to:

- act in pursuit of its legal duties, in accordance with any conditions which the secretary of state attaches to funding and having regard to advice given by the secretary of state
- respect the independence and diversity of colleges within the sector
- proceed wherever possible by consulting those within the sector and others with an interest in further education
- use methods of working which are open and readily understood
- seek to ensure that the funds it allocates are used properly and efficiently
- uphold the aims and objectives of the *Charter for Further Education*.

17 More widely, the Council is committed to forging, during the period of this plan, new relationships with its external partners; and seeking to ensure that the contribution of further education to the nation's social and economic life is fully delivered and developed; and seeking to ensure that appropriate resources are available.

Key Operational Performance Indicators

18 The Council established for the first time in 1996 a set of key operational performance indicators for its work. These will be re-examined each year and the Council has set the following indicators for the 1998-1999 financial year:

- monitor each autumn planned further education provision; and to address, by the beginning of the following teaching year, any inadequacy or insufficiency identified; and any desirable changes in the pattern of participation
 - confirm 90 per cent of provisional funding allocations by the end of May in each year; and pay institutions accurately and on time
 - maintain an accurate database of colleges' major capital projects and an up-to-date, published register of proposed projects and commercial sector interest
 - achieve a year-on-year increase in units of student activity provided by institutions involved in further education combined with better value for money
 - inspect 108 sector colleges, 13 external institutions and 14 specialist colleges in the year; and produce 85 per cent of reports within 10 working weeks of the inspection
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- decide on the placement of students with learning difficulties and/or disabilities at specialist establishments within six weeks of the receipt of complete information in 95 per cent of cases
 - provide substantive replies to 90 per cent of correspondence requiring a reply within 15 working days.

Corporate Plan

19 The following sections set out, in relation to each of the Council's aims, the key objectives and main strategies which the Council intends to use and the objectives it intends to meet, together with related performance measures.

Aim 1. Securing sufficient and adequate facilities for further education

To secure throughout England sufficient and adequate facilities for further education to meet the needs of students, including those with learning difficulties and/or disabilities, and the communities in which they live.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none"> ensure that further education meets the reasonable needs of the population ensure that colleges take account of skills needs in planning their provision identify and reduce unnecessary duplication and overlap of provision 	<ul style="list-style-type: none"> allocate funding to secure existing provision monitor the pattern of provision by: <ul style="list-style-type: none"> – assessing college strategic plans – conducting area reviews use sophisticated IT and data analysis to identify areas of under- and over- provision support colleges in ensuring that their strategic plans address local social and economic needs contribute to developing regional networks and to labour market initiatives use the funding methodology to address any gaps in provision support colleges in developing rationalisation proposals 	<ul style="list-style-type: none"> identified gaps in provision are addressed skills needs are reflected in college strategic plans funds allocated to colleges to support rationalisation and collaboration achieve their objectives

Aim 2. Promoting demand for further education

To promote increased and wider participation in further education in order to contribute to social and economic development.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none"> encourage colleges to attract, recruit and meet the needs of identified disadvantaged and priority groups with particular emphasis on promoting achievement of the 'level 2 platform' encourage colleges to disseminate accurate and timely information to achieve the new growth targets set by the government and ensure that the pattern of participation has changed as a result, particularly for those with lower levels of qualifications 	<ul style="list-style-type: none"> use the funding methodology and additional funds made available by government to encourage <ul style="list-style-type: none"> institutions to attract, recruit and give priority to those who are not participating in education flexible and high-quality provision which addresses the needs of prospective students and their employers develop the strategic planning framework to encourage colleges to recruit disadvantaged and priority groups and to work with other agencies to this end contribute to and support regional strategic partnerships to promote increased demand and wider participation develop the ICT infrastructure of the sector to support learners and connect to the Ufi work collaboratively with careers services, colleges, schools and higher education to identify and disseminate success factors participate in work by other national bodies designed to stimulate participation, including individual learning accounts and the development of the Ufi 	<ul style="list-style-type: none"> an increase in participation success and progression of identified disadvantaged and priority groups an increase in the levels of educational qualifications in the country a change in the pattern of participation

Aim 3. Contributing to a highly skilled and employable workforce

To contribute to the development of a highly skilled and employable workforce, particularly as envisaged in national targets, in order to contribute to the creation of a thriving economy.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none"> encourage colleges to increase the sector's contribution to the achievement of the national targets encourage colleges to provide opportunities for students to develop the key skills needed in work and in life encourage access and progression to advanced and higher education and employment encourage colleges and employees to respond to the needs of employers in their locality 	<ul style="list-style-type: none"> use the funding methodology to encourage <ul style="list-style-type: none"> provision leading to qualifications which contribute towards the national targets institutions to improve retention and achievement responses to the outcome of the skills taskforce use the strategic planning process to ensure institutions' needs analyses are robust; reflect employment needs and potential; and are linked to the provision offered 	<ul style="list-style-type: none"> an increase in the number of qualifications funded by the Council leading to the national targets an increase in retention and achievement rates skills needs identified by the national skills taskforce and regional groupings are addressed overall increase in the provision and take-up of training and education
<ul style="list-style-type: none"> work with the Qualifications and Curriculum Authority to develop the national qualifications framework contribute to regional networks to ensure that skills needs are articulated, understood and inform decisions about provision 	<ul style="list-style-type: none"> work with the Qualifications and Curriculum Authority to develop the national qualifications framework contribute to regional networks to ensure that skills needs are articulated, understood and inform decisions about provision 	

Aim 4. Improving quality and student achievements

To promote ongoing improvements in the quality of further education in order to maximise the achievements of its students.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none"> • promote improvements in key areas of activity in order to improve the quality of further education and the levels of student achievement 	<ul style="list-style-type: none"> • assess standards and trends in further education, identifying and publicising good practice • introduce and implement a system of college accreditation and disseminate good practice • link the quality of curriculum provision and funding allocations made by the Council • support colleges in difficulty through the regional review process • use the strategic planning framework and other mechanisms to encourage improvements in colleges' quality assurance arrangements • assist colleges to assess and improve the utilisation and quality of their accommodation and IT • publish performance indicators and develop benchmarks • assist the sector in further enhancing its governance • encourage colleges to tackle poor student retention and achievement 	<ul style="list-style-type: none"> • colleges requiring exceptional support and guidance are identified promptly and assisted to make the necessary improvements • more focused action plans for improvement by colleges are received following inspection reports • increased student retention and achievement rates • accurate and timely information published to enable colleges to improve their provision and systems • the award of accredited status

Aim 5. Promoting the sector and the achievements of its students and institutions

To promote the role, contribution and potential of further education and the achievements of its students and institutions at national and regional level in order to fully inform policy development.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none">• ensure that the role of further education is considered fully in the development of education policy• encourage colleges to ensure that the role of further education is recognised at local level	<ul style="list-style-type: none">• represent the sector's aims, objectives and requirements to government and other potential public and private sector partners and interest groups• provide comprehensive, timely and relevant information, which is easily accessible, about the sector; its activities and achievements• contribute to regional and national partnerships	<ul style="list-style-type: none">• the role of further education is recognised in education policy• further education is represented on relevant policymaking bodies

Aim 6. Ensuring and deploying the necessary resources

To seek to ensure that the sector has an appropriate share of education resources and deploys them with due regard to value for money in order to help deliver the Council's statutory duties and policy objectives.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none">• ensure that the further education sector is allocated an equitable proportion of education resources• ensure that institutions achieve value for money from the resources allocated	<ul style="list-style-type: none">• provide advice to the secretary of state on the funding requirements of the sector• use a funding methodology for allocating the funds available which is transparent and which achieves the Council's aims• seek convergence of funding methodologies in post-compulsory education between sectors and between individuals for similar programmes• promote increased collaboration between colleges and with other providers to improve the cost-effective delivery of education• use value for money as a criterion in the allocation of resources• operate an audit framework to ensure that institutions' financial and management control systems are sufficient to safeguard and account for public funds and provide value for money• promote the educational and cost-effective use of IT	<ul style="list-style-type: none">• an appropriate proportion of the available resources for education is allocated to the further education sector• improved retention and achievement rates for the money available• judgements of colleges' controls by the audit service demonstrates that they have in place suitable systems and that these systems are improving• action plans by colleges which address weaknesses identified by the audit service

Aim 7. Working with partners

To work in partnership with institutions and others at national, regional and local levels, including employers, other funding bodies and central and local government agencies in order to achieve the Council's statutory duties and policy objectives.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none">to seek to improve the co-ordination and effectiveness of the development of post-16 provision including developing the role of the Council's regional committees and informing relevant regional bodies	<ul style="list-style-type: none">maintain links with a wide range of external organisations, including those which are concerned with post-16 education policymaking and deliverysecure and support representation on appropriate regional bodiessupport the development of strategic partnerships using collaboration and other funds as appropriate in the effective and efficient delivery of post-16 educationdevelop formal links to share information and encourage best practice with institutions, AoC, DfEE, FEDA and other agenciespromote collaboration between colleges; between colleges and other education and training providers; and between colleges and employers	<ul style="list-style-type: none">establishment of effective post-16 strategic partnershipsthe sector is represented on all relevant bodies and partnershipsan increased proportion of college resources raised from sources other than the Council

Aim 8. Supporting staff and deploying them effectively

To support and deploy the Council's staff and other resources, securing value for money at all times, in order to ensure that staff can contribute to the achievement of these aims and provide a high-quality service to further education.

Objectives	Strategies	Indicators of success
<ul style="list-style-type: none"> manage, train, develop and deploy staff resources in order to enable and encourage individuals to maximise their contribution to the achievement of the Council's aims to achieve high levels of operational effectiveness and efficiency through the effective organisation and deployment of staff and the use of sophisticated information systems and technologies 	<ul style="list-style-type: none"> develop and implement an action plan leading to IIP accreditation by end 1999 provide high-quality information systems and technology to support all Council staff and ensure that these systems are year 2000 compliant provide appropriate training and development for staff and deploy them effectively, focused on the sector's aims and needs develop the capability of the regional offices to deliver the Council's aims and objectives rebalance the use of staff resources towards those colleges requiring exceptional support and guidance implement the college relationships survey report 	<ul style="list-style-type: none"> IiP action plan completed and implementation under way by March 1999; accreditation achieved by 2000 maintaining and raising service standards to support staff in meeting the Council's aims and sector's needs to achieve the Council's aims within the resources allocated the Council's systems are year 2000 compliant

Resourcing The Plan

1 This section sets out the resources made available to the Council to achieve its objectives and covers the resources available for distribution to institutions and internal resources.

Sector's Resources

2 Table 1 shows the recurrent funding made available by the government in the period 1998-1999 to 2000-01 prior to the announcement of the comprehensive spending review (CSR). This is likely to increase the funding for 1999-2000 by some £220 million.

Table 1. Total funding for further education, 1998-99 to 2000-01

	£ million		
Financial year	1998-99	1999-2000	2000-01
Total funding	3,092	3,016	3,016

3 Following consultation with the sector regarding the achievement of convergence of funded average levels of funding (ALFs) by 2000-01, the Council introduced a new allocation mechanism for 1998-99 to distribute the funds made available to it by the government.

4 Under the new method, each institution was offered the same number of units for which it was funded in 1997-98. Its allocation was calculated by multiplying this number of units by its funded ALF for 1998-99, although for colleges with funded ALFs in 1997-98 below £16.20, the Council did not increase the rate of funding for units associated with collaborative provision above the 1997-98 funded ALF.

5 The Council will review each year whether it wishes to place a premium on certain types of activity in institutions or whether it should promote special initiative funding. It will review its funding policies in the light of the CSR and guidance from government.

Council's Resources

6 For the financial year 1998-99, the government has allocated £22.4 million to the Council for its administrative costs. In cash terms this is a reduction of less than 1 per cent over the financial year 1997-98. A further £100,000 is available to the Council through cash in bank and anticipated receipts. The administrative grant is around £300,000 more than was announced by the previous government and is in recognition of the Council's role in taking forward the new government's priorities for further education as set out in this corporate plan.

7 The levels of administrative costs to be made available to the Council over the period of the plan beyond 1998-99 are uncertain and are subject to the CSR.

8 The Council plans to allocate its running costs budget for 1998-99 in the same broad proportions as in previous years, adjusted to reflect new priorities and changes in its internal organisation. This reflects in particular the changes planned in monitoring activity, including inspection, audit and financial monitoring; and the enhancement of the Council's regional structure.

9 The Council's paybill has been set at around 58 per cent of the total running costs grant. This represents an increase over previous years and reflects the additional staffing resources needed by the Council to fulfil the government's new agenda. During the year the Council will delegate its running costs budget, including staffing, to its directors in order to further promote economy, efficiency and effectiveness.

The Further Education Sector

1 The Council was established under the *Further and Higher Education Act 1992* as a non-departmental public body to secure and fund facilities for further education in England. The Council has a number of statutory duties, the main ones being to secure the provision of sufficient facilities for full-time education suitable to the requirements of 16 to 18 year olds; and adequate further education facilities for all other students. In carrying out these duties, the Council is required to have regard to the requirements of students with learning difficulties and/or disabilities. The Council is also required to strike a balance between securing maximum access to the widest possible range of opportunities in further education and avoiding a disproportionate charge on public funds.

2 At the beginning of the teaching year 1997-98, the sector contained 444 colleges. These include:

- 222 general further education colleges mainly providing further education for adults
- 109 sixth form colleges mainly providing full-time education for 16 to 19 year olds
- 63 tertiary colleges providing for 16 to 19 year olds and adults (these colleges are usually the only post-16 providers in the area)
- 30 agriculture and horticulture colleges
- 13 specialist designated colleges
- seven art, design and performing arts colleges.

3 Some 6 per cent of colleges have fewer than 1,000 students. Many sixth form colleges are of this size. Some 60 per cent of the colleges have between 1,000 and 10,000 students enrolled, with over one-third of those colleges providing for over 10,000 students. In total, the sector provides for 3.9 million students. The majority study part time; a fifth of the students attend full time; and around a fifth are studying as part of their employment.

4 Over one million students are under 25. Men and women are roughly equally represented in this age group, but for older students, around three-fifths are women. Eight times as many students in further education are following vocational and professional qualifications as are following academic GCE A and AS level and GCSE qualifications.

5 A high proportion of 16 and 17 year olds continue to participate in further education. Some 71 per cent of 16 year olds are now in full-time education with a further 8 per cent in part-time education. The corresponding figures for 17 year olds in colleges and school sixth forms are 59 per cent and 9 per cent.

6 The Council also funds further education in higher education institutions and in external institutions, which are generally maintained by local authorities.

7 At the beginning of the 1997-98 teaching year, 0.2 million students were enrolled at external institutions on provision funded by the Council. Over two-thirds of these students are female, and the majority are over 25. Most (98 per cent) study part-time, with over half these students being on evening courses.

Council Members

Lord Davies of Oldham	Chairman, FEFC
Mary Curnock Cook	Director, The British Institute of Innkeeping
David Eade*	Principal, Barnsley College
Peter Elliott	Chairman of governors, Northumberland College; Chief executive, SHAW; Chairman, Northumbria Branch of the Institute of Management
Peter Garrod	Principal, The Adult College, Lancaster
Colin George	Chairman, The Open College
Colin Harris*	Chairman, The Mortgage Code Register of Intermediaries Ltd
Margaret Hobrough OBE*	Principal, Godalming Sixth Form College
Mitchell Hogg	Partner, Financial Services Audit and Investigation Division, Coopers and Lybrand Chartered Accountants
Christopher Jonas CBE*	Adviser on property strategy to the boards of a number of major corporations
Nick Lewis	Principal and chief executive, Broxtowe College; Board member, Nottingham Partnership Forum
David Melville	Chief executive, FEFC
Alfred Morris	Vice-chancellor, University of the West of England; Non-executive director, Bristol and West Building Society
Judith Round*	Principal, Highbury College, Portsmouth

**until July 1998*

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