

Circular 00/05

Quality Improvement

Standards Fund 2000-01

Summary

This circular sets out the Council's proposed use of the further education standards fund for 2000-01. It asks colleges to comment on particular elements of the proposals for the standards fund for 2000-01 and to indicate clearly whether they support the proposals by 31 March 2000. The circular indicates the initiatives that are being proposed within six categories of funding. These are: college improvement; improving teaching and learning; training and development for principals and senior management teams; the good governance programme; dissemination of good practice; and the achievement fund. This circular is of interest to college principals and chairs of college corporations.

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Standards Fund 2000-01

Introduction and Background

1 This circular sets out the Council's proposed use of the further education standards fund for 2000-01 in support of its quality improvement strategy and government priorities.

2 In June 1998, the Council consulted colleges on measures to improve the quality of the sector's work. The response (summarised in Council Circular 98/37, *Quality Improvement Strategy: Responses to consultation*) indicated significant support for the Council's quality improvement strategy. This remains central to the range of Council strategies which help colleges improve learning opportunities for students, particularly young people.

3 The introduction of the further education standards fund in 1999-2000 enabled the Council to support colleges in improving quality and sharing good practice, and has allowed it to launch initiatives aimed at developing the potential of governors and college staff. The continuation of the standards fund for 2000-01 and 2001-02 provides further opportunity to help colleges.

4 The standards fund demonstrates the government's substantial investment in the sector. This should result in a significant improvement in standards. The proposals for the use of the standards fund for 2000-01 are designed to assist colleges to deliver the government's agenda. Colleges will be expected to ensure that the actions supported by the standards fund lead to better learning experiences for students and raise the standard of their achievements.

5 The secretary of state introduced the further education standards fund in 1999 to underpin the government's drive to raise standards. Funding for the financial year 1999-2000 amounted to £35 million. Council Circular 99/24, *Use of the Standards Fund* set out the arrangements for its use.

6 During 1999-2000, most colleges have received funding under the various strands of the standards fund. Initiatives are under way to support principals' training and development, to improve standards of governance and to address the poor quality of some basic skills provision. Funding has also been provided to prepare college staff for the curriculum 2000 reforms. The small number of seriously under-performing colleges have received substantial support from the standards fund against agreed costed action plans. Other colleges have received funds to help them address issues related to the standard of their work identified during regular performance reviews carried out by the Council's regional teams. Those colleges inspected since September 1997 have received financial assistance to help them to address weaknesses in provision identified by inspectors more speedily than might otherwise be possible. Funds have also been made available to colleges to enable them to share their good practice with others.

7 On 23 November 1999, the secretary of state for education and employment announced the resources to be made available to the sector for 2000-01 and 2001-02. In the 2000-01 financial year an additional £225 million will be available and in 2001-02 a further £365 million will be added to the sector's resources. This includes an increase of £45 million in the further education standards fund to £80 million in 2000-01 rising to £160 million in 2001-02.

8 The additional resources for the sector will be provided to achieve three key objectives. These are:

- to raise standards
- to widen participation
- to meet the skills challenge.

9 In addition, the Council is concerned to improve equality for students and staff in colleges. In particular it is concerned to increase the numbers of black teachers and managers in colleges to a level which is more representative of the communities they serve. These concerns are reflected in the proposals for 2000-01.

Proposals for 2000-01

10 The secretary of state expects all colleges to look hard and continuously at what they need to do to raise standards in every aspect of their work. The standards fund is not a substitute for what should be done on a day-to-day basis. Nevertheless the standards fund does allow specific priorities and development needs to be addressed. The Council proposes that funding for 2000-01 will be distributed within six categories:

- college improvement
- improving teaching and learning
- training and development for principals and senior management teams
- the good governance programme
- dissemination of good practice
- the achievement fund.

11 Detailed proposals are at annex A, and a summary of the proposals is at annex B. Taken together, the proposals represent a concerted and co-ordinated approach to addressing sector-wide issues, enabling individual colleges to address particular areas of concern, and rewarding that which is good.

12 The Council is aware that applying for funds is time-consuming for colleges. It therefore proposes that the majority of funding for 2000-01 should be allocated by formula or made available on application. Only one initiative will be the subject of colleges' bidding. However, some funds will still be allocated on the basis of the Council's agreement with colleges' costed action plans. To help colleges,

the Council intends to give more guidance on the presentation of costed action plans. This will be posted on the Council's website by the end of April 2000.

13 The Council will need to ensure that it has adequate information about colleges' use of standards fund allocations. This will enable the Council to assess the impact of the standards fund, both at a local and national level. In general, colleges should always ensure that they have adequate information about their use of funding from the standards fund to allow them to monitor their expenditure and to evaluate the impact of their activities on college improvement. The Council will pay particular attention to colleges causing concern and the progress of these colleges will be considered during the thrice-yearly regional review meetings. Progress made by other colleges receiving support from the standards fund will normally be monitored through routine visits by college inspectors. For some initiatives, colleges will be expected to provide brief reports on their use of funds. These should be completed and shared with college inspectors by the end of January 2001. Reports should be no longer than two pages for each funded initiative. Guidance on the structure of reports will be issued by the Council when funding for 2000-01 has been finalised.

14 To date, the Council's standards fund has been made available only to sector colleges. A new aspect of the fund for 2000-01 will be access to the fund for non-sector college providers of further education funded by the Council. These are:

- LEA-maintained external institutions
- independent external institutions
- independent specialist colleges
- higher education institutions
- dance and drama schools in receipt of DfEE awards.

15 Consultation with these providers will be the subject of a separate circular.

Responses

16 The Council intends to begin implementing its strategy for using the standards fund from April 2000. In the meantime, the Council welcomes comments on the proposals outlined in annex A. Comments, using the form at annex C, should be returned by 31 March 2000 to:

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Quality Improvement Unit
Further Education Funding Council
Cheylesmore House
Quinton Road
Coventry
CV1 2WT.

David Mawle

Use of the Standards Fund 2000-01

1 The following paragraphs set out proposals which aim to help colleges meet government priorities for raising standards. They also support measures in the Council's quality improvement strategy and other Council initiatives designed to support colleges. Colleges should note that the Council will not provide assistance under the standards fund where it is considered that a more appropriate course of action is merger or dissolution.

Category 1: College Improvement

2 The purpose of this category of the fund is to help colleges to improve their performance. As in 1999-2000, it is proposed that assistance should be given to colleges causing concern and for post-inspection support.

Colleges causing concern

3 The Council intends to continue to give financial assistance at the earliest opportunity to colleges causing concern. This assistance is intended both as a preventative measure, if there are early signs of a fall in standards, and to support rapid remedial action where necessary.

4 It is proposed that colleges will be identified as causing concern using the range of qualitative and quantitative measures set out in Council Circular 99/24, *Use of the Standards Fund*, on which the sector has already been consulted. The Council's decision to include colleges designated as needing additional support within this element of the standards fund reflects its wish to help colleges to reverse in the early stages any trend in deteriorating performance.

5 Financial assistance will be targeted at major areas of weakness. The level of assistance will vary according to college size and the extent to which a college's performance is identified as causing concern. Those colleges identified as needing exceptional support through the regional review process will be allocated the largest amounts of funding.

6 Allocations will be made in response to costed action plans provided by colleges and agreed by the Council. Progress in remedying weaknesses will be monitored through the regional review process.

7 It is the Council's hope that all colleges will respond purposefully and constructively if shortcomings in quality are identified. Colleges should note, however, that in order to fulfil its statutory duties, the Council may need to take more direct action if a college:

- is unwilling or unable to produce an acceptable action plan
- seriously declines during the recovery period
- still causes concern after its next full inspection.

Post-inspection support

8 The Council intends to continue to provide post-inspection support, following inspections in the current round (beginning September 1997), so that colleges are able to achieve improvements in the quality of their work more quickly than would otherwise be possible.

9 During 2000-01, those colleges inspected since September 1999 will be eligible for financial assistance from the standards fund. Colleges inspected during the teaching year 2000-01 are likely to be eligible for support in the financial year 2001-02. The funding will be allocated on the same basis as that used in 1999-2000. This will provide a basic level of funding according to college size with an enhancement to enable colleges to tackle weaknesses in provision as identified by inspection grades. Colleges causing concern will also be eligible for post-inspection support when they have been inspected.

10 Colleges will receive funding on receipt of a costed post-inspection action plan agreed by the Council. The inspectorate will monitor colleges' progress, with feedback contributing to the Council's regional review process.

Category 2: Improving Teaching and Learning

11 The purpose of this category of the standards fund is to provide targeted funding for colleges to tackle matters of continuing concern in the quality of teaching and learning – the area of college life which impinges most directly on the students' experience. Successive chief inspectors' annual reports have indicated that although the quality of teaching has been maintained since incorporation in 1993, there are still weaknesses which need to be addressed.

12 The Council is proposing to fund a range of initiatives which are described in the following paragraphs. They are:

- phase 2 of the basic skills quality initiative
- support for part-time teachers
- support for information and learning technology (ILT) skills for teachers
- support for curriculum 2000 reforms
- a contribution to the lump sum enhancement to enable two teachers or senior managers in each college to retire early
- 50% of the annual costs of two new teaching posts for each college for two years
- support for staff retraining
- support for professional updating
- support for staff mentoring.

The basic skills quality initiative

13 The inspectorate's survey of basic skills, published in April 1998, identified the need to improve the quality of basic skills teaching, which is now a key priority. The report of the Moser group, *Improving Literacy and Numeracy: A fresh start*, highlighted the fact that 7 million adults in the country have real problems with literacy and numeracy. Phase 1 of the basic skills quality initiative, funded from the standards fund in 1999-2000, provided financial assistance for colleges to develop materials. The Council is intending to fund a second phase to help colleges to improve the quality of their

basic skills provision. The Council's work in this field is intended to complement the work of other agencies to improve the provision of basic skills.

14 Phase 2, starting April 2000, will involve the recruitment and training of facilitators who will help colleges to make the best use of the materials developed during phase 1 of the initiative. Colleges will be allocated a number of days of facilitator time paid for directly from the standards fund. The number of days allocated to each college will vary according to college size.

15 In addition, the Council intends to make funding available for up to 1,000 basic skills staff each to attend a development course. The course programme will cover the organisation, management, quality assurance of basic skills provision, as well as aspects of teaching and learning. The training programme may be continued in 2001-02. Following attendance on the course, institutions will be invited to undertake an audit of the scope and quality of their basic skills provision and to develop an action plan which will help them improve provision.

Part-time teachers

16 In the 104 further education colleges inspected in 1998-99, 24% of all teaching staff, when expressed in full-time equivalents, were on non-permanent contracts. In some curriculum areas, the figure was significantly higher. Part-time staff make a valuable contribution to the education provided by colleges. However, inspection of lessons taught by staff on fractional or other part-time contracts suggests that, in general, such teachers need more help to bring their work up to the standard achieved by their full-time colleagues. The Council is proposing to provide financial assistance to help colleges to put in place arrangements to support part-time teachers. In 2000-01, funding will be provided for:

- mentoring arrangements
- better access to staff development opportunities.

17 The Council is proposing that the funding it makes available for this initiative will contribute to the cost of putting in place mentoring arrangements for new or inexperienced part-time staff. Such arrangements are likely to include:

- induction
- observation of teaching
- advice on marking work
- moderation of assessments.

18 It is also intended that funding will be available as a contribution towards the cost of providing better access to staff development opportunities for part-time staff.

19 The Council intends that its approach to funding these initiatives will enable it to meet its responsibilities for consistent use of funds, yet reflect local needs. Colleges will, therefore, receive funds according to college size represented by full-time equivalent student numbers.

20 Colleges will be expected to provide a brief report on their use of funds by January 2001.

Information and learning technology skills for teachers

21 Inspection reports highlight frequently the need to improve the use of ILT skills for teachers in curriculum areas. For some teachers, their own lack of skills is a drawback to their understanding of how ILT can enhance teaching and learning in their subject areas. The Council intends to provide funds to help colleges offer suitable training and development opportunities for teachers to develop ILT skills. Colleges will be expected to demonstrate that the funds are used to enhance teaching skills in ILT in areas where the need is greatest.

22 The Council intends that its approach to funding this initiative will enable it to meet its responsibilities for consistent use of funds, yet reflect local needs. Colleges will, therefore, receive funds according to college size represented by full-time equivalent student numbers.

23 College inspectors will monitor the use to which colleges put the funds. Colleges will be expected to produce a brief report on the expenditure of their allocation by January 2001.

Curriculum 2000

24 It is proposed that the current funding arrangements for supporting staff training and development for curriculum 2000 reforms will continue during 2000-01. The key tasks to which funds might be allocated continue to be:

- support and guidance for those planning the curriculum
- updating and guidance for those whose role is to provide guidance to students
- the support of partnerships for delivery of the 16–19 curriculum, for example school/FE, FE/FE, FE/HE.

25 The tasks identified as essential preparation for the reforms are set out in annex C of Council Circular 99/44, *Standards Fund: Strand 3*.

26 Colleges will wish to plan their use of the funds to complement other monies available for related purposes, such as the DFEE key skills support programme. It is also envisaged that colleges may work in partnership with other local providers to ensure that maximum benefit is derived from the funds allocated.

27 The Council intends to allocate funds on a similar basis to the method it used in 1999-2000. Colleges will be identified within funding bands according to college size as measured by 16–18 year-old student numbers in 1998-99. To help colleges make adequate preparation for the introduction of the reforms in September 2000, it is intended that colleges will have access to funds soon after April 2000.

28 College inspectors will monitor the response of colleges to the reforms. Colleges will be asked to prepare a brief report on their use of funds by January 2001.

Staff initiatives

29 There are fewer opportunities available to colleges to enable teachers and senior managers to retire early, and to bring in new expertise. This initiative is designed to help colleges in this regard and has two parts. Funds will be provided to:

- enable up to two teachers or senior managers to retire early
- recruit up to two staff in areas of need.

Colleges will be invited to make an application for either or both initiatives identified above.

Early retirement

30 The cost to the college of a teacher or senior manager retiring early includes the cost of:

- the additional lump sum benefit for enhanced years
- additional annual benefits for enhanced years (SSAP 24).

31 The Council proposes to contribute to the lump sum enhancement to enable up to two teachers or senior managers for each college to retire early in 2000-01. In their applications, colleges will be expected to show the likely benefit of allowing the early retirements. This might be, for example, to bring in new expertise in a curriculum area where the teaching staff age profile is high.

New teaching posts

32 The Council proposes to fund 50% of the annual costs of providing up to two new teaching posts in each college for two years, that is for 2000-01 and 2001-02. In their applications, colleges will need to demonstrate the likely benefits to teaching and learning from the choice of new teaching posts. The Council would wish colleges to give special consideration to computing and information systems, basic skills, mathematics, engineering and construction.

Retraining

33 Teachers are facing considerable curriculum changes, and some teachers may need to develop new skills to cope with these changes. It is proposed that funds will be made available to allow teachers to retrain or develop new skills. For example, a teacher in a vocational area may need to undertake an element of retraining so that they are better able to teach elements of key skills.

34 The Council intends that its approach to funding this initiative will enable it to meet its responsibilities for consistent use of funds, yet reflect local needs. Colleges will, therefore, receive funds according to college size represented by full-time equivalent student numbers.

35 Colleges will be expected to demonstrate that the retraining which is provided enables teachers to meet the demands of curriculum change and provide a brief report on their use of funds by January 2001.

Professional updating

36 Teachers in some vocational areas lack recent and relevant industrial or commercial experience that they can draw on to enhance the teaching of their subject. The purpose of this initiative is to fund short-term secondments to industry or commerce for full-time teachers.

37 The Council intends that its approach to funding this initiative will enable it to meet its responsibilities for consistent use of funds, yet reflect local needs. Colleges will, therefore, receive funds according to college size represented by full-time equivalent student numbers. Colleges will need to show how the secondments have provided relevant opportunities for teachers from vocational areas within the college, where teachers lack recent and relevant industrial or commercial experience.

38 Colleges will be expected to provide a brief report on their use of funds by January 2001.

Staff mentoring

39 The Council recognises that there are experienced and excellent practitioners in all aspects of college life. It also recognises that they could use their knowledge and skills to improve the performance of others. The Council proposes to provide funding to the Association of Colleges (AoC) to enable it to work with others to develop arrangements to enhance professional performance. The funding will support the development of methods to identify staff who demonstrate excellence in their work and have the ability or potential to mentor other staff. The purpose of such mentoring would be to:

- support new staff
- assist part-time staff to improve their performance
- support under-performing staff
- develop staff for promotion.

40 Additional funds will enable up to 10% of colleges to assess the models developed for recognising and making use of mentors. The work of colleges involved in the assessment projects will be evaluated and models of good practice will be disseminated throughout the sector.

Category 3: Training and Development for Principals and Senior Management Teams

41 There is a need to enhance management skills within the further education sector. In 1999-2000, funding was made available from the standards fund for a training and development programme for 100 principals. During 2000-01, the Council intends to provide funding for a further 200 principals to take part in this training and development programme. In addition, the Council intends to provide funds for the design, development and a contribution towards the cost of a training and development programme for college senior management teams. In the light of the low levels of representation of black staff at principal and senior management level, the Council would

wish to see these programmes agreed, to improve the promotion opportunities for black staff.

Programme for principals

42 In 1999, a contract for the development and delivery of a training programme for principals was awarded to a consortium managed by FEDA. Although participation in the programme will not automatically lead to a qualification, opportunities for gaining credit will be available to successful candidates. It is intended that the programme will meet individuals' needs and will recognise their existing ability and expertise. The programme consists of three modules:

- personal development
- leadership
- strategic management.

43 The personal development module is an essential precursor to participation in the modules on leadership and strategic management. It will provide principals with the opportunity to prepare an individual development plan, which should address ongoing professional needs as well as matters related to college improvement. The modules in leadership and strategic management will be delivered on a taught basis in a residential setting. The study period for each module will be between three and five days. Principals attending a course will have their fees paid directly from the standards fund.

Programme for senior management teams

44 The Council recognises that most colleges will wish to provide high-quality training and development for their senior management teams. Such a training and development programme will need to help teams to meet the strategic objectives of the college as well as provide professional development for individual managers. It is proposed that each college will receive a contribution towards the cost of participation in the programme. The content of the programme will be based on the draft further education management standards

developed by the further education national training organisation (FENTO). Although participation in such a programme will not automatically lead to a qualification, opportunities for credit will be available to successful candidates.

45 It is intended to set up a small consultative group comprising representatives of the further education sector to help to develop the priorities for a training programme.

46 Once an outline course specification is agreed, the Council will invite organisations to tender for a contract to design and develop a training and development programme for senior management teams in colleges.

Category 4: The Good Governance Programme

47 During 1999-2000, the Council awarded a contract to a FEDA-managed consortium for the development of self-study training materials, and associated supporting material for trainers, in a range of modules reflecting governors' roles and responsibilities. These materials were based on the work of the Council's good governance working group, which produced updated guidance for governors in autumn 1999.

48 The Council is particularly concerned to continue to help governors to carry out their duties with confidence and understanding. It now intends to fund three aspects of governor support. They are:

- a training programme for governors
- a 'health check' programme
- a training programme for corporation clerks.

Training programme for governors

49 The Council will work with FEDA to ensure that there are accredited trainers available to deliver training to governors using the materials which have been developed, by the summer term 2000.

50 It is proposed that each college will receive a financial contribution to the cost of using accredited trainers to deliver training to their corporation.

Governance 'health checks'

51 In 1998-99, the chief inspector's annual report noted that many colleges overestimated significantly the quality of their governance. Governors are increasingly aware of the need to monitor their own performance. However, many corporations have yet to determine suitable indicators to help them in this work, or to set targets for improved performance. It is proposed to build upon the work of the Council's good governance working group and to complement other initiatives for good governance with the introduction of a 'health check' scheme.

52 The new scheme will help all colleges/corporations carry out a health check on the quality, rigour and comprehensiveness of their governance. These will be based on a standard framework against which performance can be assessed. It will complement the governors' own self-assessment process and assist them in developing action plans and training programmes. It will include statements of good governance practice and, where possible, benchmarking data, against which performance can be compared.

53 The health check should not only help governors assess their own performance, but also highlight the extent to which they are aware of key performance indicators for the college as a whole.

54 The Council proposes to invite organisations to tender for a contract to develop a health check framework. It is anticipated that each college will receive a financial contribution from the standards fund towards the cost of engaging a facilitator or consultant who will guide the corporation through the assessment process.

Training for corporation clerks

55 Corporation clerks play a critical role in helping to ensure that governors are able to discharge their responsibilities effectively. The Council wishes to help clerks play their part in supporting governors. During 2000-01, it intends to fund the design, development and

delivery of a training programme for corporation clerks. It is intended that the design and development of a training programme will help to inform the development of national standards to guide corporation clerks in their work.

Although participation in the training programme will not lead to a qualification, it is hoped that the design of the programme will provide opportunities for successful candidates to gain credit for their learning.

56 The Council proposes to invite organisations to tender for a contract to design, develop and deliver a training programme suitable for all corporation clerks. The successful contractor will be expected to build on other work which has been undertaken to develop good governance in the sector. The design of the training programme will enable participants to complete the programme mostly through self-study with minimum attendance at training events. It is intended to set up a small focus group comprising representatives of the further education sector to help to develop priorities for the training programme.

57 The Council will make available funds for the development and delivery of the programme. Clerks participating in the programme will have their fees paid directly from the standards fund.

Category 5: Dissemination of Good Practice

58 During 2000-01, the Council intends to continue funding the dissemination of good practice. The following colleges will be eligible for funding:

- colleges newly accredited by the FEFC and newly designated by ministers as 'beacon colleges'
- colleges with outstanding practice identified during inspection in cross-college or curriculum areas by the award of a grade 1 since September 1997, which are not identified as needing exceptional support as a result of the regional review process.

59 The Council is keen to support colleges with outstanding practice in areas where inspection has identified a general development need within the sector. These include:

- tutorial support and careers advice and guidance
- basic skills provision
- improving equality of opportunity for staff and/or students
- curriculum areas with a small percentage of outstanding grades such as business studies, engineering and construction
- self-assessment
- support for part-time teachers
- use of management information
- improving student attendance
- raising retention and achievement whilst widening participation.

60 The Council is particularly concerned to encourage the sector to share good practice in basic skills, construction and engineering. Since September 1997, inspectors have awarded only three colleges an outstanding grade for provision in basic skills and only three have received an outstanding grade in engineering. In addition, no college has been awarded an outstanding grade for construction provision. The Council, therefore, proposes to set up small consultative groups to help it identify good practice in construction and engineering and to develop ways of sharing this practice with colleges in the sector. In the case of basic skills, the Council is supporting phase 2 of the basic skills quality initiative to help colleges to improve provision.

61 The Council is concerned to improve equality of opportunity for students and staff. It particularly wishes to encourage dissemination of good practice by colleges which have demonstrated:

- effective equal opportunities practice for students and staff, including improvement strategies, target-setting, personnel monitoring and evaluation
- that they have increased the numbers of black staff, particularly in full-time teaching and management.

62 Those receiving funding will be expected to demonstrate that they are sharing their good practice with colleges with weaknesses in provision similar to that which is being disseminated. Funding will be allocated after agreement by the Council of colleges' costed action plans.

Category 6: Achievement Fund

63 In Circular 99/24, *Use of the Standards Fund*, the Council indicated its intention to introduce an achievement fund for 2000-01. The purpose of the fund will be to reward colleges which have improved their achievement rate without any deterioration in their rate of retention.

64 It is proposed that the following principles underpin the allocation of the achievement fund for 2000-01:

- awards from the fund will be based on benchmarking data for 1998-99 and 1999-2000 for all qualifications other than short courses
- the educational character of the college does not change significantly
- separate awards to colleges will be made for the achievements of students aged 16 to 18 and for adults
- within each age-group, colleges will qualify for an award for an improvement in the rate of achievement between 1998-99 and 1999-2000 of at least two percentage points. Awards made on this basis will be directly proportional to the size of the improvement
- colleges which were in the bottom quartile for achievement in 1998-99 will receive double the award they would otherwise have received
- colleges will not receive an award if there is a decline in their rate of retention between 1998-99 and 1999-2000

- the size of any award will be directly proportional to the number of full-time equivalent students in the relevant age-group in 1999-2000
- colleges for which the Council does not have benchmarking data or where there are concerns about the quality of data will be excluded from receiving awards from the achievement fund.

65 Colleges will be asked to provide the Council with their achievement and retention data for 1999-2000 in December 2000. The Council will reserve the right to use its own estimates if the colleges' figures do not appear credible. Where the outturn data for 1999-2000 differ from the figures initially provided, an adjustment will be made. The Council intends to issue a circular to colleges, setting out the requirements for 1999-2000 data submission in summer 2000.

Summary of Proposals for Standards Fund 2000-01

<i>Category</i>	<i>Eligibility</i>	<i>Formula/Bid /Application only</i>	<i>Costed action plan required</i>	<i>Monitoring and accountability</i>	<i>Circular 00/05 paragraph reference in annex A</i>
1 College improvement					
Colleges causing concern	Determined by criteria	Formula	Yes	Regional director	3 - 7
Post-inspection support	Inspected since September 1997	Formula	Yes	College inspector	8 - 10
2 Improving teaching and learning					
Basic skills quality initiative	All colleges	Formula Application only	No No	Report for college inspector	13 - 15
Part-time teachers	All colleges	Formula	No	Report for college inspector	16 - 20
ILT skills for teachers	All colleges	Formula	No	Report for college inspector	21 - 23
Curriculum 2000	All colleges with full-time 16-18 learners	Formula	No	Report for college inspector	24 - 28
Staff initiatives: early retirement	All colleges	Application only	No	Regional director	30 - 31
Staff initiatives: new teaching posts	All colleges	Application only	No	Regional director	32
Retraining	All colleges	Formula	No	Report for college inspector	33 - 35
Professional updating	All colleges	Formula	No	Report for college inspector	36 - 38
Staff mentoring	10% of colleges	Application only	No	Report from Association of Colleges	39 - 40

<i>Category</i>	<i>Eligibility</i>	<i>Formula/Bid /Application only</i>	<i>Costed action plan required</i>	<i>Monitoring and accountability</i>	<i>Circular 00/05 paragraph reference in annex A</i>
3 Training and development for principals and senior management teams					
Programme for principals	200 principals	Application only	No	QIU	42 - 43
Programme for senior management teams	All colleges	Application only	No	QIU	44 - 46
4 The good governance programme					
Training programme for governors	All colleges	Application only	No	QIU	49 - 50
Governance 'health checks'	All colleges	Application only	No	QIU	51 - 54
Training for corporation clerks	All colleges	Application only	No	QIU	55 - 57
5 Dissemination of good practice	Accredited and beacon; Grade 1 in provision	Bid	Yes	Report for college inspector	58 - 62
6 Achievement fund	Determined by criteria	Formula	No	QIU	63 - 65

QIU Quality Improvement Unit

Response Form

(Reference Circular 00/05)

Please photocopy, complete and return this form to Bettina Bullock at the Council's Coventry office by 31 March 2000. The fax number is 024 7686 3160.

Name of institution (*please print*)

FEFC code

Contact name for queries (*please print*)

Tel

Fax

E-mail

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

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Coventry CV1 2WT

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All paragraph references are to annex A. Please indicate your broad support for each proposal by ticking 'yes'. Space has been left for brief comments.

1 The arrangements for colleges causing concern (paragraphs 3 - 7) Yes No
Comments

2 Post-inspection support (paragraphs 8 - 10) Yes No
Comments

3 The basic skills quality initiative (paragraphs 13 - 15) Yes No
Comments

4 Part-time teachers (paragraphs 16 - 20) Yes No
Comments

5 ILT skills for teachers (paragraphs 21 - 23) Yes No
Comments

6 Curriculum 2000 (paragraphs 24 - 28) Yes No
Comments

7 Staff initiatives: early retirement (paragraphs 30 - 31) Yes No
Comments

8 Staff initiatives: new teaching posts (paragraph 32) Yes No
Comments

9 Retraining (paragraphs 33 - 35)

Yes

No

Comments

10 Professional updating (paragraphs 36 - 38)

Yes

No

Comments

11 Staff mentoring (paragraphs 39 - 40)

Yes

No

Comments

12 Programme for principals (paragraphs 42 - 43) Yes No
Comments

13 Programme for senior management teams (paragraphs 44 - 46) Yes No
Comments

14 Training programme for governors (paragraphs 49 - 50) Yes No
Comments

15 Governance 'health checks' (paragraphs 51 - 54)

Yes

No

Comments

16 Training for corporation clerks (paragraphs 55 - 57)

Yes

No

Comments

17 Dissemination of good practice (paragraphs 58 - 62)

Yes

No

Comments

18 Achievement fund (paragraphs 63 - 65)

Yes

No

Comments

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