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**5 March 1998**

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# CIRCULAR

**THE  
FURTHER  
EDUCATION  
FUNDING  
COUNCIL**

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**CONSULTATION ON THE  
RECOMMENDATIONS OF THE  
WIDENING PARTICIPATION  
COMMITTEE**

Cheylesmore House  
Quinton Road  
Coventry CV1 2WT

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**To**

Principals of colleges  
Heads of external institutions  
Heads of higher education  
institutions receiving Council funds  
Chief education officers  
Heads of careers services  
Chief executives of training and  
enterprise councils

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**Circular type**

Consultation

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**Summary**

Consults on the recommendations  
of the widening participation  
committee. Responses are  
requested by 5 May 1998

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Reference number: 98/07

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**Enquiries:**

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Administrator to the widening  
participation committee  
01203 863032

**98/07**



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# CONSULTATION ON THE RECOMMENDATIONS OF THE WIDENING PARTICIPATION COMMITTEE

## INTRODUCTION

1 The purpose of this circular is to consult colleges and others with an interest in further education on the recommendations of the widening participation committee in its report *Learning Works* (published by the Council in July 1997). The circular also sets out:

- the committee's main findings
- early reactions to the report from the sector and others
- the Council's initial response
- the action already taken by the Council on some of the recommendations.

2 In the light of the early reaction to the report from government and the sector, the Council has already started to implement many of the recommendations. This circular invites comments on all the recommendations, in particular those where action has yet to be taken or which are at an early stage, and which are addressed to the Council. The Council will consider further the implementation of the recommendations in the light of response to the consultation.

3 The response to those recommendations which the committee directed to the government will be set out in a separate paper, to be published alongside the government's wider consultation on lifelong learning.

## BACKGROUND

4 The widening participation committee was established by the Council in December 1994. It was chaired by Helena Kennedy QC. Its terms of reference were:

To identify:

- a. those who do not now participate in further education;
- b. those for whom the quality of participation indicated by completion and achievement rates are less than the norm for the sector;
- c. how participation may be increased and the quality of participation improved;

and to recommend to the Council:

- a. how its strategies, including the funding methodology, should be developed both to increase and to improve the quality of participation; and the achievement of the national targets;
- b. how information on good practice in institutions in developing and implementing strategies to increase and improve the quality of participation should be disseminated;
- c. how the Council should monitor and evaluate the effect of its strategies;
- d. any further work which needs to be undertaken in relation to increasing and improving the quality of participation.

5 The committee set out its emerging conclusions in *Pathways to Success* in February 1997 and published its *Consultation Document* on the proposals for strategic partnerships and the proposed new learning pathway in March 1997. The response to both these publications was very positive.

## THE COMMITTEE'S MAIN FINDINGS

6 The main finding is that it is generally those who have already succeeded in education and training who go on to demand and get further opportunities for learning. At present many of those who fail never make up the lost ground. Policies to increase participation and achievement in post-16 learning need to acknowledge this explicitly. The report says that the government should therefore redirect its policies towards widening participation and improving achievement by young people and adults who have not previously experienced educational success.

7 The report identifies a vision and an ambitious set of aspirations, and the steps which need to be taken to make the vision a reality. Many of these steps would require action by government and the Council to work in partnership with other key national players. These include:

- the creation of a consistent policy framework for further education
- the establishment of a system of local strategic partnerships
- a lifelong entitlement to education to level 3
- the development of a national credit framework.

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## **DISSEMINATION AND EARLY REACTION TO THE REPORT**

8 The Council received the final report of the widening participation committee on 19 June 1997. The report was published and launched by Helena Kennedy QC, at a conference organised by the Association of Colleges (AoC) with the Council's support on 2 July 1997. The report was welcomed by the government and at the launch, statements of support were received from a wide range of organisations, including the Training and Enterprise (TEC) National Council, the National Institute of Adult Continuing Education (NIACE) and the Local Government Association (LGA).

9 In order to prepare an initial response to the report as part of its advice to the secretary of state on lifelong learning, at its September meeting the Council asked a number of national organisations to give an early reaction to the report. Those responding included the AoC, the Association of College Management, the Association of Principals of Colleges, NIACE and the LGA. Comments received were generally positive and supportive of the committee's overall approach. The Council also noted a supportive reference to *Learning Works* in the report of the National Advisory Council for Education and Training Targets on progress towards the targets, published in August 1997 and in the first report of the National Advisory Group for Continuing Education and Lifelong Learning.

10 As part of the early consultation, four conferences organised by the Further Education Development Agency (FEDA) and NIACE were held during September and October in London, Bristol, Leeds and Birmingham. The conferences were an opportunity for senior college staff, governors and representatives from training and enterprise councils (TECs) and local education authorities (LEAs) to hear directly from Helena Kennedy QC, Council staff and other sector colleagues, and for them to discuss the strategic implications of the committee's recommendations.

11 Feedback from the conferences was very positive. The main issues raised by delegates were the need to ensure that sufficient funding be made available to support the recommendations, that a strategic approach should be adopted to post-16 education and that the proposed initiatives should be linked to other national policy initiatives.

## **COUNCIL'S INITIAL RESPONSE TO THE REPORT**

12 The Council's initial response to the report, taking account of the early reaction to the report, was published in *Council News* No. 41. The Council:

- warmly welcomed the report and strongly supported the principles underlying it
- endorsed the committee's view that further education and, in particular, the role within it of the college sector, had a potentially vital role in advancing the government's economic and social agenda
- endorsed the view that, if the full potential of further education is to be realised, a consistent and co-ordinated national policy framework for post-16 education is required, embracing funding arrangements and levels, student financial support, the qualifications framework, and the way in which quality is measured and assessed
- supported the committee's call for a national partnership to develop a credit framework for qualifications available in further education
- wished to see a greater emphasis on the self-investment and personal development of the individual which was required to motivate many of those not participating in further education
- encouraged the sector to utilise best practice in the guidance and counselling support it offered to students
- noted and passed on to government the funding implications of the committee's recommendations as part of its advice on the financial needs of the sector.

These views were incorporated in the Council's advice to the secretary of state on lifelong learning.

## **GOVERNMENT'S INITIAL RESPONSE TO THE REPORT**

13 The government's initial response to the report has been very encouraging. It was welcomed both by the prime minister and the secretary of state as a useful contribution to the important debate about the role of further education in the country, and in particular about how to involve the one third of adults who have had no formal learning since leaving school. The government has acknowledged

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the report as a valuable contribution to the thinking which has influenced its consultation on lifelong learning.

14 In his guidance letter to the chairman of the Council in November, the secretary of state said he wished to see most of the additional funding directed to widening participation, principally among those aged 19 and over. This was in the context of the addition of £60 million to the Council's baseline funding for 1998-99, part of which is to provide for a growth of some 20,000 full-time equivalent students. The additional funding should also take forward the agenda set out in *Learning Works* so that more of those who have not traditionally taken advantage of educational opportunities are brought back into learning.

15 Additional resources for the sector of £22 million have also been made available to fund:

- education and training for unemployed people in advance of the national implementation of the New Deal
- enhanced facilities for childcare
- a network of summer schools in basic skills organised by colleges
- augmentation of colleges' information technology infrastructure, in particular, to facilitate the sector's contribution to the University for Industry.

## PUBLICATIONS

16 In addition to *Learning Works* the following companion volumes to the committee's work have been published by the Council:

- *Identifying and Addressing Needs: A practical guide* (FEFC, March 1997) – commissioned jointly with the learning difficulties and/or disabilities (Tomlinson) committee
- *How to Widen Participation: A guide to good practice* (The Stationery Office, September 1997)
- *Widening Participation in Further Education: Statistical evidence* (The Stationery Office, December 1997).

17 Three further publications of key contributions to the committee's evidence base have been published by those from whom they were commissioned. These are:

- *Pandora's Box? Companion papers on motivation, access and the media* (NIACE, 1997)
- *The Funding Lottery: Student financial support in further education and its impact on participation* (PSI, 1998)
- *Implementing a Credit Framework for FE* (FEDA, 1998).

## RESPONSES

18 Comments are invited on the recommendations contained in *Learning Works* which are set out in annex A. The form for the response is divided into three sections. The first invites general comments. The next two sections set out the recommendations for the Council, and for TECs and colleges. The recommendations for each are grouped against the chapter headings in *Learning Works*. The section on recommendations to the Council also includes a report of progress to date and indicates any specific issues where comments or suggestions would be particularly useful. The recommendations to government are included for information as annex B and provide a context in which respondents may wish to frame their comments on the government's response to *Learning Works* when it is published as part of the lifelong learning consultation process.

19 Responses are welcomed from colleges and other institutions which receive funding from the Council. Responses are also welcomed from all those with an interest in post-16 education, including schools, careers services, voluntary organisations, employers, trade unions, TECs and private providers of education and training.

20 Respondents are encouraged to be creative and wide ranging in their comments, including where appropriate: observations on the actions taken to date by the Council; suggestions for further work beyond that currently envisaged and further proposals to develop the momentum and spirit of the report over the next five to 10 years, together with the strategies they propose to adopt in their own institutions and spheres. Where respondents can clearly demonstrate that participation and achievement have been successfully widened, reports of work undertaken would be welcome.

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21 Comments on the recommendations are requested by 5 May 1998. Please send or fax your comments to:

**Louise Hazel**  
**The Further Education Funding Council**  
**Cheylesmore House**  
**Quinton Road**  
**Coventry CV1 2WT**  
**Fax 01203 863055**  
**email hazello.fefc.ch@gtnet.gov.uk**

David Mawle

# RECOMMENDATIONS FOR CONSULTATION

(Reference Circular 98/07)

Please photocopy, complete and return this form to Louise Hazel at the Council's Coventry office no later than 5 May 1998.

\_\_\_\_\_  
Name (*please print*)

\_\_\_\_\_  
Position

\_\_\_\_\_  
Organisation

\_\_\_\_\_  
Telephone no.

## THE FURTHER EDUCATION FUNDING COUNCIL

Cheylesmore House  
Quinton Road  
Coventry CV1 2WT

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### SECTION ONE

#### General Comments

*Please use this space and if necessary additional pages for any general or overarching comments you would like to make to support your response (see paragraph 20 in the body of the circular).*

## SECTION TWO

**Recommendation  
to Council****Progress to date****Support  
(please tick)****Do not  
support****Comment****Chapter 1 – ‘The case for  
widening participation is  
irresistible’**

1 Publish an annual report on progress in widening participation in the further education sector using the new framework for measurement that has been developed by the committee.

*How to Widen Participation: A guide to good practice* includes a national statistical profile of participation which enables institutions using the framework of measurement developed by the committee to compare their own profiles with the national baseline. The Council intends to publish an annual update of the national statistics.

**Chapter 2 – ‘The national strategy  
for widening participation must  
have further education at its core’**

2 Include in the criteria for schedule 2(d) provision, any non-schedule 2 provision which is specifically planned to act as a first step towards embarking on schedule 2 provision.

see recommendation 9

**Chapter 3 – ‘Market principles  
alone will not widen participation’**

3 Revise its guidance on strategic planning to reflect the contents of *Identifying and Addressing Needs*, the guide prepared by the Institute for Employment Studies, published March 1997.

Circular 96/34 asked colleges and higher education institutions to use the guide in preparing their three-year strategic plans 1997-98 to 1999-2000. This guidance will be reproduced in the circular inviting external institutions to share their three-year plans 1998-99 to 2000-01 which will be published in 1998.



<b>Recommendation to Council</b>	<b>Progress to date</b>	<b>Support (please tick)</b>	<b>Do not support</b>	<b>Comment</b>
4 Require colleges to specify how wider community involvement in planning is to be achieved.		<input type="checkbox"/>	<input type="checkbox"/>	
<b>Chapter 5 – ‘The Council should develop its funding arrangements to widen participation’</b>				
5 Contribute more to the education and training of poorly qualified young people by awarding entry units in inverse proportion to students’ previous level of achievement.	The Council consulted the sector on the introduction of a widening participation factor in Circular 97/38 which would increase the funding available for students less likely to participate in education. It has agreed to introduce such a factor using postcodes from 1998-99 for students of all ages and plans to increase entry, on-programme and achievement units for students in eligible postcodes from 1998-99. It does not, at this stage, plan enhanced funding for learner support and guidance other than that available through additional support units in the current funding arrangements. Comments are particularly requested on the relative merits of continuing to use postcodes compared with the introduction of a system based on prior educational attainment for future years both in relation to 16–19 year olds and older students.	<input type="checkbox"/>	<input type="checkbox"/>	
6 Contribute more to the education and training of the most needy adults by awarding entry units on the basis of relative levels of social and economic deprivation, using postcodes. (see also 13).		<input type="checkbox"/>	<input type="checkbox"/>	
7 Contribute more to the additional support and guidance of these learners through increased on-programme and achievement units or by enhanced funding for the accreditation of learner support and guidance in the <i>New Learning Pathway</i> .		<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation to Council</b>	<b>Progress to date</b>	<b>Support (please tick)</b>	<b>Do not support</b>	<b>Comment</b>
8 Ensure that its funding arrangements can accommodate interim achievement and unitisation of the curriculum.	The Council is considering running a unitisation pilot in 1998-99 for a range of qualifications with a small number of volunteer colleges.	<input type="checkbox"/>	<input type="checkbox"/>	
9 Include non-schedule 2 provision which is specifically designed to achieve progression to schedule 2(d) courses.	The Council is unable to fund non-schedule 2 provision; discussions with the DfEE over this and related issues are ongoing.	<input type="checkbox"/>	<input type="checkbox"/>	
10 Change the tariff so that employers and individuals who can afford to pay a higher proportion of the costs of their learning do so.	The Council has agreed to reduce tariff units by one third for dedicated provision delivered for an employer, either by direct or collaborative provision and that Council funding should not normally transfer to employers through collaborative arrangements.	<input type="checkbox"/>	<input type="checkbox"/>	
11 Encourage methods of delivery, including franchising, which encourage participation by under-represented groups.	<i>How to Widen Participation: A guide to good practice</i> includes examples. Inspection reports may comment upon methods of delivery which encourage participation by under-represented groups.	<input type="checkbox"/>	<input type="checkbox"/>	
12 Take steps to ensure the convergence policy does not impede the efforts of those in the further education sector to widen participation.	The introduction of the widening participation factor recognises the additional resources likely to be required to recruit and retain students with low levels of prior achievement, an initial proxy for which will be the use of the Department of the Environment (DoE) index of local conditions linked to postcodes.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Recommendation to Council</i>	<i>Progress to date</i>	<i>Support (please tick)</i>	<i>Do not support</i>	<i>Comment</i>
13 Give priority to encourage the recording of previous educational achievement for all learners within the individualised student record (ISR) and take account of it in the funding system.	The ISR manual will highlight this issue. Qualifications on entry have been a full part of the ISR since 1996-97 and the Council is supporting institutions by providing validation software and giving feedback on the quality of the data provided. Further modelling will take place in 1998 to test out the feasibility of using prior achievement rather than postcodes as a basis for a widening participation factor.	<input type="checkbox"/>	<input type="checkbox"/>	
14 Extend the funding of strategic partnerships beyond 1997-98.	A total of £2 million has been provided for partnerships starting in 1997-98. A further £2 million was made available at the Council meeting in December to support a new round of applications for 1998-99.	<input type="checkbox"/>	<input type="checkbox"/>	
15 Publish a 'plain-English' guide showing how the funding arrangements can be used to support widening participation, in particular, the way in which additional support can be claimed.	As part of the stage-two funding review, an evaluation of the effectiveness of the additional support mechanism will take place in spring 1998. Any recommendations would be considered as part of the tariff consultation for 1999-2000; guidance on the tariff will be published. An explanation of the postcode-based widening participation factor has been provided to institutions.	<input type="checkbox"/>	<input type="checkbox"/>	
16 Take success in widening participation into account in the criteria for allocating any funding above the core.	Growth funding for widening participation in 1998-99 will be allocated using the DoE index of local conditions linked to postcodes.	<input type="checkbox"/>	<input type="checkbox"/>	
17 Aim to simplify the funding system.	Development work to simplify the funding programme is under way for implementation in 1999-2000.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Recommendation to Council</i>	<i>Progress to date</i>	<i>Support (please tick)</i>	<i>Do not support</i>	<i>Comment</i>
18 Develop its funding arrangements to support the increasing use of information technology, telematics, distance, open, and flexible learning.	This proposal was considered by the stage-two funding review group. No specific proposals for change were considered necessary at this stage.	<input type="checkbox"/>	<input type="checkbox"/>	
19 Use its funding to reward institutions working in partnerships to widen participation.	Please see comments on 14. Comments are particularly welcomed on how the funding allocation arrangements could be adapted to effect this recommendation.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Chapter 6 – ‘New systems of financial support for students must be created’</b>				
20 Add the funds currently provided through the funding allocation for childcare to access funds to create a new ‘access and childcare fund’.	The stage-two funding review considered this proposal and recommended that it be implemented when the basis for the distribution of access funds had been reviewed by the Council in 1998. An access funds working group has been established jointly with the Department for Education and Employment (DfEE) to review the future use and distribution of access funds.	<input type="checkbox"/>	<input type="checkbox"/>	
21 Incorporate a measure of ‘need’ in the formula for the distribution of the new fund.	This recommendation will be considered in the context of distributing the increased access funds available in 1998-99.	<input type="checkbox"/>	<input type="checkbox"/>	

<i>Recommendation to Council</i>	<i>Progress to date</i>	<i>Support (please tick)</i>	<i>Do not support</i>	<i>Comment</i>
<b>Chapter 7 – ‘We know how to widen participation – now we need to make it happen’</b>				
22 Play a leading role in the drive to develop a national credit framework.	The Council’s schedule 2 qualifications group has been considering the issues involved in the development of a credit framework for further education. Following discussions with this group and representatives from the main vocational awarding bodies, a paper was sent to the DfEE urging the development of unit-based qualifications within a credit framework through the Qualifications and Curriculum Authority (QCA). At the request of the DfEE, the Council is discussing the proposals with QCA. The Council is considering setting up a small pilot study in 1998-99 on funding unit-based qualifications within a credit framework alongside the normal application of the funding methodology (see recommendation 8).	<input type="checkbox"/>	<input type="checkbox"/>	
23 Support the development of the New Learning Pathway.	See comments on 7 and 22.	<input type="checkbox"/>	<input type="checkbox"/>	
24 Promote the committee’s good practice guide on widening participation.	The good practice guide was published in September 1997 and promoted through the dissemination conferences.	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Recommendation to Council</b>	<b>Progress to date</b>	<b>Support (please tick)</b>	<b>Do not support</b>	<b>Comment</b>
25 Recognise the urgency of improving teaching quality by issuing guidance to support the new inspection arrangements and in doing so highlight the importance of teacher development.	The inspectorate has been undertaking a national survey on staff development during 1997-98 and will be starting on a survey of aspects of widening participation which will continue into 1998-99.	<input type="checkbox"/>	<input type="checkbox"/>	
26 Publish the current data on participation, enrolment, retention, achievement and progression in the sector.	<i>How to Widen Participation: A guide to good practice</i> was published in September 1997. <i>Widening Participation in Further Education: Statistical evidence</i> was published in December 1997.	<input type="checkbox"/>	<input type="checkbox"/>	
27 Provide guidance to institutions on measuring participation and establishing benchmarks and targets.	<i>How to Widen Participation: A guide to good practice</i> included such guidance.	<input type="checkbox"/>	<input type="checkbox"/>	
28 Consider incorporating a widening participation element into its performance indicators for colleges when these are next reviewed.	Circular 97/36 indicates that changes to performance indicator 2 – change in student numbers – will be considered from 1998-99 in the light of the outcome of this consultation.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Chapter 8 – ‘A coherent system of information, advice and guidance is essential to widen participation’</b>				
29 Include in the guidelines to colleges on self-assessment and inspection a requirement that their guidance services meet the new national standards developed by the Guidance Council.		<input type="checkbox"/>	<input type="checkbox"/>	

<i>Recommendation to Council</i>	<i>Progress to date</i>	<i>Support (please tick)</i>	<i>Do not support</i>	<i>Comment</i>
<b>Chapter 9 – ‘Stimulating the demand for learning’</b>				
30 Recognise in its aims that it has responsibility to work with others to encourage and promote demand for learning.	This recommendation will be considered during the forthcoming review of the Council’s aims and corporate plan in the light of the secretary of state’s guidance letter.	<input type="checkbox"/>	<input type="checkbox"/>	
31 Welcome and promote the potential new role for the further education sector by the University for Industry (Ufi).	<p>The Council has agreed to provide £500,000 to support colleges involved in University for Industry pilot work. The Council is also represented on the task group set up to look at Ufi funding and legal entity issues. In addition to the £500,000, Baroness Blackstone announced at the annual principals’ conference that the government is making £5.5 million available for colleges in 1998-99 to develop their information technology infrastructure to underpin their contribution to the Ufi and to meet information technology skills shortages.</p> <p>The Council has decided that of the total £6 million now available, £1 million should be used to support Ufi pilot projects in colleges and the other £5 million should be used for capital funding to support colleges’ contribution to Ufi. The Council is consulting the Joint Advisory Committee on the criteria to be used for the allocation of these funds. A circular is due out to colleges setting out the arrangements for the allocation of funds.</p>	<input type="checkbox"/>	<input type="checkbox"/>	

**SECTION THREE*****Recommendation  
to Colleges******Support  
(please tick)******Do not  
support******Comment*****Chapter 7 – ‘We know how to widen  
participation – now we need to make  
it happen’**32 Comment on their implementation of the  
nine characteristics of good practice in their annual  
self-assessment report.33 Ensure that teachers’ development activities  
are aimed at training to meet the new challenges of  
wider participation in education.***Recommendation to Training  
and Enterprise Councils*****Chapter 5 – ‘The Council should develop its  
funding arrangements to widen participation’**34 Consider introducing similar rewards for those  
recommended to the Council for funding work-based  
routes through training providers.**Chapter 7 – ‘We know how to widen  
participation – now we need to make it happen’**35 Include further education teachers in their  
teacher placement targets.



## RECOMMENDATIONS FOR INFORMATION

### RECOMMENDATION TO GOVERNMENT

#### Chapter 1 – ‘The case for widening participation is irresistible’

- 1 Provide leadership to place the creation of a self-perpetuating learning society at the heart of the national common purpose.
- 2 Create a national strategy for post-16 learning to widen not simply increase participation.
- 3 State its aspiration for all to achieve a level 3 qualification including key skills to provide the platform for the creation of a self-perpetuating learning society.
- 4 Set new and comprehensive National Learning Targets.
- 5 Expect local partnerships to set local participation targets.
- 6 Accelerate its activities to harmonise systems for measuring participation and achievement in post-16 learning and publish an annual report on progress in participation and achievement.

#### Chapter 2 – ‘The national strategy for widening participation must have further education at its core’

- 7 Recognise and celebrate the unique contribution that further education can make to widening participation.
- 8 Create a consistent policy framework for publicly funded further education which embraces planning, funding, quality assessment, measurement of performance, financial support for students, guidance and the means of stimulating demand for learning.
- 9 Promote the establishment of employers’ learning centres as part of the University for Industry; firms with over 200 employees should set up their new centres, and smaller firms should be encouraged to work together to create them.
- 10 Encourage local partnerships to identify openings for introducing new employee development schemes.

11 Encourage local education authorities to produce annual development plans setting out their proposals for securing adequate provision for non-schedule 2 students.

12 Explore urgently all avenues for ensuring the availability of adequate funding for non-schedule 2 provision, including alternative funding routes.

#### Chapter 3 – ‘Market principles alone will not widen participation’

13 Enable the establishment of a national system of permanent local strategic partnerships to widen participation; the partnerships should support the Council in its duty to secure the provision of sufficient and adequate further education.

14 Revise the articles of government of sector colleges to give corporations a responsibility to meet the needs of the local community.

#### Chapter 4 – ‘Funding is the most important lever for change’

15 Create a Learning Nation Fund from the national lottery funds released after the millennium to achieve the quantum leap in participation in post-16 learning needed to tackle the backlog of underachievement.

16 Give priority in public funding within post-16 learning to general education and transferable vocational learning, including key skills, at and leading to level 3; the costs of ensuring that all can succeed to level 3 must be recognised.

17 Create a national framework for the funding of post-16 learning; the new system should be founded on the principle of equity and it should be simple and transparent.

18 Harmonise funding systems and funding levels across the whole of further education.

19 Include in the common principles for the harmonised funding system incentives and recognition of the relative costs required to widen participation.

20 Set out clearly the relative contributions to be made from the public purse, by employers and by individuals in paying for learning.

21 Extend tax incentives to encourage private sector employers to establish employee development schemes.

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22 Ensure that education to level 3 is free for all young people, and for adults without basic skills or who are socially or economically deprived; tax relief should be extended to all learning programmes up to level 3 which are funded by individuals.

23 Review the current range of challenge funds and specific funds to improve the coherence of funding locally and to minimise bureaucracy.

24 Redirect the priorities of the Single Regeneration Budget towards learning.

25 Create a Learning Regeneration Fund to provide incentives and reward for the permanent local strategic partnerships which should be set up to widen participation.

### **Chapter 6 – ‘New systems of financial support for students must be created’**

26 Undertake a major review of financial support for further education students.

27 Ensure that principles of fairness and transparency apply to financial support for learners throughout post-16 education.

28 Increase significantly access funds for the college sector and remove the current restrictions on eligibility until the review is complete.

29 Give priority within the public funding which is available for financial support to students to increase the numbers of people aiming to achieve level 3.

30 Consider fully the implications for widening participation of any detailed proposals for individual learning accounts.

31 Evaluate the impact of the Job Seekers’ Allowance, and recognise the contribution that achieving qualifications can make to individuals seeking, securing and retaining jobs.

### **Chapter 7 – ‘We know how to widen participation – now we need to make it happen’**

32 Create a national partnership to develop a credit framework for implementation within the next five years.

33 Commission work to develop a national system for measuring learning gain in all forms of post-16 learning.

34 Include widening participation in the common standards for harmonised systems of quality assurance and measurement of performance across further education.

### **Chapter 8 – ‘A coherent system of information, advice and guidance is essential to widen participation’**

35 Establish a national entitlement to information, advice and guidance as part of its strategy for post-16 learning.

36 Include the entitlement to guidance in the new learners’ charter which should replace the charter for further education.

37 Ensure that an entitlement to guidance is included in any proposals to introduce learning accounts.

38 Evaluate the contribution of the new arrangements for the careers service to widening participation.

### **Chapter 9 – ‘Stimulating the demand for learning’**

39 In creating the University for Industry, draw upon the expertise of the Council, further education providers and other key organisations, to develop a service which will meet the needs of the widest spectrum of learners, and support the New Learning Pathway.

40 Legislate to make it a duty for all terrestrial television channels to educate as well as to entertain and inform.

41 Work with the BBC and independent broadcasters to explore the possibility of dedicated television channels to support learning.

42 Take steps, in partnership with key national players, to create a mass demand for learning which includes the whole spectrum of the population.

43 Develop a comprehensive Charter for Learning, which should be promoted through a national publicity campaign and logo.

44 Make it a key role of the local strategic partnerships to promote clear and consistent messages about the value of learning and the range of opportunities available, and to collaborate with the University for Industry at local level.

45 Develop the role of the Employment Service in promoting the value of, and the opportunities for, learning, particularly to those with little recent experience of learning or who lack basic skills and qualifications.

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