
3 April 1998

CIRCULAR

**THE
FURTHER
EDUCATION
FUNDING
COUNCIL**

**APPLICATIONS FOR FUNDING
FOR STRATEGIC
PARTNERSHIPS TO WIDEN
PARTICIPATION 1998-99**

Cheylesmore House
Quinton Road
Coventry CV1 2WT

To

Principals of colleges
Heads of external institutions
Heads of higher education
institutions receiving Council funds
Chief education officers

Circular type

Request for applications for
funding

Summary

Invites applications for funding for
strategic partnerships to widen
participation starting in 1998-99.
Responses are requested by
22 May 1998

Reference number: 98/10

Enquiries:
Regional directors
Louise Hazel
Education and institutions
01203 863032

98/10

APPLICATIONS FOR FUNDING FOR STRATEGIC PARTNERSHIPS TO WIDEN PARTICIPATION

INTRODUCTION

1 This circular invites applications for funding starting in 1998-99 for the strategic partnerships recommended by the widening participation committee. Applications should be returned using the form at annex C by 22 May 1998.

BACKGROUND

2 The Council agreed, in response to the widening participation committee's interim report in November 1996, to make £1 million available in both 1997-98 and 1998-99 to fund a number of strategic partnerships to develop joint working to widen participation. The proposal was first announced in February 1997 in *Pathways to Success*, which set out the committee's emerging conclusions. A consultation document on the details of the proposal was published in March 1997. The responses to this consultation were published in Circular 97/23 in July 1997, which also invited applications for the first round of partnership funding, starting in 1997-98.

3 The committee's final report *Learning Works*, published in July 1997, anticipated the creation of a national network of permanent partnerships, closely linked to the Council's regional committees and supporting the Council in its duty to secure the provision of sufficient and adequate further education. The committee recommended that government should enable the establishment of such a system and that the Council should extend the funding of strategic partnerships beyond that already agreed. Some of the key points from *Learning Works* are reproduced in annex A.

4 In *The Learning Age: A renaissance for a new Britain* and *Further Education for the New Millennium: Response to the Kennedy report*, the government has stated its commitment to collaboration and the development of partnerships to promote learning and raise standards. These publications particularly encourage the development of local partnerships as well as those between the government, individuals, employers and the wider

community. Relevant sections of these publications are also included in annex A.

STRATEGIC PARTNERSHIPS 1997-98

5 By the closing date in September 1997, 70 applications totalling over £6 million for funding in 1997-98 had been received. In response to the energy and enthusiasm that institutions had devoted to the applications, the Council agreed at its meeting on 11 November to increase to £2 million the funds available for the partnerships which started in 1997-98; at its meeting on 11 December, it agreed to make £2 million available for partnerships starting in 1998-99.

6 In determining the successful partnerships for 1997-98 the Council aimed to achieve a balance of regional and socio-economic contexts, stages of partnership development and targeted groups, and to ensure that emphasis was given to improving retention, achievement and progression as well as access. The advice of regional committees was sought to ensure that local knowledge and perspectives were taken into account. The advice of government offices was taken into account so that the proposed partnerships would complement other initiatives receiving public funding.

7 Most regional committees put forward at least three applications for consideration. The Council took particular account of the views of the regional committees in relation to the contribution made by the partnership to the Council's statutory responsibilities for the sufficiency and adequacy of further education provision and the potential of the partnership to support the developing approach of the government to post-16 provision.

8 In order that a wide range of partnerships might be funded, the maximum amount allocated for any partnership was £78,797. Twenty-six partnerships received funding; a list of these partnerships is included as annex B.

9 These partnerships will report on progress regularly through the Council's regional committees. Dissemination of good practice and overall evaluation of the partnerships is being undertaken by the Further Education Development Agency (FEDA), for which Maggie Gidney (0171 962 1280) is responsible. In addition, a national survey on widening participation which the inspectorate will conduct in 1998-99 will look at some aspects of the work of the partnerships.

FOCUS FOR PARTNERSHIPS 1998-99

10 The widening participation committee's rationale for the partnerships starting in 1997-98 was that the quality and use of data and information to plan further education provision locally required development. The committee considered there was scope for joint working at local level to bring together and share available data to produce a more robust and detailed analysis of participation in the area concerned. This approach would enhance and support the planning activities of partners.

11 It was envisaged that each partnership would produce a participation plan that was developed, understood and supported by all the partners involved. The plan would cover the promotion of learning, guidance, access, achievement and progression across a range of learning opportunities available in further education. It would be published and disseminated widely to inform providers and learners and to promote the value of planning locally. The plan would have four main benefits; it would help:

- ¥ the partnership to identify under-represented groups, barriers to widening participation and groups which are underachieving locally, agree individual and collaborative action to recruit under-represented groups and improve retention, achievement and progression rates for them. Targets should be set and progress monitored
- ¥ individual partners to assess their own contribution to widening participation
- ¥ to identify and integrate other parallel partnership activities and to bring together and clarify local priorities for development, competitiveness, single regeneration budget, European structural and other external funds
- ¥ to present a clear and consistent message about the value of learning to potential learners and the range of opportunities and choices available.

12 While the committee's rationale still holds good, it will be important for partnerships starting in 1998-99 to take into account and reflect the key policies and priorities set out by the government since taking office in May 1997, in particular those set out in *The Learning Age* and *Further Education for the New Millennium*. These include:

- ¥ commitment to a strategy for lifelong learning and the creation of a learning society based on the premise that learning is the key to prosperity for individuals and the nation
- ¥ a drive towards progressive improvement of quality and standards for all
- ¥ the intention to use new technology, in particular through Learning Direct and the University for Industry (UfI)
- ¥ recognition of the importance of partnerships with employers and the place of work-based learning in a lifelong learning society
- ¥ recognition that new thinking, creativity, innovation and adaptability, in particular in teaching and learning, is essential if the vision of a learning society is to be realised
- ¥ related developments in government policy, in particular, the creation of the further education collaboration fund and regional development agencies.

13 It is also clear that national and local influences have produced a significant increase in partnerships and collaborative ventures since the first applications for funding were invited in July 1997. The Council has been particularly pleased to note that a number of the partnerships which did not succeed in attracting funding in 1997-98 have nevertheless implemented their proposals using their own, or other, sources of funding. Colleges and other organisations have been involved in other partnership activity, in particular that which is taking forward New Deal. The Council's view on the value of broader partnerships reflects these developments. In 1998-99 it will therefore be looking to fund fewer proposals which focus on data analysis and give more emphasis to those putting into practice the actions which flow from that analysis.

OTHER CHANGES FOR 1998-99

14 Other changes compared with 1997-98 are as follows:

- ¥ partnership activity can now be addressed to the 16-18 as well as the 19+ age groups
- ¥ an application form is provided (see annex C)

- ¥ limits on the amount of some information provided are suggested (see annex C)
- ¥ inclusion of potential contribution to innovative and successful teaching and learning strategies in the selection criteria (see section on quality at paragraph 24)
- ¥ inclusion of ways in which partnerships are measuring their own progress in widening participation in the selection criteria (see section on value added and value for money at paragraph 24)
- ¥ inclusion of complementarity with other publicly-funded partnership activity in the selection criteria (see section on context at paragraph 24)
- ¥ apportionment of 75% per cent of funding by region in proportion to student activity (see paragraph 26)
- ¥ inclusion of cross-regional or national partnerships in consideration for funding (see paragraph 27)
- ¥ applications should be sent to regional offices rather than to Coventry.

APPLYING FOR FUNDS IN 1998-99

15 Applications are invited for funding for partnerships in 1998-99. Partnerships are asked to send their application on the form at annex C by 22 May 1998.

16 Partnerships receiving funding in 1997-98 will not be eligible for additional funding in 1998-99 but individual members of such partnerships will be considered if they are involved in partnerships covering new geographical areas.

Core Partners

17 In order to be eligible for funding, partnerships should include all the following core partners:

- ¥ all the sector colleges in the area concerned
- ¥ other institutions which receive funds from the Council, for example residential colleges and external institutions
- ¥ the local education authority or authorities
- ¥ the TEC or TECs involved
- ¥ the careers service(s) and the Employment Service(s).

18 Partnerships are invited to apply for funding through a lead organisation which is one of the core partners. If the lead organisation is not a college then a college must also be identified for administrative purposes as the channel for any Council funding.

Nature and Size of Area to be Covered

19 The partnerships supported would be broad-based, to enable the plan to cover a comprehensive range of starting-points and progression opportunities for learning, including employment, citizenship and personal development. The Council wishes the partnerships to develop a strategic approach and to integrate with other current or planned partnership activity in the area, for example the development of the New Deal for Work developments. Successful applications are therefore likely to cover one or more TEC, county or unitary local education authority area and should include all the colleges serving the area. Partnerships are also asked to take account of the revised arrangements which support the further education collaboration fund in their areas and of any developing subregional structure of the relevant regional development agency.

Duration and Funding

20 Applications for funding in 1998-99 may nominate a starting date between 1 September and 1 January 1999. Successful partnerships may have up to 18 months from the starting date to prepare their participation plans, implement proposals and report on the progress towards meeting the targets the plan includes. The funding available for the majority of projects will be in the region of £75,000.

21 The Council will normally make funding available in monthly instalments. No more than 10 per cent of the funding can be paid at the start of the project if there are start-up costs. The payment details will be confirmed with successful partnerships.

22 Applications should be concise and structured according to the form at annex C; further details, including the eligibility and selection criteria, and guidance on the information to be included in the application are given at annex D. Two copies of each application should be sent to the regional director at the regional office. National or

cross-regional partnerships should send applications to the region in which the lead partner is located. Regional office contacts details appear at annex E.

Selection of Applications

23 Applications will initially be assessed by Council staff against the following eligibility criteria:

- 1 identification of lead organisation
- 2 commitment of core members
- 3 identification of other actual or potential partners
- 4 specification of the exact geographical area covered in the proposal
- 5 assessment of participation (access, achievement and progression) in the area on the basis of current data, where possible identifying the under-represented target groups
- 6 identification of other publicly funded or partnership activity in which the core members are involved
- 7 commitment to regular reporting and openness.

24 Applications which meet the eligibility criteria will be short-listed as appropriate by Council staff and considered by the Council's regional committees against the following selection criteria:

Quality

- ¥ available published quality assessments on the partners
- ¥ data return record of Council-funded institutions involved
- ¥ quality of the proposal
- ¥ potential contribution to innovative and successful teaching and learning strategies to meet the needs of students from groups under-represented in further education
- ¥ strategies for widening participation by raising standards
- ¥ ways partners will assure the quality of their work, including the use of appropriate self-assessment processes.

Value Added and Value for Money

- ¥ value added by the proposal

- ¥ potential contribution to widening participation (access, achievement and progression) for under-represented groups
- ¥ value for money
- ¥ partner and complementary contributions
- ¥ ways in which partnerships are measuring their own progress in widening participation.

Context

- ¥ the extent of partnership development
- ¥ comprehensiveness of coverage
- ¥ socio-economic characteristics of the area
- ¥ relationship and complementarity with other partnership activity in the area.

25 Short-listed partnerships are likely to be asked to make presentations to the relevant regional committee. Between 75 and 80 per cent of the funding will be allocated to regional committees which will be asked to recommend an agreed number of partnerships for funding; the number, which will be in proportion to the size of student activity in the region, will be no more than three for the largest regions.

26 The number of partnerships for recommendation by each region is:

Eastern Region	2
East Midlands	2
Greater London	3
Northern Region	1
North West	3
South East	3
South West	2
West Midlands	3
Yorkshire and Humberside	2
Total	21

27 Regions will also be asked to nominate additional partnerships which will be assessed centrally and from which up to a further six will be selected for the remaining 20 to 25 per cent of funding. This assessment will take into account the quality of the proposal and the balance of coverage of the partnerships recommended by regional

committees. Applications from cross-regional or national partnerships will also be considered. The views of the Department for Education and Employment (DfEE) and government offices will be sought to ensure that the selected partnerships complement similar initiatives funded from other public sources.

28 It is intended that successful partnerships will be informed by the end of July so that they can start work at the beginning of the new college year. Those making unsuccessful applications will be contacted by the regional offices; where requested; regional office staff will also provide feedback on their applications.

David Mellor

PUBLICATION EXTRACTS

Learning Works

Chapter 2 (p. 36)

Imaginative partnerships between employers and providers of training have created new opportunities for learning. Much of the work takes place on the employers' premises and students benefit from the expertise of college staff and the use of industry standard facilities. The smallest employers provide the least training; part-time employees and those with low previous attainment are least likely to get training. Many of those currently under-represented in education and training are in work. The workplace is an attractive venue for many to engage in learning and its potential must be further exploited.

Increasingly, employers and trade unions are encouraging employees to take part in learning as part of wider development schemes for employees which are designed to promote the value of learning, to build confidence in the individual's ability to learn and to increase the motivation to learn...

The government should encourage large firms to create their own learning centres. Smaller firms could work together to establish such centres. These centres should be part of the new 'University for Industry' proposed by the government. Local partnerships should be encouraged to identify openings for new employee development schemes.

Chapter 3 (pp. 43-44)

Many of the key local stakeholders in post-16 education and training...meet repeatedly in different forums, to discuss similar and linked issues. Equally, many work together to deliver specific initiatives. We are concerned that this flowering of consultation, partnership and inter-agency network is often focused on single issue activities and masks the absence of any fully effective local strategic dimension in determining the character of, and priorities for, public investment in further education. The absence of any strategic dimension at local level, in our view, is a major weakness in the system which significantly reduces the potential for widening participation.

...the rich diversity of provision, providers and delivery mechanisms within further education must be recognised and celebrated, the diversity in arrangements for data collection and performance monitoring, which are so crucial to planning, are its Achilles' heel...

We have no desire to see a return to the centralised and bureaucratic planning approaches of the past. We would wish to see local strategy emerging, developing and being sustained by partnership approaches, involving all key stakeholders which recognise both the independence and inter-dependence of partners. The aim of these partnerships would be to promote learning and to improve the sharing of information, in order to produce local targets for widening participation. Shared information and shared analysis would enable partnerships to move on to identify and agree strategies for effectively engaging with potential learners who remain outside the system.

Sound planning requires comprehensive data of good quality. A collaborative approach to the collection of and interpretation of data is an important first step in building up the best possible picture of local participation. Between them, stakeholders in a locality possess a rich supply of local knowledge. The stimulation of debate between stakeholders, based on shared information, will provide a strong foundation for building partnerships at a strategic level.

The production of participation plans setting out agreed local targets for widening participation in support of the external learning targets for participation advocated elsewhere in this report, will assist individual partners in their own organisational planning. In addition, by assessing the contribution towards local targets planned by each partner, the partnership would be able to identify any gaps or shortfalls. Once identified, gaps or shortfalls might be addressed by bidding for funds or through collaborative action by partnership members.

Potentially, the partnerships of key stakeholders within a locality will be powerful and influential. We envisage that they would provide energy and direction within post-16 learning and be the powerhouse behind efforts to encourage new approaches and initiatives such as the establishment of the employer-based learning centres which are advocated in the introduction and

elsewhere in this report. They will need to bring vision and imagination to generate and support collaborative ventures which engage with those who are not economically active or not involved in learning.

It is in the interest of all stakeholders to promote the value and benefits of learning. The examples of collaboration which take place all over the country during 'Adult Learners' Week' each year, clearly demonstrated to us the potential of collaborative efforts to raise the profile of learning. We envisage the strategic partnerships playing a key role in ensuring an ongoing profile for learning supported by information and guidance in the local area.

Chapter 8 (p. 102)

We believe that guidance services should be firmly rooted in local or regional partnerships, so that they can point learners to real opportunities in the locality. For this reason, we welcome the 'Learning Information Networks'. Local guidance services have great potential as sources of information, for local strategic planning of educational provision. They can gather facts about the client group, its needs, aspirations and pathways to success. The strategic partnerships which we propose may not initially comprise the same partners as the 'Learning Information Networks'. They will, however, work within the same context and it will be important that bridges are built between the two from the beginning. Over time, we hope the separate partnerships will come closer and closer together.

The Learning Age

Chapter 1 (pp. 17, 19)

Transforming our learning culture will depend on a partnership between individual responsibility and the wider community.

The government will provide funding to support the UfI in a public-private partnership and will help to meet the learning costs of people on low incomes. Individual learning accounts will be available to help people save to pay for courses. TECs may assist some businesses in using UfI.

Chapter 2 (p. 25)

The government has already shown its commitment to education as its priority by announcing an additional £165 million for higher education and

£100 million for further education in 1998-99, and by its pledge to support an extra 500,000 people in further and higher education by 2002. We are seeking views on a new partnership between Government, individuals and employers for further investment in the future.

Chapter 3 (p. 39)

We are setting up a National Skills Task Force, working with a new Skills Unit in the Department for Education and Employment. The Task Force will:

- ¥ assess future skills needs so that the economy has the skills it requires
- ¥ strengthen partnerships at regional and local level, share information and co-ordinate action to improve the supply of skills
- ¥ ensure that accurate information on changing skills needs is effectively disseminated; and
- ¥ work with new National Training Organisations (NTOs), the University for Industry and others to tackle skills shortages.

Chapter 4 (pp. 47, 54-55)

Further education has demonstrated innovation and flexibility in response to new demands from individuals and businesses. Many colleges have worked imaginatively to improve access, operating across a number of sites and working collaboratively with employers, LEAs, community organisations and private training providers. The sector also has an excellent track record in reaching disadvantaged people, helping to reduce social exclusion and promoting employability.

More 16 and 17 year olds study full time in further education colleges than at school. We will look at how recognition can be given to this, including issues surrounding funding. We will promote greater co-operation between schools and colleges in sharing resources and in providing greater choice. In some places there is also potential for greater efficiency through rationalisation of provision and facilities, harnessing competition and making progress through local partnerships. The development of a collaborative network of tertiary education is a long-term objective of the government.

All our proposals are aimed at improving the skills, creativity and employability of our people, young and old, and at promoting a fair society in which we all have a stake. We cannot realise these goals unless we join together to do so. The Government's role will be to provide a lead so that everyone is clear about their responsibilities and focuses on setting and meeting agreed targets...

Local challenges need local solutions...we see priorities for all areas and therefore propose:

- ¥ to encourage sensible local planning, we will work with the FEFC, the local government association and local partners to develop more coherent planning and funding arrangements in post-16 education. We will establish a new collaboration fund which will help further education colleges to work with each other, and with other post-16 providers to develop more cost-effective and relevant provision*
- ¥ to encourage every community to develop its education potential, involving all types of learning institutions. We will consult on how to invite LEAs, further education and others to do this. We will want to draw on best practice including the current pilots funded by the FEFC following the Kennedy report.*

example, identifying future skill needs. We are also placing a new emphasis on partnerships within the sector, to reduce the waste caused by unnecessary competition, and to ensure that the sector is better placed to meet future challenges. We have established a new further education collaboration fund to promote such partnerships within and beyond the FE sector.

ÔThe Learning AgeÕ supports further development of partnership between employers, employees and their unions, including employee development schemes.

Further Education for the New Millennium

Chapter 3 (pp. 7Ð8)

The government believes that the excessive emphasis in the past on market competition has inhibited collaboration; and that strong partnerships are now needed to develop efficient local strategies for learning.

This government has stressed a partnership approach in planning education and training provision. That is central to the ÔInvesting in Young PeopleÕ strategy. We look to the FEFC's regional committees to be effective partners with local government and other providers in improving co-operation in meeting the needs of 16Ð19 year olds, developing local skill strategies and setting regional targets. The new regional development agencies (RDAs) will also work with FEFC, colleges, local authorities, higher education institutions and training and enterprise councils to develop effective co-operation on strategies for lifelong learning Ñ for

STRATEGIC PARTNERSHIPS FUNDED IN 1997-98

Ashfield District Partnership
Birmingham and Solihull Partnership
Calderdale and Kirklees Partnership
Challenge Partnership
City of Sunderland Partnership
Coventry Partnership
Cumbria Partnership
Devon and Cornwall Partnership
Dorset, Bournemouth and Poole Partnership
Greater Nottingham Partnership
Humberside Partnership
Kent Association of Further Education Corporations
Partnership
Merseyside Partnership
Northamptonshire Partnership
North Hertfordshire Partnership
North London City Fringe Partnership
Norfolk and Waveney Partnership
North London Partnership
North Yorkshire Partnership
Oxford Strategic Partnership
Portsmouth Partnership
Rochdale Partnership
South London Partnership
Tees Valley Partnership
Tyneside Partnership
Watling Partnership

APPLICATION FOR FUNDING FOR STRATEGIC PARTNERSHIPS TO WIDEN PARTICIPATION 1998-99

(Reference Circular 98/10)

Please photocopy and complete a form for each application you are making. Please return two copies of each application to the regional director at your local regional office. Applications must be received by 22 May 1998.

Institution name

Contact (*please print*)

Telephone no.

THE FURTHER EDUCATION FUNDING COUNCIL

Cheylesmore House
Quinton Road
Coventry CV1 2WT

Telephone 01203 863000
Fax 01203 863100

SECTION A D CONFIRMATION OF ELIGIBILITY CRITERIA

1 Partnership details

a. Name of partnership

b. Lead partner

c. Contact name

d. Contact phone number

e. Organisation handling grant payment
(if different from lead organisation)

f. Amount of grant applied for

£

2 Details of core partners

a. Confirmation of core partners' commitment is attached (please tick)

3 Details of other partners

4 Details of geographical area covered by the partnership

a. Map enclosed (please tick)

5 Assessment of participation in the area

a. Please state how many sheets are attached
please limit your description to a maximum of two sides of A4 paper

6 Details of other publicly funded or significant partnership activity

please limit your description to a maximum of one side of A4 paper

7 All partners confirm their commitment to regular reporting and openness *(please tick)*

SECTION B D SELECTION CRITERIA

8 Availability of quality assessment reports

9 Data return record

10 Main aims and outcomes of the proposal

a. Please state how many sheets are attached
please limit your description to a maximum of one side of A4 paper

11 Provisional action plan and timetable, excluding expenditure profile

a. Please state how many sheets are attached
please limit your description to a maximum of four sides of A4 paper

12 Partner and complementary contributions

13 Expenditure profile 1 Sep 1998 ÷ 30 Jun 2000

- a. Form EP1 from Circular 98/10 completed and attached (please tick)

When you have completed Sections A and B, please sign the declaration below, and return two copies of the form to your regional office by 22 May.

DECLARATION

As principal of

College

I confirm:

- a. that the project will be subject to the college's accounting and auditing arrangements;
- b. that funds will be repaid if so required by the Council following a decision by all partners or any individual partner to withdraw from the project;
- c. that the Council and FEDA may publish and disseminate information on the project.

Signed

Name (please print)

Date

Form EP1. Strategic partnerships expenditure profile 1 Sep 1998 ÷ 30 Jun 2000

<i>Amount (£)</i>						
	<i>Sept–Nov</i>	<i>Dec–Feb</i>	<i>Mar–May</i>	<i>June–Aug</i>	<i>Sept–Nov</i>	<i>Dec–Feb</i>
Area of expenditure						
Teaching staff						
Teaching support staff						
Admin. support staff						
Teaching/other support staff						
General education expenditure						
Premises						
Miscellaneous						
Total						

Total funds sought = £

GUIDANCE ON COMPLETING APPLICATIONS

SECTION A – CONFIRMATION OF ELIGIBILITY CRITERIA (1-7)

The application for funding should be supported by evidence that the partnership meets the eligibility criteria. This should be signed by representatives of all the core partners at an appropriate (chairman, principal or chief executive) level.

1 Identification of lead organisation:

- ¥ the institution or organisation with the lead responsibility for the partnership should be named, together with the contact point for further information; evidence of the acceptance of the leadership role by the other partners should be provided
- ¥ where lead responsibility lies other than with a college, then a college should be named for administrative purposes as the channel for any Council funding.

2 Commitment of core partners

- ¥ evidence should be provided of the commitment of the following core members to the partnership:
 - Ⓓ all of the colleges in the area concerned
 - Ⓓ other Council-funded institutions
 - Ⓓ the local education authority or authorities
 - Ⓓ the TEC or TECs involved
 - Ⓓ the careers service(s) and the Employment Service(s).

3 Identification of other actual or potential partners:

- ¥ other partners likely to be involved should be identified. These might include: major employers or employers' representatives; trade unions; local authorities; health authorities and trusts; private training providers: Foyers (the Foyer Federation); voluntary sector organisations; schools; and higher education institutions
- ¥ the background to the development of the partnership should be briefly set out,

including any key dates and other joint activity between the core partners.

4 Specification of the geographical area covered in the proposal:

- ¥ a map showing the exact geographical area of the partnership and its context should be provided. The Council wishes the partnerships to develop a strategic approach and to integrate with other partnership activity in the area. Successful applications are therefore likely to be based on one or more TEC, county or unitary local education authority areas
- ¥ cross-regional or national partnerships should give a brief description of the areas covered.

5 Assessment of participation in the area:

- ¥ a joint quantitative and qualitative summary assessment by the partners of current participation in post-16 education in the area should be provided. The assessment should focus on the specific stages of participation, for example, recruitment, teaching and learning, students' achievements and progression, and review. It should also focus on the types of students for whom the partners wish to widen participation
- ¥ the overall aims and participation targets of partnerships will vary depending on their location and the characteristics of those currently participating in post-16 education in their area. Some partnerships may be better placed to widen participation in relation to nationally under-represented groups than others
- ¥ the framework for setting a baseline against which to measure whether participation is being widened is set out below. Partners should use the framework to guide them in compiling their assessment of participation in post-16 education in their area.

<i>Stage of widening participation</i>	<i>Characteristics</i>
i. Recruitment	<ul style="list-style-type: none"> Đ age, sex, ethnicity profiles compared to the population Đ programme level and type of qualification(s) Đ proportion of students on benefit by age, sex and ethnicity Đ prior attainment by age group; if not available for adults, alternative proxies are: <ul style="list-style-type: none"> a. the use of postcodes to measure the number of students recruited from areas of different levels of deprivation; or b. the number of adults in receipt of benefits
ii. Teaching and learning	<ul style="list-style-type: none"> Đ effective teaching methods which meet the requirements of a wider range of abilities and backgrounds
iii. Retention and achievement	<ul style="list-style-type: none"> Đ sex and ethnicity Đ programme level and type of qualification(s) Đ proportion of students receiving additional support Đ proportion of students on benefits by age, sex and ethnicity
iv. Progression and age and mode of attendance and destination	
v. Review	<ul style="list-style-type: none"> Đ effective self-assessment and quality assurance arrangements which assess how effectively participation is being widened at different stages.

6 Identification of other publicly funded or significant partnership activity in which the core members are involved:

- ¥ the Council wishes the partnerships it funds to take account of and seek to integrate other current or planned partnership activity. Other current or planned publicly funded or significant partnership activity involving the core partners and other agencies should therefore be identified.

7 Commitment to regular reporting and openness:

- ¥ the experience and outcomes of the partnerships should provide examples of good practice. The Further Education Development Agency (FEDA) and the

Council's inspectorate will be involved in the dissemination of good practice as the partnerships develop and in their evaluation. Each partnership should therefore agree to provide information to the Council and to FEDA and to make available information about good practice for general dissemination.

SECTION B Đ SELECTION CRITERIA (8Đ13)

Quality

- 8 Available published quality assessments of the partners:
 - ¥ colleges should specify the dates of their published inspection report and any other reinspections. Other institutions and

- organisations should include copies of any published inspection reports, quality assessments or performance indicators.
- 9 Data return record of Council-funded institutions involved:
- ¥ Council-funded institutions should confirm that they are up to date with all Council returns. Any institution not able to provide confirmation should provide details of and planned dates by which any outstanding returns will be made.
- 10 Quality of the proposal:
- ¥ applications should include:
 - Đ the overall aims and outcomes of the proposal; outcomes to be achieved should be specified in the context of the current participation in the area, including the client groups on which the project is focused; the management arrangements for making the partnership work
 - Đ a provisional action plan and timetable, including milestones for specific participation targets (enrolment, retention, achievement, progression) for under-represented groups will be set, and key stages, including teaching and learning, and methods for monitoring and measuring success
 - Đ proposals to sustain the momentum after specific funding from the Council ceases.
- 11 The potential contribution to innovative and successful teaching and learning strategies.
- Value Added and Value for Money**
- 12 Value added by the proposal:
- ¥ the proposals should identify the additional outputs that would not otherwise have been available without the benefit of partnership funding. The information to support this criterion should be included in the provisional action plan and timetable, although the nature of the value to be added will vary somewhat according to the stage of development of the partnerships.
- 13 Potential contribution to widening participation (access, teaching and learning, achievement and progression) for under-represented groups:
- ¥ the information to support this criterion should be included in the provisional action plan and timetable
 - ¥ details should be included of ways in which the partnership is measuring its own progress in widening participation and assessing the quality of work.
- 14 Value for money:
- ¥ the total funding sought and the main purposes for which the funding would be used should be set out and profiled against the provisional action plan and timetable using the expenditure profile form EP1.
- 15 Partner and complementary contributions:
- ¥ details of contributions in cash or in kind by the partners to the overall costs of the proposal should be included, together with details of any other public funding sources available or applied for, such as, the single regeneration budget or European funding.
- Context**
- 16 Extent of partnership development:
- ¥ this should be covered in the response to eligibility criterion 1.
- 17 Comprehensiveness of coverage:
- ¥ this should be covered in the response to eligibility criteria 2, 3 and 4.
- 18 Socio-economic characteristics of the area:
- ¥ this should be partly covered in the response to eligibility criterion 5. *Identifying and Addressing Needs* (IES 1997) contains practical guidance on ways of comparing the community profile to that of the college student body.
- 19 Relationship and complementarity with other partnership activity in the area:
- ¥ this should be covered in the response to eligibility criterion 6
 - ¥ if an unsuccessful application was made last year, please indicate whether the partnership undertook the proposed work without, or with alternative funding.

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