

Annex A

Foundation Degrees: core features

For more information please refer to the Foundation Degree prospectus, HEFCE 00/27.

Employer involvement	<ul style="list-style-type: none">• in the design and regular review of programmes• to achieve recognition from employer and professional bodies• with both local organisations and national sector bodies, to establish demand for Foundation Degree programmes
The development of skills and knowledge	<ul style="list-style-type: none">• technical and work specific skills, relevant to the sector• underpinned by rigorous and broad-based academic learning• key skills in communication, team working, problem solving, application of number, use of information technology and improving own learning and performance• generic skills, for instance reasoning and work process management• should be recorded by a transcript, validated by the awarding HEI and underpinned by a personal development plan
Application of skills in the workplace	<ul style="list-style-type: none">• students must demonstrate their skills in work relevant to the area of study• the amount of work experience should be sufficient to develop an understanding of the world of work and be validated, assessed and recorded• the awarding HEIs should award credits, with exemptions for students with relevant work experience
Credit accumulation and transfer	<ul style="list-style-type: none">• Foundation Degrees will attract a minimum of 240 credits• individual consortia should agree and apply credit accumulation and transfer arrangements• individual consortia should recognise appropriate prior and work-based learning through the award of credits
Progression – within work and/or to an honours degree	<ul style="list-style-type: none">• there must be guaranteed articulation arrangements with at least one honours degree programme• programmes must clearly state subsequent arrangements for progression to honours degrees and to professional qualifications or higher-level NVQs• for those students wishing to progress to the honours degree, the time taken should not normally exceed 1.3 years for a full-time equivalent (FTE) student

Annex B

Guidance for collaborative bids

1. This annex suggests further information and evidence that institutions may wish to provide when making collaborative bids. In preparing this advice we have drawn on good practice from collaborative bids that scored highly in previous rounds of the ASN competition, and have taken into account comments from the advisory group.

2. By their nature, we would expect collaborative partnerships to pay particular attention to the regional or sub-regional situation and needs. (An exception to this would be subject-based partnerships.) A key driver of regional collaborative activities is the avoidance of small, isolated pockets of provision. We would expect colleges in 'outreach' areas to have the support of an HEI, but not necessarily in a formal role such as validation.

Nature of the partnership (bidding template question 2)

3. Bids may be put forward from existing partnerships, or a collaboration might be formed purely for the purposes of the bid. Members of a partnership should be fully aware of their role in the bid, and this should be clearly set out in a formal memorandum agreed between the partners.

4. Information for this question could include:

- the regional area each partner serves
- which partner is offering which course
- the approximate number of additional students that would be taught at each partner institution
- how these courses link to each other (in particular, whether a course at an FEC is a progression route to a course in a partner HEI).

Further evidence for generic criteria and specific priorities

5. The evidence suggested below should be provided in addition to the evidence already requested in paragraphs 40-69. However, it is neither exhaustive nor prescriptive: institutions should include any other information which they believe is relevant; and we would not expect all these items to be included in any one bid.

6. Collaborative bids which scored particularly well in previous rounds were those which addressed their partners' input to each of the criteria in turn.

Generic criteria

Fit with mission and strategy (template question 3)

7. Institutions that scored well here in previous rounds had specific strategic aims for collaboration in their corporate plan. Some had set a target for the proportion of collaborative provision at their institution. We especially encourage bidders to refer to achievements to date as a result of their strategy: for example, HEIs might have funded activities to improve teaching and learning at FECs. Bidders should also show how the collaboration would add value to the proposed provision.

8. Bids should refer to any regional strategy (for example, from the RDA) and explain how the bid seeks to address the issues raised. If available, institutions should refer to studies of regional demand for HE, or evidence of skills shortages. These studies might have been carried out by the institution or by an external consultancy.

Employment success (template question 4)

9. Regional partnerships should show evidence of awareness of the region's current employment climate. Bidders might refer to:

- labour market intelligence on a regional/sub-regional level
- a profile of the region's existing workforce
- specific regional employment needs.

10. A track record of the employability of their students should ideally be provided for all bid partners. Some successful partnerships in previous rounds had developed joint employment programmes.

Record of quality (template question 5)

11. The advisory group will have information on the quality assessment reviews of all the institutions involved in a collaborative bid, and information on LSC/ALI/OFSTED scores for FE provision. Institutions therefore may wish to comment on the quality of any linked FE courses as well as that of the proposed HE courses. If any FEC partners in an indirectly funded partnership were sampled during a QAA review and received particularly good comments, institutions may wish to include these. Conversely, if any partners in a bid have received weak quality scores then the advisory group will wish to know what actions are being taken, typically by a lead institution, to enhance the provision by their partner. A weak score will not in itself count against the bid where there is clear evidence of effective action being taken to improve quality.

12. As well as considering quality scores, the advisory group will wish to see evidence of good quality assurance processes. If the collaboration is a franchise, then there should be clear information on how the franchising institution will ensure quality in its partners. If a consortium, then the bid should set out the consortium's approach to quality and, if appropriate, demonstrate how good practice is disseminated among the partners.

Student demand (template question 6)

13. Bids should show an awareness of demand across the region for the subject areas in the bid.

Specific priorities

Expanding high quality

14. Partnerships may have joint processes for activities such as quality assurance, staff development or IT provision. Bids should briefly describe these.

15. Some institutions may have incorporated work with their partners in their strategies, for example for learning and teaching and for widening participation, and have committed a certain proportion of funding for collaborative activities. Where these activities have already shown some good results then institutions should describe them here.

Vocationally-oriented programmes

16. Bidders may have carried out studies of the qualifications that appeal to under-represented groups.

17. Evidence of access programmes in partner colleges may be included here.

Increasing the range of HE options within a region

18. We encourage institutions collaborating on a regional or sub-regional basis to show how they seek to protect the diversity of courses in their area by offering complementary rather than competitive provision. They should also refer to the progression routes that they operate.

Addressing regional/national skills shortages

19. Courses should be matched to skills shortages, for example those identified in a demand study. The bid might address skills shortages by targeting particular areas of unemployment in the region.

Annex C

Invitation to bid: explanatory notes

1. In previous years institutions have been sent a disk on which to submit their bid(s) for additional student places. This year institutions need to download electronic versions of the forms in Annexes D and E, and make the return by e-mail. A checklist will also be available on the web-site, which should be completed with each bid. See Annex F for details on how to access the files from the secure web-site.
2. There are three forms to download:
 - a. An Excel workbook saved in Excel 97 called 'asnXXXX.xls', where the suffix identifies the institution. This file forms Section 1 of the bidding template.
 - b. A Word document saved in Word 97 called '*BiddingTemplate.doc*'. This file forms Section 2 of the template.
 - c. A Word checklist to return with the hard copy of each bid.
3. Bids should be completed with direct reference to paragraphs 90-91 in the main body of this publication.
4. All files, and worksheets within them, must be returned with the same name and in the same format as those originally supplied from the secure web-site. All worksheets in the Excel workbook originally downloaded should be returned, even if they contain no data.
5. Institutions should keep a copy of the final return they send, in case data are corrupted in transit.
6. In addition to returning the completed forms by e-mail, please send identical hard copies of the following:
 - one copy of the acknowledgement letter (this is the worksheet labelled 'REC' in the Excel file)
 - one copy of the completed files (both Excel and Word). Remember to sign and date the cover sheet from Section 1
 - one copy of the supplementary information as described in paragraph 91 in the main body of this circular.
 - one copy of the completed checklist (hard copy only).
7. Please do **not** staple together the hard copy material. Both the hard copy and the corresponding e-mail must arrive **by 1200 on Friday 1 November 2002**.

The e-mail should be sent to: asn bids@hefce.ac.uk

and the hard copy to: ASN Team, HEFCE
Northavon House
Coldharbour Lane
BRISTOL
BS16 1QD

8. The Excel 'Receipt' worksheet will be returned to you when we receive your application. If you do not include it with your bid, we cannot acknowledge receipt.
9. If there are any errors in the data returned, we will contact you to correct them.
10. Please do not add a title page, covers, special bindings, or enclose prospectuses or other material other than the supplementary information referred to in paragraphs 40-69 of this publication. Please ensure that any supplementary information is clearly labelled with the corresponding bid number. A covering letter is not required.
11. If you experience any problems completing the forms, please contact:
 - for Section 1: Thomas Brain, tel 0117 931 7457, e-mail t.brain@hefce.ac.uk
 - for Section 2: Mitchell Pring, tel 0117 931 7388, e-mail m.pring@hefce.ac.uk.

Section 1 Excel workbook

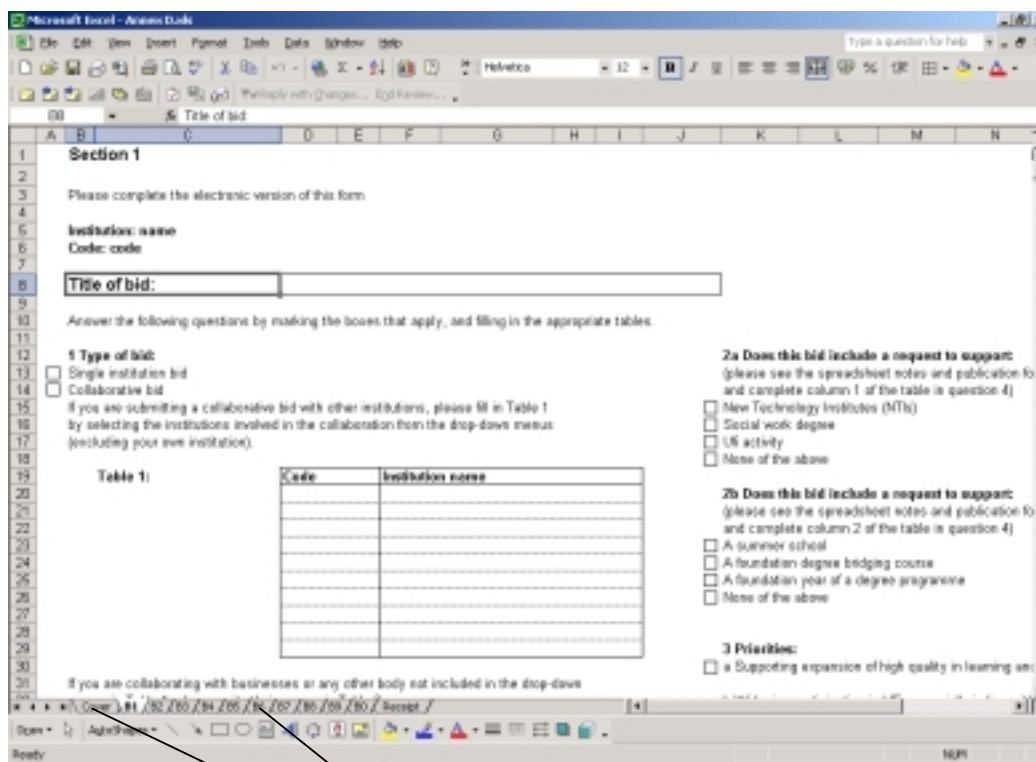
12. The Excel workbook contains macros. If you are working in Excel 2000, then, before opening the workbook, you will need to ensure that Excel will accept these macros. In Excel, on the 'Tools' menu, select 'Macro' then 'Security'. A box will appear with two tabs. Select the 'Security Level' tab and set the level to 'Medium'.

13. When you open the workbook, you will be asked a question about the macros. Please enable them.

14. The Excel workbook contains 12 worksheets:

Cover	a cover sheet
B1 to B0	10 worksheets available for different bids
Receipt	a sheet that we will use to acknowledge receipt of your bid.

An image of the workbook is shown below. Please note that you may include the numbers sought for individual courses within a single bid.



Click on the tab to open the form you want to fill in

15. All worksheets are protected and only cells where data are required should be altered.
16. Please do not cut, copy or paste any cells within the workbook.
17. All contact details should be entered in the boxes provided on the worksheet labelled 'Cover'. This information will not have to be entered again anywhere else in this workbook.
18. On each bid worksheet used the 'Title of bid' field must be completed. This should relate to the nature of the bid and be as informative as possible. Please avoid using general titles such as 'ASN bid'. Questions 1 to 3 must be answered by marking the check-boxes that apply, and filling in the appropriate tables.
19. In question 1, please indicate whether your bid is a single institutional bid, or involves collaboration with other parties. If you are submitting a collaborative bid with other institutions, fill in Table 1 by selecting the institutions involved in the collaboration from the drop-down menus (excluding your own institution). If you are collaborating with businesses or any other body not included on the drop-down menus in Table 1, write their names in Table 2.
20. In questions 2a and 2b, state whether your bid includes a request to support New Technology Institutes (NTIs), a social work degree, Ufi activity, a summer school (including bridging courses from Foundation Degrees to honours degrees), a Foundation Degree, or a foundation year of a degree course. More information about these can be found at paragraphs 20 to 31 in the main body of this publication.

21. The table in question 4 should be completed for all bids according to the following instructions:

- a. The first column should be completed if you have stated in question 2a that your bid includes a request to support NTIs, a social work degree, or Ufi activity. Please identify these places by selecting 'NTI', 'SW' or 'UFI' from the drop-down menu.
- b. The second column should be completed if you have stated in question 2b that your bid includes a request to support a summer school, a Foundation Degree bridging course, or a foundation year of a degree programme. Please identify these places by selecting 'SS', 'BC' or 'FY', from the drop-down menu.
- c. The subject should be entered in the third column.
- d. The cost centre (HEIs only) or Superclass II code (FECs only) should be entered in the fourth column.
- e. The related price group should be selected from the drop-down menu in the fifth column. A mapping from cost centres/Superclass II codes to price groups is available in HESES02 or HEIFES02 (Annex G).
- f. Column six contains a drop-down menu from which to select the mode of study, either full-time (FTS) or part-time (PT).
- g. The qualification must be chosen from the drop-down menu and entered in column seven.
- h. The level will appear automatically in column eight, depending on the qualification entered.
- i. The length of course – standard (S) or long (L) – should be selected from the menu in the ninth column. A definition of 'long' is available in HESES02 at Annex J.
- j. The student numbers being bid for should be entered in the next six columns. Every bid must include numbers of headcounts and FTEs for 2003-04. Only enter numbers in the columns for 2004-05 and/or 2005-06 if you require additional phased numbers to start in those years. Numbers sought for 2003-04 will automatically flow through for future years.
- k. In the penultimate column, use the drop-down menu to select 'N' if the provision is for a new programme or 'E' if it is an extension of an existing one.
- l. In the final column, enter the postcode of the location where most of the first year of the programme being bid for will be taught. This is not necessarily the place where the student is registered. This will enable us to know where you wish to expand provision.

22. Following question 4, there is a list of validation checks. These should all say 'PASS' before the bid is submitted. Contact Thomas Brain (0117 931 7457) in case of validation difficulties.

23. Any additional student numbers bid for should be in line with the definitions in HESES02 and HEIFES02.

Section 2 Word document

24. When you open the template it will open a new version of the document. Each version should be saved with the bid number of the corresponding Excel worksheet: if your bid number (as shown in the top right-hand corner of each Excel bidding worksheet) is 'B1xxxx', then the corresponding Word bidding template must be saved as 'B1xxxx.doc'. You should make it clear, from the name of the file, which Word document corresponds to which Excel bidding worksheet. Double-click on the text in the footer to add the bid number to the pages of the Word document.

25. Please note that the boxes in the Word template are text boxes, and will not expand to fit in more text. Use a minimum of 10-point type, and do not alter the size of the text boxes. If you type past the border of a box this information will not print and will not be considered by the assessment panel.