

## **Mathematics In Education and Industry (MEI)**

**Request to tender for the evaluation of the  
Further Mathematics Support Programme  
managed by MEI working in partnership  
with Tribal and the University of London  
Institute of Education for the Department  
for Education**

## Contact Details

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## 1 Introduction

Mathematics in Education and Industry (MEI), as contract holder for the Further Mathematics Support Programme (FMSP), funded by the DfE, is seeking to commission an organisation or consortium to manage and oversee delivery of an external evaluation of the current FMSP programme, which started in April 2014, for the period until March 2016. This shall be known as the Phase 5 Evaluation of the FMSP.

### 1.1 The Requirement

This specification seeks contractors to conduct an external evaluation of the current FMSP. The evaluation will focus on the processes and outcomes of the current FMSP to identify how effective the associated activities are in achieving the goals of the programme and improving mathematics teaching in schools.

The evaluation will run from September 2014 - March 2016 and will build on what is known already from other relevant evaluations. The evaluation will adopt an appropriate methodology to identify

- what the FMSP is doing to secure, enhance and embed improvements in teaching of GCSE Mathematics, AS/A level Mathematics and AS/A level Further Mathematics, and associated higher level mathematical problem-solving skills;
- how the FMSP is supporting engagement in mathematics and the uptake of mathematics among students.

The evaluation should show where there might be improvements to the programme and indicate aspects which might contribute to the impact and sustainability of the programme.

### 1.2 Evaluation overview

The evaluation will include both formative and summative elements to ensure a robust evaluation that can also provide emerging evidence to inform plans for sustainability of support. The evaluation will use both qualitative and quantitative processes. Tenders should specify the proposed methodology needed to evaluate the programme robustly, within the allotted budget. The evaluation brief will be subject to approval by the Department for Education.

The contractor will work closely with FMSP staff, who will assist them in their research. In particular, the contractor will be expected to work with a small steering group comprising the FMSP Programme Leader and the FMSP Data Analyst/Evaluation Manager.

It is anticipated that Phase 5 of the evaluation will have two parts: Phase 5 part (i) will be from September 2014 – March 2015 and Phase 5 part (ii) will be from April 2015 – March 2016. Reports will be required in March 2015 and March 2016. Phase 5 part (i) is expected to include work undertaken by the FMSP since 1<sup>st</sup> April 2014, including work to expand reach and scope of the FMSP and work with the new FMSP partners. Update meetings between the evaluators and the FMSP will be required on a mutually agreed timetable, anticipated to be of the order of three or four in a 12 month period.

### 1.3 Methods

It is expected that methodologies will include:

- relevant statistical analysis techniques
- definition and execution of case studies
- impact modelling and analysis

## 1.4 Key evaluation questions

In the longer term, the indicators of the success of the programme will include:

- (i) increase in progression to AS/A level Mathematics and Further Mathematics including separate consideration of the progression of female students to AS/A level Mathematics and Further Mathematics
- (ii) increased availability of opportunities to study Further Mathematics
- (iii) increased capacity and capability of teachers in teaching the mathematics A levels
- (iv) sustainable provision of mathematics enrichment opportunities at KS4 and KS5, including support for students taking MAT, STEP and AEA mathematics examinations.

However, many factors outside the programme will have some influence on such indicators, so in order to measure progress directly on the specific aims of the programme, the evaluation will have a strong focus on the following areas:

- **Capacity and capability building** in schools
- **Reach** to schools, teachers and students
- **Effectiveness of the programme** (quality and impact)
- **Sustainability** beyond the end of the programme

The FMSP already collects evidence to measure progress against 18 Key Performance Indicators in these areas, which will be made available to the evaluators. The independent evaluation will supplement these external measures by further quantitative and qualitative data to provide evidence of impact and sustainability.

## 1.5 Research design and methodologies

Proposals should consider the best methods and measures for the evaluation and the limitations of any one method or data source. In addition, a data analysis plan should follow the presentation of the methods and measures. Data collection and analysis plans should reflect the requisite timeframe for the detection and presentation of outcomes.

It is expected that Bidders will review the current work of the FMSP (see sections 3.2 and 3.3), along with recent and previous external evaluations (see subsection 3.2.3 and Annex 2), to propose a suitable evaluation strategy for Phase 5 of the FMSP evaluation. Creative bids which consider methodologies, strategies and techniques not seen in previous phases, or which build upon them, are particularly welcome, e.g. methods to elicit responses from teachers in all schools across England, of wider impact analysis of the FMSP or of longitudinal tracking of (current/previous) FMSP students/CPD participants etc.

The proposal should also address likely challenges in implementing the evaluation and propose possible solutions.

The primary audiences for the evaluation will be the Department for Education, the FMSP consortium members (MEI, Tribal and the IoE) and any other organisations deemed relevant.

## 1.6 General information

The contractor will:

- have substantial experience of evaluation in an educational context, preferably in mathematics

- ensure that all the personnel involved in direct contact with schools and colleges have relevant Data and Barring Service (DBS) clearance

## 2 Process

### 2.1 Requirements

Your response to this tender should be presented in two parts:

#### PART 1

- In a Word document **of no more than 10 pages**, please provide the following:  
An overview of your service and support, in particular of your experience in operating in educational settings, pertinent to your proposal, which includes information on the following:
  - Organisation, skills, numbers, locations, points of presence etc.
  - Programme management capabilities including approaches to escalation procedures, contract management, project management, change control.
  - Major customers, coverage in the UK and abroad.
  - Accreditations, standards, awards, capabilities etc.
  - Product and service portfolio.
  - Examples of previous work relevant to this proposal, including customer, contract value.
  - Customer testimonies and/or two customer reference sites with contact numbers and e-mail addresses that we could follow up on.
  - Anything else you deem relevant to your proposal.

#### PART 2

- A response to the requirements in a Word document **of no more than 25 pages**, which includes:
  - **Management Summary** - no more than 1 side of A4 containing a brief account of the proposal, highlighting what you consider to be the most important and salient features of the tender.
  - A detailed outline of your **proposed methodology**.
  - A **timeline for the proposed activity** indicating the key milestones and outputs/deliverables.
  - Detail of input or **support** that is required from the FMSP.
  - **CVs of key staff**. (No more than one page per person which can be supplied as annex to the 25 page section)
  - A **breakdown of costs and proposed charging arrangements**: total budget including estimated travel and subsistence and VAT costs. Please present costs against key activities and milestones but also provide a separate breakdown of day rates used for all staff working on the contract and the indicative numbers of days.  
The indicative budget for this project is of value of **up to £90,000** (inclusive of VAT).

## 2.2 Tendering Process timescales

Bidders will be advised by e-mail should there be any change to the timetable outlined below.

Date	Activity
As soon as possible and prior to 25th July 2014	Email and confirm intention to participate in the procurement. Once confirmation is received Bidders will be eligible to receive anonymised clarifications sought from ALL Bidders, see 'Contact with MEI procurement team' in section 2.3.
25th July 2014	Last date for suppliers to submit clarifications in writing.
1st August 2014	Hard copy and electronic proposal submission by 12 noon.
1st August 2014 – 15th August 2014	Review and evaluation period for submissions. Clarification questions may be sought from the Bidders by MEI during this period if further information is deemed necessary.
28th August 2014	MEI may choose to invite some of the bidders to make a presentation on 28th August 2014.
5th September 2014	MEI will choose the preferred bidder by 5th September 2014. Those that are not selected will be informed.
19th September 2014	It is intended that the contract will start on 19th September 2014. The period between 5th September 2014 and 19th September 2014 shall be used to finalise the legal contract with the preferred bidder. MEI reserves the right to negotiate terms with any of the unsuccessful bidders in such circumstances that a contract cannot be agreed with the preferred bidder.

## 2.3 Instructions to Bidders

Responses are welcomed from individual organisations or from consortia. In the case of consortium bids, please ensure that your proposal names all consortium members and the lead organisation and is submitted on behalf of all consortium members and offerings.

### **LANGUAGE**

The proposal, and all correspondence and documents relating to the proposal which are exchanged between the Bidder and MEI shall be written in the English language. Any printed literature furnished by the Bidder which is in another language must be accompanied by an

English translation and for the purposes of interpretation of the proposal, the English translation shall prevail.

### **FORMAT AND DELIVERY OF SUBMISSION**

The deadline for submission is noon on 1 August 2014. Final submissions should be sent electronically to [stephen.lee@mei.org.uk](mailto:stephen.lee@mei.org.uk) and [lynn.baldock@mei.org.uk](mailto:lynn.baldock@mei.org.uk). One hard copy should also be sent for the attention of Lynn Baldock at the address on page 2. The outside of the package should be marked with the reference "FMSP evaluation RfP response".

Both hardcopy and electronic copy must be received by noon on 1 August 2014.

Please ensure that your proposal is delivered no later than the appointed time. It is the responsibility of the Bidder to ensure their proposal is delivered not later than the appointed time.

Proposals received after this time will be returned unopened to the Bidder unless clear evidence of posting is available (i.e. clear postmark and/or certificate of posting, etc.) demonstrating that the proposal was despatched in good time. Proposals delivered to a location other than that specified will not constitute a receipt. It is the Bidder's sole responsibility to ensure that proposals are received by the specified time.

MEI accepts no liability for any losses suffered by the Bidder as a result of computer viruses. It is the Bidder's responsibility to ensure that:

- files are free from viruses; MEI may reject a Tender which is submitted in a file or files which are, or which MEI reasonably suspects are, infected with a virus and may also delete such file or files.
- files are complete and fully accessible by MEI and are not corrupted; MEI accepts no liability for corrupted files or data. MEI may reject a proposal that consists of or contains corrupted or inaccessible files.

### **CONTACT WITH MEI PROCUREMENT TEAM**

Bidders are invited to raise any queries on the terms of this Request for Proposal by no later than 25<sup>th</sup> July 2014. All queries and communications regarding this RfP should be sent to [stephen.lee@mei.org.uk](mailto:stephen.lee@mei.org.uk) and [lynn.baldock@mei.org.uk](mailto:lynn.baldock@mei.org.uk) with the email subject line "Clarification FMSP evaluation RfP". The answers to all questions will be sent anonymised to all bidders via email as long as the bidder has confirmed their intention to participate via email.

No queries will be responded to via telephone.

Any contact by a Bidder with any MEI staff member other than the above named persons subsequent to RfP release and prior to proposal ranking and selection by shall be grounds for disqualification.

### **INDUCEMENTS**

Offering an inducement of any kind in relation to obtaining this contact will automatically disqualify your proposal and may constitute a criminal offence.

### **OWNERSHIP OF RfP DOCUMENTS**

The Request for Proposal documents shall remain the property of MEI. The documents and all related information provided to the Bidders are solely for the Bidder's use in preparing a proposal. MEI reserves the right to request any disqualified or unsuccessful Bidder to return all documents and information related to the RfP to MEI.

MEI reserves the right to submit any part of the proposal to its Consultants for technical assessment and evaluation.

### **PROPOSAL EXPENSES**

Bidders will not be entitled to claim from MEI any costs that are incurred in preparing proposals, whether or not they are successful.

### **CONFIDENTIALITY OF PROPOSALS**

All documents, specifications and other such information provided to the Bidder by MEI in relation to the RfP shall be treated as CONFIDENTIAL.

Such information concerning the RfP shall under no circumstances be disclosed or released by the Bidder to any third party (including but not limited to any company, government, organisation or news agency) without the prior written consent of MEI other than to have a third party prepare a quotation or technical proposal for the Bidder specifically for this RfP. The Bidder should ensure that such third party treats any information disclosed to it concerning the RfP as similarly CONFIDENTIAL. Any disclosure, release or handling of information deemed improper by MEI may result in summary disqualification of the Bidder.

All documents, specifications and other such information provided by the Bidder to MEI in response to the RfP shall be treated as CONFIDENTIAL.

### **ADDENDA AND REVISIONS TO THE RfP**

For the purpose of addressing clarification questions, MEI will use all reasonable endeavours not to issue further Addenda and Revisions to the RfP Document (although it reserves the right to do so at any time prior to the closing date if it deems necessary). Addenda will be issued to provide new information, interpretation or clarification which might assist the Bidder in preparing its proposal whilst Revisions will be issued to correct any errors or omissions in the RfP Document.

Only written Addenda and Revisions issued officially by MEI shall be considered part of the RfP Document. MEI shall not be bound by and the Bidder shall not rely on any oral statement, answer, clarification or interpretation given by any employee of MEI or any third party.

Bidders must email by the marked deadline date to confirm their intention to submit a proposal in order to receive any addenda or clarifications related to the RfP.

### **VALIDITY OF PROPOSALS**

Bidders must state the validity of its proposal, i.e. the period during which MEI's acceptance shall become and remain binding, and shall be a minimum of 180 days from posting.

### **MEI'S RIGHTS & ACCEPTANCE OF PROPOSALS**

This RfP is merely a request to formulate an offer to MEI to provide the specified Services if you wish to do so. By issuing this invitation MEI is not bound in any way and does not have to accept the lowest proposal or any at all and reserves the right to accept a portion of any proposal unless the bidder expressly stipulates otherwise in their proposal. MEI may re-issue this RfP; postpone or cancel at any time this RfP process.

### **REJECTION OF PROPOSALS**

MEI may, at its sole discretion, reject a proposal for any reason (or for no reason) including, but not limited to, the following:

- If the Bidder includes any terms or conditions unacceptable to MEI.
- If the Bidder includes any offer to conditionally or automatically discount, reduce or modify his proposal.

Failure to comply with the above conditions may disqualify your Proposal.

## **3 Business Background**

### **3.1 Mathematics in Education and Industry (MEI)**

Mathematics in Education and Industry (MEI) is a registered charity (No 1058911). It is managed by a board of directors and staff. MEI is governed under a set of rules known as its Memorandum and Articles of Association that also lists MEI's charitable purposes. Since the 1960s, MEI has worked to support mathematics teaching and learning.

MEI offers teachers of all GCSE and A level specifications a range of continuing professional development (CPD) courses, provide specialist tuition for students and work with industry to enhance mathematical skills in the workplace. MEI also pioneers the development of innovative teaching and learning resources, including extensive online materials to support all major examination syllabuses.

MEI's popular A level specification is administered by OCR, with MEI taking responsibility for the curriculum, and providing course textbooks published by Hodder Education.

### **3.2 The Further Mathematics Support Programme (FMSP)**

3.2.1 The FMSP was set up in 2009, following on from the government-funded Further Mathematics Network (also managed by MEI) to ensure that students have access to study AS/A level Further Mathematics qualifications; that all teachers of mathematics have access to high quality associated CPD; that more students choose to study AS/A level Mathematics and Further Mathematics and that more schools offer AS/A level Further Mathematics in-house. Since April 2014, the FMSP has been managed by a consortium led by Mathematics in Education and Industry in partnership with Tribal (specifically the National Centre for Excellence in Teaching Mathematics), and the Institute of Education, University of London (IOE); it is funded by the Department for Education.

3.2.2 The FMSP aims to:

- Increase the number of students studying AS/A level Mathematics and Further Mathematics
- Provide training and support to teachers of AS/A level Mathematics and Further Mathematics and to teachers of KS4 Mathematics
- Give every student who could benefit from studying Further Mathematics the opportunity to do so
- Increase the number of schools and colleges offering Further Mathematics
- Support students with mathematical problem-solving

The FMSP works to achieve its aims through three main strands

1) Support for students

- Promoting the study and appreciation of mathematics
- Ensuring opportunities to study Further Mathematics
- Helping students to develop deeper problem-solving skills in mathematics
- Helping with university and career choices

2) Support for schools/colleges and teachers

- Professional development
- Networking opportunities
- Advice and guidance regarding mathematics provision at Key Stage 4 and post-16

3) Advice and guidance about Higher Education

- Providing information about mathematics-related university courses
- Working with Higher Education Institutions to provide opportunities for students and teachers and to encourage the uptake of mathematics

The FMSP works through a regional structure. It provides access to resources and organises many teacher and student events.

3.2.3 The contents page of Phase 4 of the external FMSP evaluation, conducted between September 2012 and March 2014, can be seen in Annex 2. The complete final reports for Phase 2 and Phase 3 can be seen on the FMSP website on the Aims and Impact page, see: [www.furthermaths.org.uk/?section=aboutus&page=aims](http://www.furthermaths.org.uk/?section=aboutus&page=aims)

### 3.3 The current FMSP

3.3.1 In addition to the above the FMSP also has a focus on

- Increasing the number of girls taking AS level Mathematics and AS level Further Mathematics
- Working with Higher Education Institutions to provide direct encouragement to applicants to study AS/A level Mathematics and/or AS/A level Further Mathematics
- Working with schools/colleges in disadvantaged areas and/or with low mathematics attainment/participation to improve provision
- Providing encouragement to students to develop deeper mathematical thinking skills through maths competitions, supporting teachers and through support with qualifications such as the Sixth Term Examination Paper (STEP), the Advanced Extension Award (AEA) and the Mathematics Admissions Test (MAT). The areas of FMSP activity and potential impact agreed with the DfE to be the basis of its Key Performance Indicators are given in Annex 1.

3.3.2 Key activities in the current programme include:

- Liaison and engagement with priority schools agreed with the DfE
- General advice and guidance to schools/college about KS4 and KS5 Mathematics
- Liaison with Teaching Schools and with Maths Hubs
- Work with other relevant organisations
- CPD for the extension and enrichment of mathematics at KS4
- Teaching Advanced Mathematics CPD course
- Teaching Further Mathematics CPD course
- Professional development for problem-solving including STEP/AEA/MAT
- Local one-day professional development courses
- Teacher Networks
- Live online professional development
- Face-to-face tuition of Further Mathematics
- Live online tuition of Further Mathematics
- Live Interactive Lectures for Further Mathematics
- Support for sixth form students with problem-solving and with STEP, AEA and MAT

- Maths enrichment promotion/events and related activities
- The Year 10 Mathematics Competition
- The Senior Team Mathematics Challenge
- Registration with the FMSP and the provision of free teaching resources

### 3.3.3 Partnership Working

The FMSP is managed by MEI working in partnership with Tribal Education and the University of London Institute of Education

#### Tribal Education

Tribal Education employs a total of around 1300 staff of which approximately 400 are involved in Professional Development, School Improvement and the School Inspections Programme for Ofsted. Tribal has a significant and world-leading presence in technology systems to support the management and quality assuring of education and training across schools, FE, work-based-training and HE, including a portfolio of benchmarking and data analytics services.

Within these, Tribal employs the existing team for the National Centre for Excellence in the Teaching of Mathematics (NCETM). Current programmes include the PD Lead Support Programme, the Mathematics CPD Standard, the Post-16 Enhancement Programme, the Key Stage 3 Multiplicative Reasoning project and the Host Schools Project, as well as extensive resources and support online. This activity is reflected in the current registration of teachers on the NCETM website which is over 130,000 (June 2013), with some 40,000 coming from the Secondary and FE sectors.

The NCETM is working to establish Maths Hubs around England which will act as local facilitators for mathematics support, working with current providers of maths support and enabling them to work together. Working with the Maths Hubs once they are formed will be an important part of FMSP activity.

#### University of London Institute of Education

The University of London Institute of Education (IoE) has an international reputation for the development, delivery and research of Learning and Teaching. In the context of this FMSP contract it offers flexibility of access to a wider team across the Institute, including the London Knowledge Lab, Science Learning Centre, Teacher Training Schools Partnership and the full range of Faculties and Departments giving access to other subject areas.

It has, among other things, current projects in Technology Enhanced Learning, Secondary School Mathematics Development, Mathematics programmes for Teachers and, of course, the practical development of PGCE trainees across some 500 schools and colleges every year.

As part of the FMSP, the IoE is working to establish a course on A level Mathematics for trainee teachers which can be rolled out across England. It is also undertaking a number of research projects to inform the work of the FMP. These include a project on gender participation in mathematics; a project about the benefits and inhibiting factors of teaching A-level in early career; a project about whole-school effects of promoting mathematics and a project about trainee teachers' ability to assess semi-structured problems.

- 3.3.4 On-going internal evaluation is an integral part of the work of the MEI to gain evidence on the short and medium term impact of aspects of the programme. Such evidence contributes to ongoing review and development, as needed, of the programme activities.

An independent evaluation of the programme, to determine its current and potential impact on mathematics teaching and learning; on students' attitudes to mathematics; on students' opportunities in mathematics and how effectively it has built capacity amongst Teaching Schools, Maths Hubs and other providers of mathematics CPD to continue to support the teaching of mathematics, is an essential aspect of the programme evaluation. The contractor will have access to qualitative and quantitative data collected for internal reviews. The contractor will also be expected to contribute to this ongoing review through regular reporting that identifies strengths and weaknesses of the programme activities and how these might be modified to meet particular needs or challenges.

## Annex 1

### Areas covered by FMSP Key Performance Indicators

1	The proportion of state-funded schools in England with students completing A level Mathematics that also have students that complete A level FM.
2	The proportion of state-funded schools in England with students completing A level Mathematics that also offer FM without tuition support from the FMSP.
3	The number of students taking A level Mathematics in England
4	The number of students taking A level FM in England
5	Both the proportion of students taking AS level Mathematics in England who are female and the proportion of students taking AS level FM in England who are female.
6	Priority KS5 institutions offering FM.
7	HEI departments encouraging the uptake of A/AS level Mathematics and FM.
8	The number of KS4 students who attend FMSP enrichment sessions.
9	KS4 student enrichment sessions are of high quality
10	The number of teacher days of CPD for A level Mathematics and FM provided.
11a	The number of teachers taking Teaching Further Mathematics
11b	The number of teachers taking Teaching Advanced Mathematics
12	The number of trainee teachers taking the FMSP's 5-day course on A level Mathematics.
13	The number of teacher days of CPD for the extension and enrichment of KS4 Mathematics.
14	The number of teacher days of CPD to support problem solving based on STEP, AEA and MAT.
15	FMSP CPD is of high quality
16	The number of students receiving direct support with problem solving based on STEP, AEA and MAT.
17	The proportion of students attending state-funded schools taking STEP, AEA and MAT.
18	The number of state-funded schools competing FMSP competitions (the Year 10 Team Mathematics Competition and the STMC)

## Annex 2

### Contents of Phase 4 of the FMSP Evaluation Report (September 2012-March 2014)

1. **Introduction and background** .....
  - 1.1 Introduction to this evaluation
  - 1.2 Background information about the FMSP
2. **Area Coordinators and their perception of the role** .....
  - 2.1 Background
  - 2.2 Interviews with Area Coordinators
  - 2.3 Conclusions
3. **Developments in FMSP Professional Development** .....
  - 3.1 Overview of FMSP Professional Development
  - 3.2 The Live Online Professional Development programme
    - 3.2.1 Observations of two sessions
    - 3.2.2 Feedback from teachers
    - 3.2.3 Conclusions
  - 3.3 Sixth Term Examination Paper / Advance Extension Award Professional development for teachers
    - 3.3.1 Observation of an event
    - 3.3.2 Feedback from teachers
    - 3.3.3 Conclusions
  - 3.4 Extension and Enrichment for Key Stage 4 students; Professional development for teachers
    - 3.4.1 Background and enrichment and enhancement events
    - 3.4.2 Observation of an Enrichment and Enhancement event
    - 3.4.3 Feedback from interviews with attendee teachers
    - 3.4.4 Summary of teacher feedback from event exit questionnaires
    - 3.4.5 Extension and Enrichment Conference
    - 3.4.6 Conclusions
4. **Developments in FMSP Tuition** .....
  - 4.1 Overview of FMSP Tuition
  - 4.2 Live Interactive Lectures for Further Mathematics
    - 4.2.1 Observation of two sessions
    - 4.2.2 Feedback from teachers
    - 4.2.3 Conclusions

- 5. Impact of the Further Mathematics Support Programme.....**
  - 5.1 Registrations with the FMSP
  - 5.2 Development of Further Mathematics in schools and colleges.
    - 5.2.1 Classification of schools and colleges by take up of Further Mathematics
    - 5.2.2 Survey of teachers
    - 5.2.3 Analysis of the impact of introducing Further Mathematics
    - 5.2.4 Impact from the perspective of the Area Coordinators
    - 5.2.5 Development of Further Mathematics in the Priority Schools
    - 5.2.6 The FMSP and Teaching Schools
    - 5.2.7 Further Mathematics and admission to university
  - 5.3 Stakeholders' views of the FMSP
  
- 6. Update and feedback on current FMSP services and events.....**
  - 6.1 The Senior Team Mathematics Challenge,  
The Year 10 Mathematics Competition
  - 6.2 Statistics and feedback on the take up of professional development
    - 6.2.1 Teaching Advanced Mathematics – The TAM course
    - 6.2.2 Teaching Further Mathematics – The TFM course
    - 6.2.3 Other professional development opportunities
    - 6.2.4 FMSP Associates conference
    - 6.2.5 The Access to Further Mathematics event
  - 6.3 Student tuition
    - 6.3.1 Data on students who received tuition through the FMSP
    - 6.3.2 Feedback from students
    - 6.3.3 Data on student revision sessions
  - 6.4 Data on the take up of Further Mathematics
    - 6.4.1 National data
    - 6.4.2 Change in status of schools and colleges registered with the FMSP