

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 College
London Institute of Education for the
Department for Education**

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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 Department for Education (DfE), is seeking to commission an organisation or consortium to manage and oversee delivery of an external evaluation of the FMSP programme for the period from July 2017 until September 2018. This shall be known as the Phase 6 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 **quality, impact and sustainability of tuition, student support and teacher support** and also evaluate the **proportion of the programme of support targeted at and taken up by schools and colleges on the FMSP priority list and schools in Opportunity Areas** (see: <https://www.gov.uk/government/news/education-secretary-announces-6-new-opportunity-areas>) The evaluation should show where there might be improvements to the programme and indicate aspects which might contribute to increasing the impact and sustainability of the programme.

The evaluation will run from July 2017 to September 2018 and will build on what is known already from other relevant evaluations.

1.2 Evaluation overview

The evaluation should include both formative and summative elements to ensure a robust evaluation that can also provide new evidence to inform plans for sustainability of support. Both qualitative and quantitative processes should be incorporated into the evaluation. Tenders should specify the proposed methodology needed to evaluate robustly the programme's key evaluation questions for 2017-18, within the allotted budget. The evaluation brief will be subject to approval by the DfE.

The contractor will work closely with FMSP staff, who will assist the contractor 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 6 of the evaluation will require reporting to be made to the FMSP and the DfE in September 2017, February 2018 and August 2018. 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 across the lifetime of this project.

1.3 Key evaluation questions for 2017-18

The focus of the evaluation will be on the following FMSP activities:

- (a) FMSP tuition for the study of AS/A level Further Mathematics;
- (b) FMSP regular support for higher-level mathematical problem-solving;
- (c) FMSP CPD courses;
- (d) FMSP support for schools and colleges on the priority list and those in Opportunity Areas.

The key areas for investigation will be:

- Quality of provision;

- Impact of support on student outcomes, such as raising attainment, improving opportunities for learners and enabling access to higher education;
- Impact of support on teachers' attitudes, skills, knowledge, understanding and confidence;
- What is needed to achieve longer-term sustainability of Further Mathematics provision in schools and colleges supported by the FMSP.

The FMSP already collects evidence to measure progress against Key Performance Indicators (see Annex 1), which will be made available to the evaluators. The independent evaluation will supplement this evidence with further quantitative and qualitative data to provide evidence of impact and sustainability.

1.4 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. Data collection and analysis plans should reflect the requisite timeframe for the detection and presentation of outcomes.

As a minimum teachers starting new CPD courses and students receiving tuition between July and September 2017 should be surveyed to establish baseline data of their initial attitudes and intentions. The output of this work should be included in a short interim report in September 2017.

The initial work up to the end of September 2017 will allow for continued data collection from teachers and students between September 2017 and September 2018 in order to enable evaluation of the impact of FMSP activities over the course of the year.

It is expected that Bidders will review the current work of the FMSP (see section 3.2), along with recent and previous external evaluations (see Annex 2), to propose a suitable evaluation strategy for Phase 6 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. longitudinal tracking of (current/previous) FMSP students/CPD participants etc.

The primary audiences for the evaluation will be the DfE and the FMSP consortium members (MEI, Tribal and University College London Institute of Education (UCL IoE)).

1.5 General information

It is anticipated that the contractor will:

- have substantial experience of evaluation in an educational context, preferably including 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 or PDF 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 contract management and project management.
- Accreditations, standards, awards, capabilities etc.
- Major customers, coverage in the UK and abroad.
- Examples of previous work relevant to this proposal, including customer and contract value.
- Customer testimonies and/or two customer reference sites with contact numbers and e-mail addresses that MEI could follow up on (contact would only take place with prior permission from the Bidder, at the appropriate stage of the tendering process).
- Anything else you deem relevant to your proposal.

PART 2

- A response to the requirements in a Word or PDF 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 £70,000** (inclusive of VAT).
[Note. It is highly unlikely that tenders that exceed this amount by any significant amount will be successful due to budgetary restraints of the overall project.]

2.2 Tendering Process timescales

Tenders will undergo a two stage review process. Some tender submissions could be rejected at the first stage of review, should they be considered unsuitable.

An initial qualification review of all tender submissions will be conducted against the information request in PART 1 detailed in 2.1 above. Following this initial review, those tenders considered appropriate will go through to the second stage of qualification in which all other sections will be reviewed.

Date	Activity
Wednesday 24 th May 2017	12 noon. Final deadline to email and confirm intention to participate in the procurement and to receive email answers to any clarifications submitted.
Friday 26 th May 2017	Last date for suppliers to submit clarifications in writing/via email.
Monday 12 th June 2017	Hard copy and electronic proposal submission (electronic by 12 noon, hard copy to reach MEI office by 5pm).
Monday 12 th June – Thursday 15 th June 2017	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.
Friday 16 th June 2017	MEI may choose to invite some of the Bidders to make a short presentation and discuss their proposal on 16 th June 2017. Travel expenses would be provided.
Monday 3 rd July 2017	MEI will determine the preferred Bidder by 3rd July 2017. Those that are not selected will be informed.
Thursday 13 th July 2017	It is intended that the contract will start on 13th July 2017. The period between 3 rd July 2017 and 13 th July 2017 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.
Thursday 13 th July or Friday 14 th July or Monday 17 th July or Tuesday 18 th July	An inception meeting for the project, between MEI and the successful bidder shall take place on one of the four proposed dates, as determined convenient for both parties.

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

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 **12th June 2017**. Final submissions should be sent electronically to stephen.lee@mei.org.uk and 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” and should not contain any supplier identifying marks. The electronic copy must be received by **noon** on 12th June 2017 and the hardcopy to reach the MEI office by **5pm** on 12th June 2017.

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 26th May 2017. All queries and communications regarding this RfP should be sent to stephen.lee@mei.org.uk and 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.

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. The only exception will be the cost of Bidders travel expenses should they be requested to attend an interview on 16th June 2017.

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

Each Bidder 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 works 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 MEI in partnership with Tribal (specifically the National Centre for Excellence in the Teaching of Mathematics), and the UCL IOE; it is funded by the DfE.

3.2.2 The aims of the Further Mathematics Support Programme for 2017-18 are:

- to ensure the availability of AS and A level Mathematics and Further Mathematics pathways
- to increase participation in AS and A level Mathematics and Further Mathematics, particularly amongst girls, as well as for disadvantaged sections of society
- to improve attainment in GCSE Mathematics and in AS and A level Mathematics and Further Mathematics
- to support the delivery of AS and A level Mathematics and Further Mathematics

These aims support the principle that all state-educated students throughout England should be able to access the mathematics education they need to fulfil their aspirations and reflect the four areas of focus – pathways, participation, attainment and delivery - of Professor Sir Adrian Smith's Post-16 Mathematics review (at time of tender release this review has still not been published).

The FMSP works to achieve its aims through various main strands of activity. The key aims within these strands for 2017-18 are:

Student Support

- Provision of tuition and support for teaching AS and A level Further Mathematics
- Support for students taking STEP, AEA, TMUA and the MAT examinations

- Provision of high-quality teaching and learning resources for GCSE and AS and A level mathematics, including materials for higher-level problem-solving, STEP, AEA, TMUA and MAT preparation, and A level revision resources
- Promotion of the continued study of mathematics through enrichment events, resources and competitions

Teacher Support

- Focused support for schools and colleges where provision needs improvement and participation is low, focusing on areas of deprivation and low social mobility, especially the new 'Opportunity Areas'
- Professional development to increase teaching capacity and improve subject knowledge and pedagogy
- Liaison with initial teacher education to increase teaching capacity
- Support for GCSE Mathematics teachers to teach higher tier GCSE more effectively
- Dissemination of effective intervention strategies for raising participation by girls

Access to Higher Education

- Liaison with universities, learned societies and other institutions to ensure there is clear demand for the mathematics AS and A level qualifications
- Promotion of mathematics teaching as a career to sixth-form students and undergraduates

Maintaining and supporting communications

- Provision of detailed information relating to AS/A level Mathematics and Further Mathematics
- Support for teachers, students and Higher Education staff in preparing for the changes to AS/A level Mathematics and Further Mathematics from September 2017
- Liaison with the NCETM, Maths Hubs, Core Maths Support Programme and other organisations to ensure a coherent approach to supporting Level 3 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 5 (part i and ii) of the external FMSP evaluation, conducted between April 2014 and March 2017, as well as Phase 4, conducted between September 2012 and March 2014, can be seen in Annex 2. The complete final reports for these and 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

3.2.3 Partnership Working

The FMSP is managed by MEI working in partnership with Tribal Education and the UCL IOE.

Tribal Education

Tribal employs the existing team for the National Centre for Excellence in the Teaching of Mathematics (NCETM), see: www.furthermaths.org.uk/ncetm. The NCETM facilitates a national provision of Maths Hubs, see: www.furthermaths.org.uk/maths-hubs

University College London Institute of Education

The UCL 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.

As part of the FMSP, the IoE has developed 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 FMSP. 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. Details of outputs on these to date can be seen at: www.furthermaths.org.uk/ucl-ioe

Annex 1

Areas covered by FMSP Key Performance Indicators 2017-18

(to maintain confidentiality we have not listed the 'numbers' required by the KPIs, i.e. x hundred students should receive direct tuition support)

A	Engagement with schools and colleges in England in particular those on the FMSP priority list and in Opportunity Areas to improve provision and participation in the mathematics A levels.
B	Provide direct further mathematics tuition and support to students, including via Live Online Tuition (LOT), Face to Face (F2F) and Live Interactive Lectures (LIL).
C	Provide high quality mathematics enrichment events for students aged 11-16.
D	Provide national mathematics competitions for Year 10 and sixth form students.
E	Provide support for higher-level mathematics problem solving and preparation of STEP, AEA, TMUA and MAT examinations.
F	Provide sustained CPD courses covering the subject knowledge and pedagogy of A level Mathematics and Further Mathematics (including Teaching Advanced Mathematics (TAM) Teaching Further Mathematics (TFM), Teaching Mechanics (TM) and Teaching Statistics (TS)).
G	Provide face to face and online CPD courses covering subject knowledge and pedagogy for A level Mathematics and Further Mathematics.
H	Provide the Advanced Mathematics Teaching in Early Career (AMTEC) course for trainee and newly qualified mathematics teachers.
I	Provide CPD for teaching the higher tier content of GCSE Mathematics.

Annex 2

Contents of Phase 5 (part ii) of the FMSP Evaluation Report (April 2016 – March 2017)

- 1 Introduction and background**
 - 1.1 The Further Mathematics Support Programme (FMSP)
 - 1.2 Security status and the previous evaluation findings
 - 1.3 Current study
- 2 Methodology**
 - 2.1 Secondary analysis of previous data
 - 2.2 Survey of Post-16 centres
 - 2.2.1 Survey Design
 - 2.2.2 Survey Distribution and response rate
 - 2.2.3 Analysis
- 3 Secondary data analysis of change in security status by school characteristics**
- 4 Survey analysis: Centre's involvement with the FMSP**
 - 4.1 Engagement with FMSP
 - 4.2 Responses to open comments on engagement with the FMSP
- 5 Survey analysis: Patterns of entry and expectations**
 - 5.1 Number of A level Mathematics students and Further Mathematics students
 - 5.2 Increases and decrease in entry and expectations
 - 5.3 Relationship between FMSP involvement and reported change in numbers of Further Mathematics students
 - 5.4 Analysis of open comments on Further Mathematics entries
- 6 Survey analysis: Reasons for students' Further Mathematics choice**
- 7 Survey analysis: Further Mathematics and school capital**
 - 7.1 Mathematics staffing and organisational capital
- 8 Survey analysis: Impact of curriculum and funding changes**
 - 8.1 Responses to open comments regarding funding and curriculum changes
- 9 Implications**
- 10 Conclusion**

Contents of Phase 5 of the FMSP Evaluation Report (April 2014 – March 2016)

- 1 Introduction**
- 2 A level Mathematics and Further Mathematics in England**
 - 2.1 AS and A level Mathematics and Further Mathematics qualifications in England
 - 2.2 Participation in A level Mathematics and Further Mathematics

- 2.3 Patterns of participation
- 3 The Further Mathematics Support Programme**
 - 3.1 Overview
 - 3.2 Components of the FMSP programme
 - 3.3 Previous evidence of quality and impact of activities
- 4 Evaluation Methodology**
 - 4.1 Overview
 - 4.2 Design
 - 4.3 The initial FMSP theory of change
 - 4.4 Analysis of participation and engagement in Further Mathematics and FMSP
 - 4.5 Modelling the Further Mathematics landscape
 - 4.6 Qualitative evaluation of the FMSP
 - 4.7 Synthesis of evaluation data
- 5 Security of school participation in Further Mathematics**
 - 5.1 State establishments that offer Further Mathematics
 - 5.2 Developing the Further Mathematics secure construct
 - 5.3 School characteristics and Further Mathematics security
 - 5.4 Change in Further Mathematics security status
- 6 Modelling student participation and attainment in A level Mathematics, Further Mathematics and the FMSP**
 - 6.1 Measuring participation and attainment in A level Mathematics and Further Mathematics
 - 6.2 Modelling participation and attainment
 - 6.3 Modelling FMSP Engagement
 - 6.4 Summary of participation and attainment analyses
- 7 Reviewing participation in the FMSP activity**
 - 7.1 FMSP enrichment activity
 - 7.2 Teacher professional development
 - 7.3 FMSP Tuition
 - 7.4 Registered users
 - 7.5 School level engagement in different components
 - 7.6 Engagement with HEI departments
- 8 School engagement and teacher, and student perspectives on the FMSP**
 - 8.1 School engagement with the FMSP
 - 8.2 FMSP engagement and security status
 - 8.3 Teacher views of the FMSP
 - 8.4 Student views on FMSP activity
 - 8.5 View of the FMSP as a whole
- 9 Engagement with Maths Hubs**
 - 9.1 MSP engagement with Hubs
 - 9.2 Hub and teacher views on priorities

- 9.3 Enablers and Barriers to engagement with the FMSP by Maths Hubs
- 10 Further Mathematics capital and ecologies**
 - 10.1 Reasons for choosing and not choosing Further mathematics
 - 10.2 Further Mathematics capital
 - 10.3 Further Mathematics ecologies
- 11 Evaluation, priorities and recommendations for the Further Mathematics Support Programme**
- 12 Conclusion**

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
 - 2.3.1 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

7 Conclusions and recommendations