Taking Teaching Further

Round 1

Application guidance

June 2018

Contents

Introduction

1. Given the wider economic importance of Further Education (FE) in raising skills levels and providing opportunities for young people and adults – particularly through the successful delivery of T Levels and apprenticeships – there must be enough highly-skilled teachers in place to deliver high-quality, work-relevant skills training. As part of its support for FE teaching, the government made a manifesto commitment to create a new national programme to attract high-calibre, experienced industry professionals to work in FE. This recognises that we can only raise productivity and equip the next generation with the skills and experience employers need if those individuals who are technical experts are an integral part of FE students' courses.

2. The programme – Taking Teaching Further – will initially run for **two years** to test how best to encourage and support experienced industry professionals from key sectors into FE teaching, full- or part-time, and to support an ongoing exchange between FE and industry so students can gain the knowledge and skills that employers need. The focus will be on priority sectors, including the first T Level routes, and a fund of **up to £5m** will be available through a competitive process. The programme is divided into two strands: one to provide financial support for **up to 150 industry experts** to become FE teachers, covering the course costs of teacher training as well as support and mentoring; and another to support **up to 40 innovative and scalable projects** that help develop local partnerships and collaborations.

3. The Department for Education (DfE) has asked the Education and Training Foundation (ETF) to manage Taking Teaching Further on its behalf.

   This document is a call for applications for:

   - Strand 1: Financial Support for Initial Teacher Education (ITE)

   - Strand 2: Industry and College/Provider Innovation Projects.

4. The document sets out:

   - the context and ambitions of the programme

   - the process for making and assessing applications

   - the criteria against which applications will be assessed.

Successful applicants must be ready to progress with their planned programme of activities in September 2018.

Policy context

5. To meet the challenges of the government's Industrial Strategy[1], a world-class skills system is vitally important. Technology and globalisation are transforming society and the workplace; the pace of change demands that skills provision must be responsive and relevant, while ensuring teaching and learning is of a consistently high quality.

6. The reform of the skills system, documented in the Post-16 Skills Plan[2], places employers at the heart of change. They must define the skills, knowledge and behaviours required for individuals to be recognised as occupationally competent and ready for skilled employment. However, beyond this, students need opportunities to learn, understand and experience how their skills will be used in practice, gaining an understanding of the contemporary workplace and how to operate effectively within it.

7. Industry professionals are well placed to develop this understanding because they will both know and understand the latest skills, techniques, approaches and equipment that set the standards of their respective sectors. Teacher recruitment and training of industry professionals is therefore already a priority; its urgency is strengthened by current and projected shortages of teaching staff in key sector areas.

8. Teachers working in the skills system have a variety of training needs.[3] There is a need for individuals to develop their teaching skills and also to keep abreast of new technologies and industrial developments in their subject specialist areas, ensuring that a clear line of sight to work[4] is inherent in their teaching. Teachers in FE are often required to be dual professionals[5]. Teachers, as well as students, need access to industry-standard facilities and resources, so professional development that enables teachers to spend time in industry is vital. Similarly, arrangements that allow industry professionals to spend time in the skills system are extremely valuable: both examples will develop the occupational and pedagogical expertise that teachers and trainers need to support improvements in the quality of technical teaching and training in the FE and Skills sector.

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[1] https://www.gov.uk/government/publications/industrial-strategy-building-a-britain-fit-for-the-future
[2] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536043/Post-16_Skills_Plan.pdf
[3] http://www.et-foundation.co.uk/wp-content/uploads/2018/04/1331_Training-Needs-Analysis-Final-.pdf
[4] https://www.excellencegateway.org.uk/content/eg5937
[5] http://www.et-foundation.co.uk/wp-content/uploads/2014/05/ETF-Prof-Standards-Guidance-v2-2.pdf

Overview of Taking Teaching Further

Programme aims

9. The Taking Teacher Further programme is a new national initiative to attract experienced industry professionals, with expert technical knowledge and skills, to work in FE. The programme is open to all FE providers. The programme's long-term aims are to:

- raise the profile and prestige of FE teaching, particularly among industry professionals;

- increase the overall number of skilled FE teachers in priority sectors, including the technical routes that will be taught first (Childcare and Education, Digital, Construction), Engineering and Manufacturing and other STEM technical routes, by helping experienced industry professionals to enter the FE teaching profession;

- increase the opportunity for industry-related CPD for current teachers;

- demonstrate the value of, and possibilities for, industry / FE collaboration; and,

- stimulate and support local initiatives to build capacity in FE teaching and improve industry collaboration.

Programme timescales

10. This two-year programme (2018-2020) will thoroughly test proposals, learn from existing examples of effective practice, and support innovative and scalable projects that prove to be effective. While principally focused on testing what works, the programme will also help develop local partnerships and collaborations that will give it the best chance of success.

11. The programme will generate evaluation evidence which will inform the case for long-term sustainable options for a national programme beyond 2020.

12. This application guidance relates to Round 1, which is for projects that start in financial year 2018-19. Round 2 projects will start in financial year 2019-20 and will be subject to a separate application process, due to start in December 2018.

What will Taking Teaching Further achieve?

13. The proposals supported through Taking Teaching Further should be transformative, encouraging experimentation, testing the boundaries of current practice and having the potential to create high-impact, positive learning experiences and outcomes.

14. Innovation involves individuals and organisations trialling new approaches, applying learning, perhaps from other sectors, and finding new, improved ways in which to work that improve outcomes for learners. The programme supports trialling projects on a small scale which have the potential to be scalable.

15. The programme will test various routes that providers have designed for experienced industry professionals to spend time in the FE sector, and how best to support an ongoing exchange between FE and industry, so that students can gain the knowledge, skills and experience that industry needs.

16. For FE providers, this will mean access to more practical support and guidance on strengthening relationships with local employers, and attracting experienced professionals who may be interested in coming to work for them.

17. For employers, it will be an opportunity to build relationships with their local providers, giving them a better chance of recruiting people with the skills they will need in the future, and helping to motivate their workforce by providing an opportunity to share their knowledge, skills and enthusiasm for their industry.

18. For industry professionals, it will be an opportunity to undertake a new challenge – supported by high-quality training – to make a career change and become an FE teacher, enabling the next generation to benefit from their technical expertise, skills and experience.

19. Taking Teaching Further will build upon examples of excellence already in the FE sector, encouraging further collaboration between the sector and industry, and specifically enabling industry professionals to take up FE teaching opportunities.

Taking Teaching Further Strand 1: Financial support for Initial Teacher Education (ITE)

20. We know there are a range of barriers for industry professionals seeking to enter the FE teaching profession. For the purposes of the Financial Support element of the programme, we want to directly address the cost of undertaking ITE, and the expectation that new teachers will need to teach from day one without any prior teaching experience/training.

21. Strand 1 will therefore provide funding for:

- The full cost of up to five trainee teachers (per organisation/consortium) undertaking a Level 5 Diploma in Education & Training (DET) (over two years) funded up to a maximum of £4,000 per trainee. Delivery should be classroom based or blended learning, not solely online.

- The cost of additional teacher time – providing intensive support to the new teacher (for example through team teaching/work shadowing arrangements) for the first eight weeks.

- Costs to cover the new teacher to have a reduced teaching workload for the remainder of the year (following the intensive period of support).

It is not a condition of this programme that ITE should be delivered to any specific model, beyond the requirements of the DET qualification.

Applications will be sought from different regions throughout England to ensure geographical representation and therefore widespread sharing of learning.

22. In 2018-19 we will support 50 new industry professionals to enter into FE teaching, and a further 100 in 2019-20 (Round 2 of the programme). This application guidance relates to Round 1 of the programme which is for recruitment to a teaching position and ITE programme in financial year 2018-19.

23. The programme will be focused on four key sectors, including the first technical routes to be introduced (other STEM subject areas will also be considered where clear evidence exists for why they are hard-to-fill vacancies):

- Childcare and Education;

- Digital;

- Construction;

- Engineering & Manufacturing.

24. This strand of the programme is open to all FE providers, including general and specialist colleges, National Colleges, independent training providers, employer-led providers, third-sector training providers, local authority providers, and adult and community learning providers.

25. Successful applicants will be required to sign a grant offer letter. This will set out the specific grant conditions, monitoring arrangements and payment details.

Taking Teaching Further Strand 2: Industry/provider innovation projects

26. We want to learn from the existing examples of effective practice and also to support, new innovative and scalable projects. While principally focused on what works, the programme, crucially, will also help develop local partnerships and collaborations that will give it the best chance of success.

27. This strand of the programme is open to all FE providers, including general and specialist colleges, National Colleges, independent training providers, employer-led providers, third-sector training providers, local authority providers, and adult and community learning providers. For clarity, the bid could be submitted by an FE provider, a group of providers, or a third party representing a consortium of FE providers.

28. Strand 2 will therefore support projects that:

- **Facilitate industry secondments into FE**

  including traditional secondments into teaching roles as well as other collaborative instances of cross-organisational activity. Examples could include seminars and masterclasses run by employers, industry-specific CPD training of FE teachers (including raising awareness of skills shortages in technical education routes), and employers mentoring teachers and students. Funding could cover the release of industry professionals and enable teacher engagement, or the development of supporting resources.

- **Facilitate FE teacher secondments into industry**

  including traditional placements of varying frequency and length. Innovative approaches – for example, teacher engagement with CPD activities for industry professionals – will also be supported. Funding could cover direct costs of participation, such as course fees, as well as supporting the release of teachers by funding cover arrangements.

- **Support collaboration between providers to successfully engage industry**

  including support for local initiatives to build capacity in FE teaching through collaboration with industry. Examples could include sharing effective practice as well as innovative reciprocal arrangements, such as the loan of state-of-the-art equipment or facilities.

29. Taking Teaching Further will support a range of approaches to increase the capacity of teaching through industry-related collaborations. Examples of innovation might include proposals which:

- address barriers to teacher recruitment, through developing an understanding of the FE sector among industry professionals, and through raising the profile of exceptional FE teaching professionals;

- utilise effective and established models of professional development, delivered in industry, in education and in professional learning settings;

- promote and establish equality, diversity and inclusion;

- promote the use of emerging technologies, equipment and innovative use of digital platforms and media, across industry and in education;

- embed understanding of current and future skills shortages to support activity which emphasises and clarifies the line of sight to work in educational settings and explores the use of local and regional labour market intelligence.

Funding

Strand 1: Financial support for Initial Teacher Education

30. Table 1 below sets out in more detail the expectations behind our £18,200 unit cost value. Please note – because a DET qualification takes two years to complete, the unit cost is split £16,200 in year 1 and £2,000 in year 2.

31. Table 1 shows the anticipated budget breakdown that applicants will apply to their project. All applications should describe how they demonstrate added value and value for money during the project (see the budget template in the application form).

Table 1: Cost Expectations

	ITE Cost	Work shadowing	Reduced workload for rest of year	Total
Year 1	£ 2,000	£7,200	£7,000	£16,200
Year 2	£2,000			£2,000
Total	£4,000	£7,200	£7,000	£18,200

Expectations

- Level 5 Diploma in Education and Training over two years (that meet the ETF guidance for DETs);

- First eight weeks – eighteen hours per week of shadowing;

- Remaining twenty-eight weeks – five hours per week of reduced load.

Strand 2: Industry/provider innovation projects

32. The maximum grant value available for each project is £50,000. Projects are expected to vary between £30,000 and £50,000.

33. Up to 20 projects will be supported in financial year 2018-19 (Round 1). Projects for which timing falls across both financial years (2018-19 and 2019-20) will be considered.

34. If an application is successful, the applicant will be required to sign a grant offer letter. They must be ready to commence their planned activity in September 2018. The grant offer letter will set out the specific conditions, monitoring arrangements and payment details.

35. Grant agreements will be issued to each project lead and signed (by both parties), along with a payment schedule. In some exceptional cases it may be preferable to use a service contract. Please notify us if you have a strong preference to use such a contract.

Eligibility and assessment criteria

Strand 1: Financial support for Initial Teacher Education

Strand 1 applications must meet the following eligibility criteria:

Eligibility criteria
The individuals who will be supported must: o be an industry professional – defined as an individual who has worked for a minimum of three years in their area of vocation and is, at the time of applying to become an FE teacher, still working in that same industry, or has been within the past 18 months; o be from within one of the four prioritised sector areas: childcare and education, digital, construction, engineering and manufacturing, or another priority STEM subject specialist area where teaching vacancies are hard to fill; o not yet hold a substantive teaching qualification, i.e. a Level 5 Teaching Qualification (DET) or equivalent/higher level teaching qualification; o be of suitable quality/calibre as determined by the provider's own recruitment process. The provider must: o confirm that the post being recruited to is for a permanent, full-time position or part-time at or over a 0.5 FTE contract; o demonstrate clearly how funding will be utilised to cover the full costs of the teacher training. Providers can submit proposals for financial support for up to five individuals per organisation/consortium. Capital costs are not in scope for this funding. All successful organisations must meet the Business Suitability Criteria (please see the application form).

Your application should identify:

o which sector or sectors you are applying for;

o the number of recruits in the financial year 2018-19;

o the timing of your recruitment and training programme;

o how you plan to add value to the programme delivery;

o clear KPIs and impact criteria so that 'success' can be measured.

If the programme is oversubscribed, we will assess applications on the following basis:

Criteria	The strongest bids will:
[1] Innovative models of ITE	seek to increase the capacity of FE teacher training, so proposals with the following criteria would be particularly welcome. They should: o demonstrate a transformative approach that promotes active experimentation and tests the boundaries of current practice o have the potential to create high-impact, positive experiences o have clear plans for how vacancies will be advertised to ensure engagement with the relevant industry sector/s o demonstrate how industry experts will be recruited to hard-to-fill vacancies o explain how existing links with employers and industry groups will be utilised and how new links will be developed o support subject/occupational-specific mentoring, through a clearly outlined approach o pilot innovative models of collaboration between providers and employers o consider partnership models where providers manage cohorts collaboratively o plan to identify and share effective practice and vocational pedagogy o promote the use of emerging technologies, equipment and innovative use of digital platforms and media, across industry and in education o demonstrate value for money.
[2] Capacity, leadership and management	o demonstrate senior leadership commitment to, and support for, this initiative o demonstrate they have the management capacity, systems and processes in place to deliver the programme including: o clearly defined outcome and impact measures, and proposals for data collection methods and timings

	o a coherent and realistic delivery plan which clearly identifies the tasks and timescales required to successfully deliver the ITE programme, contains clear key performance indicators and clarifies associated roles and responsibilities o identifying risks to delivery and providing details of mitigation strategies and plans for monitoring and risk management o ensuring that an active approach to equality, diversity and inclusion is demonstrated within planning and delivery o communication plans which build upon existing networks, to maximise reach and ensure successful recruitment o showing how funds will be managed to ensure additional teacher time in the first eight weeks and during the remainder of the programme.
[3] Sustainability and dissemination	o include dissemination plans, to ensure wider impact o have plans to sustain impact beyond the period of funding o demonstrate the value and possibilities of sustainable and scalable models through existing relationships between colleges/providers, and industry, and through learned societies, subject associations and professional membership bodies.

Criteria	Maximum score	Pass threshold
Eligibility	Qualifying criteria	
[1] Innovative models of ITE	10 (5x2)	6
[2] Capacity, leadership and management	5	3
[3] Sustainability and dissemination	5	3

Strand 2: Industry/provider innovation projects

Strand 2 project proposals must meet the following:

Eligibility Criteria
For an application to be eligible, it must: o   include at least one named FE /post-16 provider. Definitions about the providers in scope are included earlier in the guidance; o   not have received previous public funding for the same initiative proposed. Capital costs are not in scope for this project funding. Wage uplifts for new teachers are not in scope for this project. All successful organisations must meet the Business Suitability Criteria (please see the application form).

We will then assess proposals using the following criteria

Strand 2 projects should explore new ways of supporting industry professionals into the FE sector, potentially on an ad-hoc/part time basis (less than 0.5 FTE) or through innovative models such as those being 'shared' across several different colleges/providers. For projects where more than one provider is involved there will need to be an identified lead provider which will be in receipt of the funding.

Criteria	The strongest bids will:
[1] Innovative proposals which fit with the programme objectives and policy aims	Proposals must aim to achieve one or more of the following programme objectives: o increase the number of skilled FE teachers in priority sectors (e.g. technical routes and priority STEM areas) by helping experienced industry professionals enter the FE profession o help to increase capacity of teaching in FE through industry-related CPD o demonstrate the value of and possibilities for industry/FE collaboration o stimulate and support local initiatives to improve FE teaching quality and capacity for industry collaboration.

Criteria	The strongest bids will:
	Proposals should be innovative in their approach and should: ○ demonstrate a transformative method, encouraging active experimentation and testing the boundaries of current practice ○ demonstrate innovative ideas that are supported by research or relevant theories of change ○ have the potential to create completely different positive experiences and outcomes within ITE and methods of industry and provider collaboration.
[2] Outcomes and Impact	○ support high-quality, industry-related professional development and evidence its impact on practice, learners and organisations ○ have clearly-defined outcome and impact measures, and proposals for data collection methods and timings ○ promote dual professionalism, mapping activity across the ETF Professional Standards.
[3] Capacity, leadership and management	○ demonstrate that robust leadership, partnership and management arrangements are in place (throughout partnerships between providers and employers, and between providers where there is more than one provider involved) ○ demonstrate senior leadership, ownership and sponsorship ○ present a coherent and realistic delivery plan which clearly identifies the tasks and timescales required to successfully deliver the project, contain clear key performance indicators and clarify associated roles and responsibilities ○ ensure that an active approach to equality, diversity and inclusion is demonstrated within planning and delivery ○ outline the key skills, knowledge and experience of delivery partners, providing evidence of suitability to deliver the project outcomes ○ identify risks to delivery and provide detail of mitigation strategies and plans for project monitoring and risk management

Criteria	The strongest bids will:
	o build upon existing examples of effective practice, extending approaches to stimulate and develop local partnerships and collaborations.
[4] Value for Money	o provide a clear breakdown of the costs incurred to meet programme objectives o demonstrate clearly how funding will be utilised to support secondments, placements and instances of cross-organisational activity o demonstrate how working with partners adds value to proposed activity, including learned societies, subject associations and professional membership bodies.
[5] Sustainability and dissemination	o maximise the impact of industry/provider placements, across organisations and beyond, through disseminating outcomes and sharing effective practice o give evidence of plans to sustain activity and impact beyond the period of programme funding o demonstrate the value and possibilities of sustainable and scalable models of collaboration through strengthening existing relationships between learning providers, skills for growth networks, and industry o include communication plans which build upon existing provider, employer and skills networks, to maximise reach and engagement.

Criteria	Maximum score	Pass threshold
Eligibility	Qualifying criteria	
[1] Innovative proposals which fit with the programme objectives and policy aims	10 (5x2)	6
[2] Outcomes and impact	10 (5x2)	6
[3] Capacity, leadership and management	10 (5x2)	6
[4] Value for money	5	3
[5] Sustainability and dissemination	5	3

The application process

How to apply – submitting your application

The application form can be downloaded as a separate document here: http://www.et-foundation.co.uk/supporting/support-teacher-recruitment/taking-teaching-further/

Each section of the application form directly relates to an assessment criterion.

Please keep within the word limit – any words over the limit will not be taken into consideration. Only the requested additional attachments or annexes will be permitted.

Applications must be submitted to Takingteachingfurther@etfoundation.co.uk and must be received by **12 noon on 27 July 2018**.

Any applications received after this time/date will not be assessed.

Where an application is deemed to be borderline in terms of scoring, the ETF may conduct interviews to assess it further.

Timetable

Activity	Date
Guidance issued	20 June 2018
Information webinars for interested parties released	By 22 June 2018
Deadline for questions	19 July 2018
Proposals to be received no later than	12 noon on 27 July 2018
Clarification discussions / additional information submitted (if required)	w/c 13 August 2018
Assessment and appraisal of proposals	August 2018
Funding awarded	Sept 2018

How the assessment process will work

- Applications will be scored against the criteria stated in the eligibility and criteria sections of this document.

- Minimum and maximum threshold scores for each section have been provided under the eligibility and criteria sections for each strand.

- Limited funds are available, so applications will be ranked through a standardised scoring process. Top-scoring bids will then be selected for recommendation.

- For those applications deemed borderline, we may require an interview. We would also ask bidders to be available in the week commencing 13 August 2018 for follow-up discussions with the ETF, where we may seek clarification or ask for additional information on the application, should this be necessary.

- After the scoring process has taken place, recommendations will be made to the DfE, who will ultimately decide on which applicants will be supported. Unsuccessful bidders will be notified, and provided with email feedback, stating the reasons why their application was not successful. There is no right of appeal.

Webinars and further information for applicants

36. A recorded presentation will be made available for interested individuals and organisations to learn more about the programme. We would encourage interested colleagues to read all supporting materials outlined in the presentation to gain a better understanding of the programme and to use these opportunities to resolve any queries before completing an application. Further details about the dates and registration details can be found on the Taking Teaching Further web page.

37. If applicants have any queries, they should contact ETF via the Taking Teaching Further mailbox, Takingteachingfurther@etfoundation.co.uk, prior to submitting an application form. We will aim to respond to all queries within 3 working days. All questions and responses (where appropriate) will be published on the Taking Teaching Further web page.

Management arrangements

Project initiation

38. All successful applicants will be notified in late September 2018, pending necessary approvals from the DfE. In some cases, your application may be approved subject to amendments. These will be agreed with the project lead before any agreements or payments are issued.

39. Funding agreements will be issued to each project lead and signed (by both parties), along with a payment schedule.

Monitoring, impact and evaluation

40. The Department will be appointing an independent evaluator to evaluate the projects and wider programme, based on an agreed evaluation framework. Bidders will be expected to cooperate fully with the evaluation process, including any final reporting that may take place after the grant funding has ceased.

41. All projects will need a named project lead who will liaise with the ETF, the Department and the evaluator. All projects will need to collect and provide the evaluator with agreed management information, which could include data such as attendance and progress records. The management information to be collected will be agreed with individual projects, early in the Taking Teaching Further programme.

42. The evaluators will provide high-level expert analytical support for the projects, helping to refine key performance indicators and other measures. They will ensure their work is kept to a minimum to avoid over-burdening providers. An evaluation of the programme will be posted on the gov.uk website.

43. The project lead will also be asked to provide data returns, setting out key activities and milestones that have been achieved; and to send representatives to monthly monitoring meetings (a mix of face to face and over the phone) with the ETF; project costs should include this. The ETF and, on occasion, the Department for Education may also send colleagues managing the programme and officials to visit the projects and observe their delivery.

44. The ETF will organise knowledge-sharing and networking events during the course of the programme, to share effective practice and insights between the funded projects and the wider sector. Bidders (and all stakeholders involved in delivering the project) will be expected to participate fully in these activities and to be willing to share their insights with others.

Terms and conditions of funding

45. Before submitting an application, applicants should ensure they have read and understood the grant funding agreement terms and conditions. These can be found here: https://www.gov.uk/government/publications/grant-funding-agreement-terms-and-conditions.

    In applying to the Taking Teaching Further programme applicants will be agreeing to the grant funding agreement terms and conditions.

46. Any content produced on either strand will be covered by the Open Government Licence. This means that the DfE will retain copyright and intellectual property rights (IPR), but the ETF could use/reuse the material without payment.

47. In some exceptional instances it will be preferable to use a service contract to award funding to providers, but in all other cases we will be using grant funding arrangements. Please notify us if you have a strong preference to use a service contract.

48. A note on funding restrictions: due to government efficiency controls there are restrictions on certain types of activity that can be financed with public funds. This includes marketing, the development of digital services and consultancy.

49. This means that controls apply to most communications activity including (but not limited to):

    - advertising and marketing (including digital)

    - market research, printing and publications;

    - events, conferences and exhibitions;

    - public relations activities;

    - digital communications activities;

    - consultation activities including associated publicity, events, resources and materials, research, analysis and evaluation; and

    - communication strategy, planning, concept and proposition testing and development.

50. Marketing activity

    If your proposal requests funding for marketing and advertising which fall under the efficiency controls, approval from the DfE will be required before the funding could be granted and you may need to provide further information that might result in a delay in clearing funding.

51. Digital activity

    The process will also apply to digital activity, for proposals including expenditure on websites, mobile apps, domain names. Any exemption required, and funding, will need to be agreed beforehand by the DfE, and you may need to provide further information that might result in a delay in clearing funding.

52. Bids should therefore consider such activity for which funding is requested. This does not preclude this activity being considered for funding. But if there are proposals where a significant part of the grant being applied for will be used in these areas, they can only be considered if there is an overwhelming case for the proposed product or service.

Data protection and cyber security

53. Protocols will be in place for programme data handling (electronic and physical) in accordance with the data protection legislation. All project leads (and anyone else within the project who is required to store and/or share data from the project) will need to ensure appropriate security and password protections are in place for all servers, computers/devices, documents and software being used to host or share data. Back-up copies should be made and no project data should be shared with any organisation or participant outside of the programme, unless express permission has been given by those concerned (http://www.et-foundation.co.uk/terms-of-usage/privacy-cookie-policy/).

54. We will expect successful applicants to have all relevant cyber security software and internal monitoring checks in place. This will be reflected in the contract agreements signed with all project leads.

Equality, diversity and inclusion

55. The ETF and the DfE are committed to equality, diversity and inclusion.

56. We expect each project to consider the equality, diversity and inclusion implications. We will ask you to reflect this in all outputs and reports. All participants will be requested to complete the ETF's Equality and Diversity survey, unless they have already done so as part of another project.

57. It is important that all project participants, and in particular project leads, consider the varying needs of people with recognised protected characteristic groups in all aspects of project delivery. This, for example, means:

- sourcing meeting venues that meet minimum accessibility standards and are able to make reasonable adjustments;

- providing materials, papers or discussion points in advance, and in different formats, where requested;

- using accessible online meeting / teleconference platforms.

It is also important that all project materials and outputs:

- are written in plain English;

- conform to readability guidelines (e.g. uses accessible font sizes/ colours);

- are suitable, where possible, for screen-readers;

- reduce perceived / actual barriers e.g. using examples / images that represent diverse groups.

Appendix 1

How we will score the applications

We will evaluate all bids received against the assessment criteria, to ensure a fair process. The DfE and the ETF reserve the right to determine the number of applications that are successful during the process, based on the quality of the bids received, mix of themes and geographical spread.

Where an application is deemed to be borderline (i.e. where the score is just below the threshold pass score), the ETF may conduct interviews in order to assess the application further.

We will not fund projects that do not clearly meet the eligibility criteria set out for each of the two strands in the Application Guidance.

Strand 1: Financial Support for Initial Teacher Education

Subject to demonstrating eligibility there are three assessment criteria for Strand 1.

These are:

[1] Innovative models of ITE

[2] Capacity, leadership and management

[3] Sustainability and dissemination.

Details of our expectations under these criteria are provided in the table below.

Assessment Criteria	Scoring thresholds
Innovative models of ITE	
The strongest bids will seek to increase the capacity of FE teacher training, so proposals with the following criteria would be particularly welcome. They should: o demonstrate a transformative approach that promotes active experimentation and tests the boundaries of current practice o have the potential to create high-impact, positive experiences o have clear plans for how vacancies will be advertised to ensure engagement with the relevant industry sector/s o demonstrate how industry experts will be recruited to hard-to-fill vacancies o explain how existing links with employers and industry groups will be utilised and how new links will be developed o support subject or occupational-specific mentoring, through a clearly outlined approach o pilot innovative models of collaboration between providers and employers o consider partnership models where providers manage cohorts collaboratively o plan to identify and share effective practice and vocational pedagogy o promote the use of emerging technologies, equipment and innovative use of digital platforms and media, across industry and in education o demonstrate value for money.	**5: Exceeded** There are very clear plans in place to show how the applicant will recruit, support and train their cohort. Innovative elements that test the furthest boundaries of current practice are clearly set out within the delivery model. The approach or idea is novel and takes forward ideas set out in the assessment criteria, or offers other innovative approaches with a clear rationale. The approach offers excellent value for money. **3: Good** How the applicant will recruit, support and train their cohort is set out clearly. The approach or idea offers some innovation with potential. The approach promotes some areas that demonstrate value for money. **1: Poor** How the applicant will recruit, support and train their cohort is not set out clearly. The approach or idea is not particularly innovative.

Capacity, leadership and management	

Proposals should:
 	
○ demonstrate senior leadership commitment to, and support for, this initiative
○ demonstrate they have the management capacity, systems and processes in place to deliver the programme, including:
  ○ clearly defined outcome and impact measures, and proposals for data collection methods and timings
  ○ a coherent and realistic delivery plan which clearly identifies the tasks and timescales required to successfully deliver the ITE programme, contains clear key performance indicators and clarifies associated roles and responsibilities
  ○ identifying risks to delivery and providing detail of mitigation strategies and plans for monitoring and risk management
  ○ ensuring that an active approach to equality, diversity and inclusion is demonstrated within planning and delivery
  ○ communication plans which build upon existing networks, to maximise reach and ensure successful recruitment
  ○ showing how funds will be managed to ensure additional teacher time in the first eight weeks and during the remainder of the programme.
	5: Exceeded
	
	The application fully demonstrates all the leadership and management features set out in the assessment criteria, and also provides additional examples.
	
	3: Good
	
	The application demonstrates some of the leadership and management features set out in the assessment criteria.
	
	1: Poor
	
	The application does not demonstrate the leadership and management features set out in the assessment criteria.

Sustainability and dissemination

Proposals should:	
- include dissemination plans, to ensure wider impact - have plans to sustain impact beyond the period of funding - demonstrate the value and possibilities of sustainable and scalable models through existing relationships between colleges/providers and industry, and through learned societies, subject associations and professional membership bodies.	**5: Exceeded** The approach demonstrates excellent practice and clearly outlines how it will be applicable more widely to those working within the provider and across the FE sector. There are very clear and realistic plans which will enable sustainable impact well beyond the period of funding. There are coherent, comprehensive and realistic dissemination plans to communicate the approach across the FE sector. The application demonstrates clearly the potential for sustainability and scalability through wider partnerships.
	3: Good The approach could be applicable more widely. There are possibilities to sustain impact beyond the period of funding. The application has a dissemination plan to communicate the approach more widely. The application may produce sustainability and scalability through wider partnerships.
	1: Poor The approach is unlikely to be applicable more widely. There are limited possibilities to sustain impact beyond the period of funding. The dissemination plan to communicate the approach more widely is weak. The application is unlikely to produce sustainability and scalability through wider partnerships.

Strand 2: Industry/Provider innovation projects

[1]   Innovative proposals which fit with the programme objectives and policy aims

[2]   Outcomes and impact

[3]   Capacity, leadership and management

[4]   Value for money

[5]   Sustainability and dissemination

Details of our expectations under these criteria are provided in the table below.

Assessment Criteria	Scoring thresholds
Innovative proposals which fit with the programme objectives and policy aims	

Proposals must aim to achieve one or more of the following programme objectives: o increase the number of skilled FE teachers in priority sectors (e.g. technical routes and priority STEM areas) by helping experienced industry professionals to enter the FE profession o help to increase capacity of teaching in FE through industry-related CPD o demonstrate the value of and possibilities for industry/FE collaboration o stimulate and support local initiatives to improve FE teaching quality and capacity for industry collaboration. Proposals should be innovative in their approach and should: o demonstrate a transformative method, encouraging active experimentation and testing the boundaries of current practice o demonstrate innovative ideas that are supported by research or relevant theories of change o have the potential to create completely different positive experiences and outcomes within ITE and methods of industry and provider collaboration.	**5: Exceeded** There is an obvious fit with the majority of objectives. Projects aims, objectives, outputs and activity are clearly and coherently set out. There are exceptional innovative elements and examples of excellent practice that are deliverable.
	3: Good There is clear fit with some of the objectives. Projects aims, objectives, outputs and activity are sufficiently well set out to be a sound basis for project management. There are innovative elements with potential.
	1: Poor The link with objectives is unclear. Projects aims, objectives, outputs and activity are not clear. There are no innovative elements with potential.

Outcomes and impact	
Proposals should: o support high-quality, industry-related professional development and evidence its impact on practice, learners and organisations o have clearly-defined outcome and impact measures, and proposals for data collection methods and timings o promote dual professionalism, mapping activity across the ETF Professional Standards.	**5: Exceeded** It is very clear how the project will deliver quality outcomes and maximise impact and reach. Outcome and impact measures are well defined and measurable. Data collection methods are robust and timings for collection are clearly set out. Excellent approaches for promoting dual professionalism are set out clearly.
	3: Good The application sets out proposals for how the project will deliver quality outcomes and maximise impact and reach. Outcome and impact measures are sufficiently defined as are data collection methods and timings. There are sufficient plans in place to promote dual professionalism.
	1: Poor The application is not likely to deliver quality outcomes, impact or reach. Outcome and impact measures are not defined. Plans for data collection are weak. There are no plans In place to promote dual professionalism.

Capacity, leadership and management

Proposals should:

- demonstrate that robust leadership, partnership and management arrangements are in place (throughout partnerships between providers and employers, and between providers where there is more than one provider involved)

- demonstrate senior leadership, ownership and sponsorship

- present a coherent and realistic delivery plan which clearly identifies the tasks and timescales required to successfully deliver the project, contains clear key performance indicators and clarifies associated roles and responsibilities

- ensure that an active approach to equality, diversity and inclusion is demonstrated within planning and delivery

- outline the key skills, knowledge and experience of delivery partners, providing evidence of suitability to deliver the project outcomes

- identify risks to delivery and provide detail of mitigation strategies and plans for project monitoring and risk management

- build upon existing examples of effective practice, extending approaches to stimulate and develop local partnerships and collaborations.

5: Exceeded

The application fully demonstrates the leadership and management features set out in the criteria and inspires confidence that the project will be delivered to a high standard.

3: Good

The application demonstrates the leadership and management features set out in the criteria sufficiently well to provide confidence that the project will be effectively delivered.

1: Poor

The application does not demonstrate the leadership and management features set out in the criteria and may fail.

Value for money	
Proposals should: o provide a clear breakdown of the costs incurred to meet programme objectives o demonstrate clearly how funding will be utilised to support secondments, placements and instances of cross-organisational activity o demonstrate how working with partners adds value to proposed activity, including learned societies, subject associations and professional membership bodies.	**5: Exceeded** The project budget is very clearly set out and inspires confidence that the project is delivering value for money. The project is extremely likely to be delivered within the expected costs. The approach to driving and delivering value for money is coherent and persuasive. The overall outcomes and impact represent high levels of value for money. There are significant items of added-value that go beyond the guidance.
	3: Good The project budget is clearly set out. The project is likely to be delivered within the expected costs. The approach to driving and delivering value for money is realistic. The overall outcomes and impact represent reasonable value for money. There are items of added value that go beyond the guidance.
	1: Poor The project budget is not clearly set out. The project is unlikely to be delivered within the expected costs. There is no clear approach to delivering value for money. The overall outcomes and impact do not represent reasonable value for money. There are no items of added value that go beyond the guidance.

Sustainability and dissemination	
Proposals should: o maximise the impact of industry/provider placements, across organisations and beyond, through disseminating outcomes and sharing effective practice o give evidence of plans to sustain activity and impact beyond the period of programme funding o demonstrate the value and possibilities of sustainable and scalable models of collaboration through strengthening existing relationships between learning providers, skills for growth networks, and industry o include communication plans which build upon existing college, employer and skills networks, to maximise reach and engagement.	**5: Exceeded** The project's innovations are very likely to be sustained and achieve impact beyond the period of programme funding. There are excellent proposals for how impact will be maximised across the participating organisations and beyond, through disseminating outcomes and sharing effective practice.
	3: Good The project's innovations may be sustained and achieve impact beyond the period of programme funding. There are proposals for how impact will be maximised across the participating organisations and beyond, through disseminating outcomes and sharing effective practice.
	1: Poor The project's innovations are very unlikely to be sustained and achieve impact beyond the period of programme funding. There are no proposals for how impact will be maximised across the participating organisations and beyond.