

Respond by Friday 14 December 2001

EXCELLENCE FELLOWSHIP AWARDS

Consultation on a proposal for a pilot scheme of Excellence Fellowship Awards for teachers working in schools and Further Education colleges, to enable them to undertake projects in higher education institutions linked to widening participation.

EXCELLENCE FELLOWSHIP AWARDS

A Consultation

To School Teachers' Review Body consultees (Annex B)
Higher Education Funding Council for England
Universities UK
Standing Conference of Principals
Association of Colleges
NATFHE
6th Form Colleges' Employers' Forum
Association for College Management
Learning and Skills Council
Headteachers, FE and HE College Principals, and University
Vice-Chancellors listed in Annex B
Local Education Authorities in Annex B

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Executive Summary

Purpose

1. This document invites views on a proposal to set up a pilot scheme of Awards (Excellence Fellowships) to run over two academic years starting 2002/03.
2. It is addressed to the School Teachers' Review Body consultees; to bodies representing the higher education and further education sectors; to others with a key interest; to a selection of headteachers in schools, FE college and HE college Principals, and University Vice-Chancellors; and to a selection of LEAs.
3. The results of the consultation will help Ministers to assess the level of interest and decide the best way forward.

Key Points in the proposal

4. At least 50 Awards of up to £20,000 each will be available. They can be made from the start of the Autumn 2002 term.
5. The main purpose behind the awards is to provide opportunities for teachers in schools and Further Education colleges to spend time studying in an Higher Education institution, looking at ways they could encourage and promote wider participation in higher education amongst their students.
6. Awards will be given to successful applicants supported or selected by their headteachers or college Principals.

7. Eligibility will be restricted to teachers in schools and FE colleges located in Excellence in Cities areas or Education Action Zones.
8. The scheme will be managed by the Higher Education Funding Council for England (HEFCE).
9. The Department for Education and Skills will appoint an external contractor to evaluate the scheme.

Invitation

10. Views are invited on the proposed scheme as highlighted in the following pages. The closing date for responses is 14 December 2001.

Background and context

11. Higher Education has changed considerably in recent years. Twenty years ago only a small minority of people benefited from higher education. Now it is one in three young people. Patterns of study have changed, and information technology is revolutionising learning and teaching.
12. The Government is committed to widening participation in higher education. This stems from a desire to enhance our competitiveness and to promote inclusion and greater opportunities for all. The proportion of young people entering higher education from low income families has remained stubbornly low and the Government wants to address this issue. The Government has set a challenging target that, by 2010, 50% of all young people will have the opportunity to benefit from higher education by the age of 30.
13. A number of initiatives are in place to support this goal, such as the Excellence Challenge Programme. Excellence Challenge is helping to raise both the aspirations and attainment levels of young people in Excellence in Cities areas.
14. More needs to be done, however, to attract those who are under-represented in higher education, especially young people from low income families. Teachers in schools and Further Education colleges have a vital role in helping to achieve this. They can do much to raise the aspirations of their pupils and students so that they better understand the benefits of higher education. Excellence Fellowships are a new way to help teachers improve their understanding of higher education and extend their own learning. They strengthen links between teachers in schools and colleges and people in higher education. They provide an opportunity for teachers to spend some time engaged in individual research with the personal fulfilment and development that brings.

Objectives of the proposed scheme

15. The objectives are:
 - to pilot the scheme over two academic years (2002/3 and 2003/4)
 - to provide Awards to school and college teachers in Excellence in Cities areas or Education Action Zones to enable them to spend time in a University or HE college, and thereafter disseminate the outcomes from the activities undertakento provide a minimum of 50 Awards each year

- to raise awareness amongst teachers, pupils, students and their families of the benefits of HE and what it is like to spend time in higher education
- to evaluate the scheme.

The proposed scheme

16. The Department will identify 30 Universities and HE colleges to take part in the pilot scheme. Most of the 30 Higher Education institutions (HEIs) will be located in or near Excellence in Cities areas or Education Action Zones, although some will be in other areas. Each of the 30 selected HEIs will be able to spend up to £60,000 on Awards over the next two financial years (2002-3 and 2003-4).
17. Fellowships can be devised in one of two ways:
 - by schools and FE colleges in Excellence in Cities areas or Education Action Zones. The precise nature of the fellowships will reflect the needs of the school or college for a better understanding of higher education. Headteachers and Principals will identify suitable individuals or attract applicants from amongst their staff to undertake the fellowships.
 - headteachers and Principals will invite teaching staff to apply and put forward their own ideas for fellowships. These may involve, for example, undertaking study or research for personal reasons.
18. The timing of the fellowships will be for agreement between the parties concerned but headteachers and Principals will obviously want to ensure that timetables are not unduly disrupted and necessary staff cover is available.
19. HEIs will want to help schools and colleges to take advantage of this facility, and assist schools, colleges and teachers to draw up ideas for fellowships. For example, some institutions may perceive that a better understanding of the curriculum would help the school to HE transition.
20. The fellow will be expected to produce a 5,000 word report at the end of their study which will form the basis of wider dissemination.

Awards

21. Higher Education institutions will make Awards direct to individual school and FE college teachers from their allocations. The level of Award will be determined in consultation with the teacher and their school or college.
22. The amount should be sufficient to enable the teacher to cover any legitimate costs associated with the fellowship. Costs are likely to include those incurred by the school or college in purchasing staff cover; additional travel or accommodation costs; arranging dissemination of the outcomes from the fellowship to enable others to gain an insight into higher education.
23. The HEI, in consultation with the school or FE college, may also wish to offer the Fellow a personal bonus. A personal bonus will provide an added incentive to teachers to participate, and is a reward reflecting the extra effort made by the teacher. Such a bonus should be not more than an additional 20%, on top of the costed elements described in paragraph 22. Any personal bonus will be subject to normal Inland Revenue arrangements for deduction of tax and National Insurance Contributions. The HEI will therefore need to

pass the amount of the personal bonus to the teacher's employer so it can be paid through the normal salary arrangements.

24. Individual Awards should not exceed £20,000

Fellowships

25. A Fellowship should be for the equivalent of one term's full study. The pattern of delivery is for local decision and fellowships may be full-time or part-time, taken in one block or spread out over an academic year.
26. Many participating teachers will spend time undertaking projects which will deepen their knowledge of higher education. These projects will be of use to themselves, their schools or colleges, and their pupils and students. For example, a school may want a teacher to undertake a project in a University to explore how the Student Services Department operates and what it provides for students. The findings can then be disseminated to other teachers, to pupils and their parents, guardians and carers. Other teachers may want to do subject related research to help them directly with their teaching responsibilities.
27. As part of some Fellowships, HEIs, schools and colleges may want to arrange for an HEI member of staff to visit the school or college for a short period. A two way fellowship may help a better mutual understanding to be facilitated. No additional Award will be made.

Eligibility

28. The Awards may be made to school and FE college teachers teaching in schools or FE colleges located in Excellence in Cities areas or Education Action Zones.

Process

29. The Department will select the 30 HEIs after consulting HEFCE, Universities UK and the Standing Conference of Principals.
30. We propose to issue guidance to HEIs, schools and colleges by the end of January. Fellowships can start at any time from September 2002 onwards, but headteachers and FE college Principals will want sufficient time to adjust timetables and recruit staff cover. Fellowships commencing in the 2002/3 autumn term may therefore need to have been agreed by April 2002.

Management and evaluation

31. HEFCE will distribute the funds to the participating HEIs by adding the full £60,000 to their general allocation. Institutions will be required to report on the use of the funds received, and adjustments will be made to future general allocations to reflect any underspend.
32. Schools, FE colleges and individual teachers will draw up ideas for Fellowships in consultation with HEIs.
33. HEIs will make the Awards to participating teachers and establish the arrangements for payment of any personal bonus.
34. HEIs will retain information on each Award made showing its breakdown according to the following headings:

- amount for staff cover
 - amount for travel, subsistence and accommodation
 - other amounts (e.g. for dissemination, publications, follow up work) and the details
 - amount which has been passed on to the school, LEA or college in connection with a personal bonus for the teacher.
35. The Department for Education and Skills will appoint an external consultant to evaluate the scheme.

Consultation questions

36. A questionnaire is provided at Annex A. Comments are welcome in any format but the questionnaire has been devised to assist us with analysis of the responses.

Responses

37. Thank you for your comments. Please reply by 14 December 2001 to:

Consultation Unit

DfES

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Runcorn

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PO

Additional Copies

38. Additional copies of this document are available from: Elaine Brewster, QE4, North 4, DfES, Moorfoot, Sheffield S1 4PQ. Tel: 0114 259 3141 E-mail: Elaine.Brewster@dfes.gsi.gov.uk . Electronic versions of the document are available on the DfES website at www.dfes.gov.uk/consultation

ANNEX A

This note provides the framework for consultation about the proposed Excellence Fellowships Awards scheme.

Electronic responses are welcomed. The proposal, together with the consultation framework, are available on the DfES website at www.dfes.gov.uk/consultation

Responses will not be acknowledged. Thank you for taking the time to complete this questionnaire.

Please tick this box if you wish your response to be confidential.

Q1. Name (the name of the organisation on whose behalf you are responding, or your name if you are replying as an individual)

.....

Q2: Type of organisation (please tick the one which best describes your role)

Local Education Authority

School

Body representing the school sector

Higher Education institution

Body representing the HE sector

FE college

Body representing the FE sector

Union/Staff Association

Other

Q3. Name of person completing form (if different)

Q4. How helpful do you think this initiative will be in helping to raise pupil aspirations and contributing to widening participation in higher education?

Very helpful

Some help

Of little or no help

Comments.....

Q5. (For HE institutions and others in the HE sector only)

- a. Is £60,000 the right amount to encourage HEI involvement (Paragraph 16)?

Yes

No

- b) If not, what is the right amount?
-

Q6: How important is the personal bonus (paragraph 23)?

Essential

Useful

Unnecessary

Q7: Should the personal bonus be paid up front, or after satisfactory completion, or should this be left to local discretion?

Up front

After completion

Local discretion

Q8. (For schools, FE colleges and HE institutions only)

To what extent do you want to be involved in this programme?

A great deal

To some extent

Not much

Q9: (For schools and FE colleges only)

How popular do you envisage the scheme will be amongst schoolteachers and FE college lecturers

Very popular

Some interest

Little interest

Other comments.

Please use the space below to make any other comments about the proposed Excellence Fellowship Awards.

Thank you for answering this questionnaire.

ANNEX B

School Teacher's Review Body consultees

General Synod of the Church of England
Catholic Education Service
Free Churches' Council
Agency for Jewish Education
National Employers' Organisation - School Teachers
Secondary Heads Association
Professional Association of Teachers
National Union of Teachers
National Association of School Masters and Union of Women Teachers
National Association of Head Teachers
Association of Teachers and Lecturers
UCAC
FAVASA
National Primary Schools' Association
National Association of Governors and Managers
Independent Institution for School and College Governors (ISCG)
National Governors Council

Headteachers of the following schools

Plumstead Manor School, London
Burlington Danes C of E School, London
St Thomas More RC School, London
Castle Vale School, Birmingham
Stratford School, London
Hillcrest School and Sixth Form Centre, Birmingham
Breckfield Community Comprehensive School, Liverpool
Moreton Community School, Wolverhampton
Bellerive Catholic High School, Liverpool
Pensby High School for Boys, Wirral
Ducie High School, Manchester
Matthew Moss High School, Rochdale
Hinde House School, Sheffield
Oakwood Technology College, Rotherham

Tong School, Bradford
Stocksbridge High School, Sheffield
Priesthorpe School, Pudsey
City of Leeds School, Leeds
Throckley Middle School, Newcastle Upon Tyne
Pennywell School, Sunderland
St Thomas More Catholic Secondary School, Bristol
Hengrove School, Bristol
Abbey Middle School, Bedford
St Michael's RC Comprehensive School, Billingham
Brackenhoe School, Middlesbrough
Redruth Community School, Redruth
Judgemeanow Community College, Leicester
Haywood School, Nottingham
Bradford Cathedral Community College, Bradford

FE Colleges consulted

Northern College, Barnsley
Lambeth College
Keighley College
Bradford College
Hereford 6th Form College
Myerscough College
Bexley College
Blackburn College
Birmingham College of Food, Tourism and Creative Studies
City College Manchester
Cordwainers College
Chesterfield College
City of Sunderland College
Coventry Technical College
Hull College
Hilderstone College
Mid Kent College
6th Form College, Colchester
Somerset College of Arts and Technology

Epping Forest College
Gateway College
John Ruskin College
Wakefield College
Sheffield College
People's College, Nottingham
West Cumbria College
Dudley College of Technology
Oldham College
Greenwich Community College
Enfield College
Hammersmith and West London College
Ealing Tertiary College
College of Care and Early Education, Bristol
Middlesbrough College
Wirral Metropolitan College
South Tyneside College
Southport College
City of Bath College

HE Institutions consulted

University of Northumbria at Newcastle
University of Manchester
University of Bradford
University of Warwick
Queen Mary and Westfield College
South Bank University
University of Plymouth
Southampton Institute
University of Luton
Liverpool Hope
Oxford

Local Education Authorities consulted

Birmingham

Essex

Hackney

Lambeth

Liverpool

Manchester

Sheffield

Sunderland

Code of Practice on written consultation

All UK national public consultations are required to conform to a set of criteria. The criteria are as follows:

Criterion 1: Timing of consultation should be built into the planning process for a policy (including legislation) or service from the start, so that it has the best prospect of improving the proposals concerned, and so that sufficient time is left at each stage.

Criterion 2: It should be clear who is being consulted, about what questions, in what timescale and for what purpose.

Criterion 3. A consultation document should be as simple and concise as possible. It should include a summary, in two pages at most, of the main questions it seeks views on. It should make it as easy as possible for readers to respond, make contact or complain.

Criterion 4. Documents should be made widely available, with the fullest use of electronic means (though not to the exclusion of others), and effectively drawn to the attention of all interested groups and individuals.

Criterion 5. Sufficient time should be allowed for considered responses from all groups with an interest. Twelve weeks should be the standard minimum period for a consultation.

Criterion 6. Responses should be carefully and open-mindedly analysed, and the results made widely available, with an account of the views expressed, and the reasons for decisions finally taken.

Criterion 7. Departments should monitor and evaluate consultations, designating a consultation co-ordinator who will ensure the lessons are disseminated.

These criteria have been followed except criterion 5. In order to give school headteachers and FE college tutors maximum time to make any necessary adjustments to timetables and arrange staff cover, the timescale for consultation has been shortened. This is, in any case, a pilot scheme and a further consultation will be held before any extension, should that be appropriate.