Funding competition to increase access and participation for Black, Asian and minority ethnic groups in postgraduate research study

The deadline for returning completed bid templates is 1200 midday on Thursday 28 January 2021.

Please email completed templates to PGRcompetition@officeforstudents.org.uk. We will confirm receipt. You should also use this inbox for any questions throughout the process, and we will respond as soon as possible. This template should be read in conjunction with the funding competition bidding guidance.[[1]](#footnote-2)

1. Please use the template provided below – we will **not** accept your bid otherwise. Please respond to all questions. All sections and tables must be completed. Please do not amend or otherwise alter the template layout.
2. The completed template should not exceed 24 sides of A4, not including this instructions page. Font size should be no smaller than 11 point Arial. It must be submitted as a Word document.
3. To include with the completed template, we also require:
	1. Signed letters of support from the Head of the lead higher education provider, and the Director of Finance at the lead higher education provider.
		1. The letter of support from the Director of Finance (or equivalent) must confirm that resources have been approved.
		2. The letter of support from the Head of Institutions must outline why the proposal is of strategic importance, in relation to existing institutional strategies, and also confirm that resources have been approved. The letter should outline provisions in place to ensure there is sufficient leadership support throughout the life of the project and how these provisions will provide continuity and support to those managing the project to deliver its aims. The letter should describe provisions to ensure a safe and supportive environment to discuss issues of racism and inequality in relation to, and in support of, the delivery of the project (for background information see[[2]](#footnote-3)). Where a lead provider intends to deliver a project in partnership with other organisations, the letter should provide details of how these commitments will be delivered across partnerships.
	2. Letters of support from any partner higher education providers and other organisations directly involved in the bid. These letters of support must clearly state what each partner is contributing towards the project: for example, whether cash or investment in kind, and the monetary value of the latter; any conditions on investments; and any issues of timing. The letters should not simply state generic support for the proposal. These letters should be collated into one PDF document and sent in the same email with the completed bid template. The letters are not included in the page limit for the bid template.
4. The information provided will be used:
	1. In the assessment of bids. The bid assessment panels will assess the letters of support and, where required, may make grant offers conditional upon further information or commitment.
	2. To inform monitoring and evaluation.

# Bid template

### Project contact information

#### **Table 1**

|  |  |
| --- | --- |
| Legal name of lead higher education provider  |  |
| Project title |  |
| Project start date |  |
| Project end date |  |
| Approval from both Director of Finance and Head of provider (for lead provider). Signed letters must be provided.  | *(All bids need confirmation of these approvals in order to proceed)* |

### Contact for Head of lead provider

#### **Table 2**

|  |  |
| --- | --- |
| Title and full name of Head of lead provider  |  |
| Head of lead provider’s email address |  |
| Lead provider’s postal address |  |

### Contact person for the bid

#### **Table 3**

|  |  |
| --- | --- |
| Title and full name |  |
| Position and name of provider |  |
| Phone number |  |
| Email  |  |

### Project partners

|  |  |  |
| --- | --- | --- |
| Partner name (use legal name for higher education providers) | Role in project | Level of co-investment to be provided including status[[3]](#footnote-4) of investment (£) |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

### Funding and finance

**Funding is available to support revenue costs only.**

#### **Table 5**

|  |  |
| --- | --- |
| Total funding requested | £ |
| Total lead provider investment | £ |
| Total co-investment from partners | £ |
| Total project cost (all funding sources) | £ |

### Project budget by year

#### **Table 6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   | **Project management** | **Workstream 1****[add additional columns for more workstreams]** | **Evaluation** | **Total** |
|   | **Requested funding**  | **Co-investment** | **Requested funding** | **Co-investment** | **Requested funding** | **Co-investment** | **Requested funding** | **Co-investment** |
| Staff costs |   |   |   |   |   |   |   |   |
| Non-staff costs |   |   |   |   |   |   |   |   |
| Indirect costs |   |   |   |   |   |   |   |   |
| Central overheads |   |   |   |   |   |   |   |   |
| **Total** |  |  |  |  |  |  |  |  |

**Provide an explanation for the funding costs across the project lifetime, including the details of any co-investment. Make clear how the funding will be distributed across the key activities, and which organisations would be paying for the various activities.**

#### **Staff costs**

Set out the rationale for any staff costs. Make clear which organisations are paying for the individual costs.

|  |
| --- |
|  |

#### **Non-staff costs**

Set out the rationale for any non-staff costs, including indirect costs and overheads. Make clear which organisations are paying for the individual costs.

|  |
| --- |
|  |

### Profile of funding required

We will pay in quarterly instalments. Please complete funding amounts required in each quarter. The total should equal total funding requested.

#### **Table 7**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | **Amount (£)** | **Year 2** | **Amount (£)** | **Year 3** | **Amount (£)** | **Year 4** | **Amount (£)** |
| June 2021 |  | June 2022  |  | June 2023 |  | June 2024 |  |
| Sep 2021 |  | Sep 2022 |  | Sep 2023 |  | Sep 2024 |  |
| Jan 2022 |  | Jan 2023 |  | Jan 2023 |  | Jan 2025 |  |
| Apr 2022 |  | Apr 2023  |  | Apr 2023 |  | Apr 2025 |  |

### Project information

This section should be used to provide the details of the project and how it aligns with the call criteria as set out in the bidding guidance document.[[4]](#footnote-5)

**Project overview:** Please provide high level overview information in relation to the project. This information will be used to provide bid assessors with an overview of the project. The information may be used to support judgements to the extent that the bid criteria are met.

#### **Table 8**

|  |  |
| --- | --- |
| Briefly describe the project aims and objectives, with a focus upon how the project will deliver practical outcomes for students. |  |
| Provide the background and rationale for the project, including evidence of the inequality the project seeks to address. This should include track record in delivery, expertise relevant to the project and linking to broader equality, diversity and inclusion (EDI) strategy, including provider access and participation plans.  |  |
| OfS and Research England priorities[[5]](#footnote-6) addressed by the project. |  |
| Set out the provider(s)’ track record in delivering and expertise relevant to the project, with a focus on how students are engaged in or benefited by them. Include this information for all higher education providers involved in the project. |  |
| How many students do you anticipate will be supported by the project? |  |
| If one or more of the higher education partners are involved with any related projects funded via UKRI, Research England, the OfS’s Challenge Competitions, or the former HEFCE’s Catalyst Fund, explain how these proposed new activities will complement and not duplicate any relevant activities and investments. |  |

### Bid criteria

Please demonstrate the extent that the project meets the bid criteria (as outlined in the Funding Competition bidding guidance[[6]](#footnote-7)).

#### **Table 9**

| **Criteria** | **Project approach** |
| --- | --- |
| a. The extent to which the bid considers one or more of the following aspects of the student lifecycle for Black, Asian and minority ethnic students, and the extent that the impact of this approach is sustained beyond the life of the project: 1. Improving access (the number of students applying for and entering into research)
2. Improving and enhancing the postgraduate research (PGR) student experience
3. Widening and improving routes into research and teaching careers.
 |  |
| b. The extent to which the proposal is founded on engagement with and advice from Black, Asian and/or minority ethnic students in the design, development and/or delivery of key activities, where it is appropriate. |  |
| c. The extent to which activities test new and innovative approaches or significantly extend or scale up from existing practice.  |  |
| d. The extent to which the bid will contribute to better understanding of evidence and effective practice and how this could shape future policy and practice across the sector. |  |
| e. **Criterion e** will be assessed using the information provided in Tables 10 and 11. |
| f. Deliver value for money for RE and the OfS, as demonstrated through:1. The scale of deliverables and intended outcomes, against the funding requested
2. Cost-effectiveness of the proposed approach, how the funding requested is intended to be used, and the activities it will support
3. An appropriate level of co-investment provided (please see paragraphs 12b and 18c for further information on expectations of co-investment)
4. Sustainability beyond the lifetime of the funded project.

**The information in this section should align with that provided in Section 5 (Funding and finance). It will be used in conjunction with Section 5, to assess the extent that this criterion is met.** |  |
| g. The ambition and likelihood that the activities will secure a significant change in current practice and continue to sustain improved access and participation rates for students from Black, Asian and ethnic minority backgrounds in PGR, over the medium to long term. |  |

### Project activity

Using the table below, detail the key inputs, activities, outputs, outcomes, targets and expected impacts for the project. Include specific targets on an annual basis which are clearly aligned with the funding period for the project.

**The information in this table will be used to monitor the success and progression of the project, should the bid be approved for funding**.The targets must be suitably stretching and align with the intended outcomes of the project. Set out clear targets, and the timeframe for delivery.

#### **Table 10**

| **Year** | **Input** | **Activity** | **Output** | **Outcomes (short-, medium- and long-term)** | **Targets** | **Impacts: the longer-term results** |
| --- | --- | --- | --- | --- | --- | --- |
|  | *The resource outlined here should align with the items specified in Tables 6 and 7*  | *What activities will the resource be used for?* | *What will result from these activities?* | *Change in condition* | *Numerical targets to be used for monitoring purposes – please note baseline measurements will be required for all specified targets* |  |
| 1 | *[add additional rows as necessary]* |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |

### Evaluation plan

Please complete the following table to provide detail of your evaluation plan.[[7]](#footnote-8) The information provided will be used to inform funding decision. Particular care should be taken to ensure that the information here is consistent with the information provided in Tables 6, 9 and 10. The evaluation should run throughout the lifetime of the project and be proportionate in time and resource to overall activities propose, and total funding.

#### **Table 11**

|  |  |  |
| --- | --- | --- |
| **Strategic context** | How will you use evaluation to demonstrate the success of the project aims outlined in Table 8?  |  |
|  | Indicate the resource and expertise required to undertake evaluation and explain how this will be met. |  |
| **Programme design** | Provide a summary of the evidence-informed rationale for your activity selection and design.  |  |
|  | Outline how the project will rigorously measure the outcomes and impact (as specified in Table 10). This should include baseline data and how outcomes and impact will be measured over time. |  |
| **Evaluation design** | How will your evaluation design generate robust qualitative and/or quantitative evidence? |  |
|  | How will your evaluation improve understanding of which interventions work well (in which contexts and for whom) and learn from those that do not?  |  |
|  | Outline your evaluation methodology and the type of evidence that you expect to generate for **each** of your outcomes and/or activities (as detailed in Table 10).  |  |
| **Evaluation implementation** | Provide a brief summary of key risks, e.g. data collection, ethics, resource, and how these will be mitigated.  |  |
| **Planning to learn from the evaluation** | Provide an outline of how you plan to ensure that the evidence generated through the evaluation will be shared as the project progresses. |  |
|  | Provide an outline of your formative approach, specifically your plan to implement key learning as the project progresses in a timely manner. |  |
|  | Outline your approach to reflecting upon actual vs expected costs and key learning as the project progresses. |  |

As outlined in the funding competition guidance,[[8]](#footnote-9) we will commission an independent evaluation of the programme. A condition of funding for the successful bidders will be that all partners and providers fully engage with the external evaluators and support the evaluation process throughout. We may require projects to amend their proposed evaluation plan prior to the commencement of funding. This approach will be adopted to help improve reliability and comparability of results across the funded projects. Projects will be supported by the external evaluators when amending their evaluation plans.

# Short form summary privacy notice

Here is a short summary of how the personal information you submit will be held and used. Please communicate this information to any individual who has been identified within your bid:

* Your personal information will be used to assess and select bids and monitor funding for those projects selected through this funding competition.
* The Joint Data Controllers of the personal information you submit will be Office for Students and Research England.
* The legal basis for processing your personal information is performance of our public task.
* It will be stored on secure servers within the United Kingdom.
* It will be shared with Research England for the purposes of assessing and selecting bids, and for monitoring funding. It will also be shared with the external evaluators we appoint to analyse the impact of this scheme.
* It will be retained for a period of seven years and then securely disposed of.
* You have certain rights in relation to your personal information, set out in our [privacy notice](https://www.officeforstudents.org.uk/ofs-privacy/privacy-notice/).
* You may contact our Data Protection Officer (dp@officeforstudents.org.uk) with any queries or concerns you have about the use of your personal information.

You may also wish to read our full privacy notices:

* The Office for Students’ privacy notice is available at: <https://www.officeforstudents.org.uk/ofs-privacy/>.
* Research England is part of UK Research and Innovation; their privacy notice is available at: <https://www.ukri.org/privacy-notice/>.
1. Available at [www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/](https://www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/). [↑](#footnote-ref-2)
2. See Black, Asian and minority ethnic student attainment at UK universities: #closingthegap <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf> (Pages 37-44) [PDF]. [↑](#footnote-ref-3)
3. For example, is the co-investment fully confirmed, or available in principle at this stage? State whether cash, or in kind. [↑](#footnote-ref-4)
4. The funding competition bidding guidance is available at [www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/](https://www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/). [↑](#footnote-ref-5)
5. 6 The priorities and bid criteria are detailed in the bidding guidance at [www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/](https://www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/). [↑](#footnote-ref-6)
6. [↑](#footnote-ref-7)
7. Further information on approaches to designing an evaluation are available through Better Evaluation: [www.betterevaluation.org](http://www.betterevaluation.org). [↑](#footnote-ref-8)
8. The funding competition guidance is available at [www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/](https://www.officeforstudents.org.uk/publications/improving-access-and-participation-for-minority-ethnic-groups-in-pgr-study/). [↑](#footnote-ref-9)