

## **Challenge Fund 2006 Guidance**

### ***Guidance on making an application to the Partners in Learning Challenge Fund 2006***

#### ***A. General***

The following guidance is offered with the aim of improving the quality of submissions for Challenge Fund support for projects relating to the use of ICT in teaching and learning.

##### ***Before you begin***

Think hard before you proceed, as constructing the proposal for your project can be time-consuming, demanding and even frustrating! Consider whether the eventual outcome will justify the effort in putting together your bid and then implementing it in the classroom. Make sure that your proposal lies within the area of interest of the Challenge Fund (i.e. the removal of financial barriers to innovation).

##### ***Making a start***

Involve relevant colleagues and others, as early as possible to give them a chance to contribute. For example, you may need advice about the learning approach (pedagogy) or technical advice about equipment specifications or software that you would require to accomplish your objectives. Write a draft, share it with colleagues/partners for comment, refine and finish it. Where appropriate make reference to school or departmental development plans, or to national initiatives such as the '*National Priorities for Education*', or '*A Curriculum for Excellence*'.

##### ***Meet the Challenge Fund application requirements***

Read the proposal document published by the Challenge Fund carefully. Be sure that you understand what is required and that you are able to meet the conditions attached to the funding. If you are uncertain about any aspect of the bid then make a request for clarification. Provide information against each of the 8 elements of the Requirements Response. Make sure you meet the deadline for submission (2<sup>nd</sup> June 2006).

##### ***Capability Statement***

This should provide confirmation that there will be sufficient staff and other resources available to ensure that the project aims will be realised within the timescale and budget proposed. Provide brief details of the size of your establishment (student roll, staffing) and the sector in which it operates. Describe any previous involvement you have had in curriculum innovation.

#### ***B. Completing the Requirements Proposal:***

The sections below provide some further guidance on the 8 elements of the Requirements Proposal.

##### ***1. Innovation***

Provide a summary for your proposal that will convince the funding committee that your project will make a significant change to the way in which teaching and learning is carried out in your subject or school. Give some indication of the number of students who will benefit in the academic year, along with their stage of schooling (e.g. P6/7, or S1-S4).

## ***2. Creativity***

Your project may be designed to promote creativity in the learning process. Provide a brief description of the ways in which creativity will be fostered, either through the teaching process or in the way that students will learn.

## ***3. Teaching***

The submission should provide a clear description of the pedagogy that will be used in conjunction with the introduction of ICT into the teaching and learning process. It should set out how the teacher will prepare for the necessary change in pedagogy or further develop skills if already using appropriate pedagogy. The most significant changes in approach to teaching should be outlined.

## ***4. Learning***

The project must have as a key aim the improvement of the learning experience of students. The submission should spell out the expected changes in the activities and tasks that the students will undertake, and the extent to which the range of learning styles of students will be catered for. Improvement in learning should result in improved attainment and/or achievement. Please indicate areas in which you consider attainment or achievement might be improved (e.g. problem-solving; knowledge & understanding; skills acquisition, motivation).

## ***5. Sustainability***

Provide information on how the project might be continued after the initial funding. This will be important where there are recurrent costs for software licensing costs or equipment maintenance. The cost of consumables should also be considered.

## ***6. Transferability***

Provide a description of the skills that will be developed in the students through participation in the project and indicate how these might be transferred to other areas of their learning. Also indicate the number of teachers that will be engaged in the project and the extent to which changes in their teaching might extend to other aspects of their work, both in school and elsewhere.

## ***7. Competency***

The submission should provide information about your own work, particularly any successes you might have had in the use of ICT. It would be helpful to detail any particular successes that you might have had. Indicate what CPD will be required for staff in order to realise the project objectives, and how that will be accessed. Describe the ICT skills that students should have in order to benefit from the project and indicate how these will be acquired (e.g. skills already present; skills developed through ICT inserts in the curriculum; skills developed through the project itself)

## ***8. Commitment***

The Challenge Fund 2006 partners wish to make their funds go further and require that at least 50% of total project costs should come from other sources. These other sources may include other grants, or funds from the school or the local council, or “in-kind” funding. This latter funding can include the cost of time spent by staff in developing materials for the project (usually costed at £180 - £185 per day), or actual costs incurred in specific staff training related to the use of ICT in teaching and learning. It will be helpful to the funders to have any “in-kind” funding set out in detail. The submission document must state explicitly

that there is a clear and specific commitment on the part of those who will provide the matching funds.

### ***Budget information***

Budget information should be sufficiently detailed to allow the funders to see how the total cost of the project has been derived. You must justify that the resources that you ask for are necessary for the success of your project.

### ***Finally***

Here are some pointers from an experienced manager of project funds.

What makes a “good bid”?:

- its ‘core idea’ is a good one.
- there is an evidence-base underpinning it.
- the outcomes/products have been expressed well.
- the potential benefits to students and teachers have been expressed well.
- It is clear how the project’s success will be evaluated, and who will do that evaluation.
- there are plans for dissemination of the findings of the project, so that key audience groups can learn from the experience
- it is realistic for those outcomes to be achieved in the timescale and with the specified budget.
- the budget doesn’t include things that should be a local responsibility, and hasn’t been ‘padded out’ with desirable but unnecessary extras.
- The commitment of school staff and senior management is confirmed.
- The project leader has the expertise and commitment to see it through to completion.
- the application form has been completed properly, with all necessary details, supporting documentation, signed and authorised.