New initiative announced to build partnerships between Schools and Universities

18 June 2012

Research Councils UK (RCUK) has today, 18th June, announced a new initiative worth £1.5million over three years to create and build partnerships between universities and secondary schools. Supporting researchers’ direct engagement with students, the aim of the initiative is to help inspire young people’s interest in science and research by encouraging engagement with researchers.

Working with schools can be hugely rewarding for a researcher and can help them develop transferable skills such as communication, creativity and team work. The grants are worth up to £150,000 over three years, with matched funding expected from the successful university, and build on RCUK’s commitment to public engagement as set out in the Concordat for Engaging the Public with Research.

Professor John Womersley, Research Councils UK Champion for Public Engagement commented: I am delighted that this initiative will help to give young people in our schools the opportunity to benefit from access to contemporary and inspirational research. By helping schools and universities to get together in a strategic and structured way we want to encourage the kind of quality interactions and sustainable engagement activities that will inspire the next generation to engage with and, potentially, pursue a career in research.”

David Willetts, Minister for Universities and Science commented: Minister for Universities and Science David Willetts commented: “This new initiative will play an important role in engaging the next generation with research. Through bringing together schools and universities we can really showcase the exciting work our academics are engaged in, and at the same time encourage young people to pursue science and research careers.”

The deadline for submissions to the initiative is 25th September 2012 with projects expected to start in January 2013.
RCUK Public Engagement with Research Catalyst Scheme

RCUK School-University Partnerships Initiative

Call for Proposals
RCUK Public Engagement with Research Catalyst Scheme

RCUK School-University Partnerships Initiative

Call for proposals

Of interest to:

- Deputy Vice Chancellors for Research and Teaching
- Academic departments, schools and faculties
- Registrars and senior administrators
- Outreach departments and public engagement units
- Widening participation offices
- Research institute directors
- Researcher developers
- Secondary schools and Further Education (FE) colleges

Key points:

- New Research Councils UK\(^1\) (RCUK) national funding call to create a structured and strategic mechanism for Higher Education Institutions (HEIs) to work in partnership with secondary schools\(^2\). This partnership working will support researchers’ direct engagement with students\(^3\). The aim will be to bring contemporary and inspirational research contexts into formal and informal learning to enhance and enrich the curriculum.

- Funding up to £150,000 (this is RCUK’s 80% contribution towards full economic costs (fEC)) available per project over three years (see section 7.1).

- Expectation for match funding (as a minimum) by institutional contributions (see section 7.3).

- Applicants are expected to work collaboratively with one or more school alliances, the lead school within which must have demonstrated outstanding leadership and a history of partnership working. Alliances should include schools which can benefit from their support, particularly those in special measures or in need of significant improvement.

- In England, applicants are encouraged to work with Teaching School Alliances\(^4\) (TSAs) who will meet the above criteria. In Scotland, applicants are encouraged to work with Education Authorities to identify schools to collaborate with. In Northern Ireland, HEIs will be encouraged to recruit participating schools from across the region and to include a representative balance of controlled and maintained schools and secondary grammar and non-grammar schools. In Wales, applicants may wish to work with the Reaching Wider Partnerships, which would already have established links with secondary schools.

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\(^1\) Research Councils UK: [http://www.rcuk.ac.uk/Pages/Home.aspx](http://www.rcuk.ac.uk/Pages/Home.aspx)

\(^2\) In this document ‘schools’ is specifically secondary education, and is also taken to include FE colleges

\(^3\) In this document ‘students’ refers to secondary school and FE college students

\(^4\) Further information on the Teaching School Alliance model: [http://www.education.gov.uk/nationalcollege/index/support-for-schools/teachingschools.htm](http://www.education.gov.uk/nationalcollege/index/support-for-schools/teachingschools.htm)

\(^5\) Excluding subscriptions, studentships, institutes and capital expenditure
Applications are welcome from UK HEIs awarded a minimum threshold of £15million funding\(^5\) (in total) directly from one or more of the UK Research Councils between 1 April 2009 and 31 March 2012, at least £8million of which must have been awarded in any one financial year. Applications are limited to one per HEI and should be led by a single HEI (see section 6).

- Deadline for submission: 25 September 2012.
- Successful applicants notified by: 30 November 2012.
- Projects to start: 1 January 2013 and end by 31 December 2015.

I. Background

1.1 RCUK is the strategic partnership of the UK’s seven Research Councils. Each year the Research Councils invest around £3billion in research covering the full spectrum of academic disciplines from the medical and biological sciences to astronomy, physics, chemistry, and engineering, social sciences, economics, environmental sciences and the arts and humanities.

1.2 The RCUK Public Engagement with Research Strategy\(^6\) includes an aim to ‘inspire young people’ by encouraging engagement between young people and researchers. Specifically, RCUK aims to enhance the experience of contemporary research for young people, encouraging more young people from a diversity of backgrounds to pursue relevant studies beyond 16, follow research careers and enabling more to act as informed citizens.

1.3 The researchers and cutting-edge research funded by the Research Councils can play a key role in motivating students and raising ambition. Researchers can be excellent role models and are in a unique position to bring a subject to life with their expert knowledge and enthusiasm for a topic.

1.4 Working with schools can be hugely rewarding for a researcher and can help them develop transferable skills\(^7\) such as communication, creativity and team work. The RCUK led Concordat for Engaging the Public with Research\(^8\) is a commitment from the major UK research funders regarding the importance of public engagement and part of RCUK’s strategy to ensure researchers are recognised and rewarded for their public engagement activities.

1.5 RCUK are looking to provide HEIs and school alliances with flexible funding to build on and develop the wealth of existing interactions between universities and schools.

1.6 The inclusion of public engagement within Research Councils ‘Pathways to Impact’ and the incoming HEFCE Research Excellence Framework also provide drivers to encourage HEIs to value, recognise and support public engagement with research.

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\(^{6}\) What’s in it for me? The benefits of public engagement for researchers [http://www.rcuk.ac.uk/documents/scisoc/RCUKBenefitsofPE.pdf](http://www.rcuk.ac.uk/documents/scisoc/RCUKBenefitsofPE.pdf)

\(^{8}\) RCUK Concordat for Engaging the Public with Research [http://www.rcuk.ac.uk/per/Pages/Concordat.aspx](http://www.rcuk.ac.uk/per/Pages/Concordat.aspx)
2. **Aim of the Call**

2.1 This call will provide funding to HEIs to work in partnership with one or more school alliances within their region, to facilitate engagement between young people and researchers.

2.2 Specifically, the aims of the call are to:

- Inspire the next generation to meet RCUK strategic aims (see section 1.2) by facilitating engagement between secondary school students and researchers to bring contemporary research into formal and informal learning contexts to enhance the curriculum and raise ambition (see section 1.3);
- Reach secondary school students from a diversity of backgrounds and abilities and engage the widest possible range of teachers and schools in ways which have maximum impact on teaching quality and learning;
- Provide researchers (particularly those in the early stages of their career; see section 3.15) with opportunities and training to engage with secondary school students and develop their transferable skills as outlined in the Researcher Development Framework (RDF)9;
- Support secondary schools and HEIs to work together to create structured, strategic, sustainable and equitable mechanisms for school-university engagement which increases the breadth and quality of interactions between researchers and students.

3. **Scope of the Call**

3.1 This call will provide grant funding of up to £150,000 (this being RCUK’s 80% contribution to the fEC of the proposal) each to a small number of HEIs. This will be over the period of three years (between 1 January 2013 and 31 December 2015).

3.2 The aim will be to facilitate direct engagement and a two-way dialogue between researchers and school students. For example, by offering a range of opportunities such as:

- Researcher placements in schools to talk with students about their research and their experiences as a researcher and help with, for example: practical projects, experiments, demonstrations, after school clubs, national school competitions, mentoring and school careers events etc.
- As above, but inviting students into the university to engage them with research and researchers.

3.3 The funding is intended to support HEIs to move from ad-hoc interactions towards creating structured and strategic mechanisms for engaging with school alliances in their region. Benefits to joining up provision should ultimately be better quality and/or increased sustainable engagement activities between HEIs and schools.

3.4 RCUK are not prescriptive in how HEIs and schools should achieve this and encourage applicants to think creatively, innovatively and collaboratively. The funding could be used to support training, activities and staff.

3.5 It is suggested that the strategic element could be in the form of a coordinating role to strategically support researchers across the HEI to engage with schools and to ensure a two-way and mutually beneficial partnership. This coordinating role could be in the form of external recruitment, secondments or paying existing staff time within the HEI or school(s).

3.6 Consideration regarding resource allocation should be given to how school leaders or teachers will be enabled to work with the university and individual researchers to plan and deliver activities. A proportion of funding should be explicitly allocated to one or more schools within the alliance to enable this (see section 7.6).

3.7 RCUK would encourage applicants to build on existing engagement opportunities within the university and utilise national (or regional) schemes such as STEM Ambassadors\(^\text{10}\), Nuffield Science Bursaries for Schools and Colleges\(^\text{11}\) and CREST Awards\(^\text{12}\), Royal Society Partnership Grants\(^\text{13}\) and others to provide activities.

3.8 Applicants are expected to work collaboratively with one or more school alliances, the lead of which must have demonstrated outstanding leadership and a history of partnership working and collaboration with schools whom can benefit from their support, particularly those in special measures or in need of significant improvement. RCUK believe that working in this way allows these schools to share their learning, excellent practice and innovative ideas, so that the lead school can continue to improve, while also supporting improvement in other schools.

3.9 In England, HEIs are strongly encouraged to work with Teaching School Alliances (TSAs) who will meet these criteria. A Teaching School\(^\text{14}\) is an outstanding school that has a strong track record of collaborative working and has been designated by the National College for School Leadership to play a key role in the leadership of a TSA. The TSA is a group of schools and other partners that is supported by the leadership of a Teaching School and will include schools that benefit by receiving support.

3.10 In Scotland, HEIs are encouraged to liaise directly with Education Authorities to help them identify which schools they might work within their local authority area, and include this within their application.

3.11 In Wales, HEIs may wish to work with the Reaching Wider Partnerships which have established links with secondary schools. The Reaching Wider Initiative was established by the Higher Education Funding Council for Wales in 2002 to increase higher education participation from groups and communities in Wales who are currently under-represented in higher education by raising aspirations, and creating new study opportunities and learning pathways to higher education. Activities are co-ordinated by three regional Reaching Wider Partnerships.

3.12 In Northern Ireland, HEIs will be expected to recruit participating schools from across the region and to include a representative balance of controlled and maintained schools and secondary grammar and non-grammar schools.

3.13 Applicants might want to consider utilising existing links and contacts that their education department is likely to have with schools to build partnerships particularly during the application process.

3.14 RCUK would strongly encourage applications which offer engagement opportunities for researchers working in disciplines across the breadth of the university from the medical and biological sciences to astronomy, physics, chemistry, and engineering, social sciences, economics, environmental sciences and the arts and humanities.

\(^{10}\) STEM Ambassadors http://www.stemnet.org.uk/content/stem-ambassadors


\(^{12}\) British Science Association Crest Awards http://www.britishscienceassociation.org/web/ccaf/crest/

\(^{13}\) Royal Society Partnership Grants http://royalsociety.org/education/partnership/

\(^{14}\) Designated list of Teaching Schools http://www.education.gov.uk/nationalcollege/docinfo/id=154985&filename=teaching-schools-designations.pdf
3.15 Proposals should focus, in particular, on early career researchers as more accessible role models for young people and to provide opportunities for career development. However, RCUK would also welcome proposals which engage a broader cohort of researchers.

3.16 Consideration should be given to the training and skills development of researchers. Training could be provided by either the school, university or intermediary organisations\(^{15}\) such as STEMNET through the STEM Ambassadors scheme. This training would be to support researchers to engage effectively with a young audience and maximise the benefits of the interaction for all partners. It might broadly cover topics such as: effective communication and presentation skills, learning styles, behaviour in the school environment and curriculum awareness. Researchers working with young people will also need appropriate Criminal Record Bureau\(^{16}\) (CRB) checks or to undergo Disclosure Scotland\(^{17}\).

3.17 All applicants are expected to include plans for sustainability and demonstrate within the proposal how changes in practice will be evident and supported beyond the funding period.

3.18 Applicants should consider how they will share learning and disseminate best practice through the National Coordinating Centre for Public Engagement\(^ {18}\) (NCCPE) (see section 4.3) and other interested parties. Applicants will be asked to include within their Pathways to Impact (see section 8.3) a communications strategy to share best practice and learning from the project. Some provision should be made for travel and expenses to attend national events, coordinated by the NCCPE or other interested parties and time allocated to collaboration with other projects to share and consolidate learning.

3.19 Applicants are expected to outline plans within their proposal regarding project governance and how they will ensure all partners are included in project oversight. For example, this could be achieved by setting up a small advisory group within the HEI, including appropriate school representation.

3.20 Applications should include an appropriate evaluation strategy (including quantitative and qualitative measures) which outlines plans to measure success in terms of outcomes (see section 5), impact and lessons learned from the grant.

4. **Outputs**

4.1 RCUK will approve the applicant’s specific targets and milestones for each year.

4.2 Grant holders will report progress in the form of annual reports submitted to RCUK. These will be shared amongst grant holders funded through this call to help promote learning, exchange of ideas and to disseminate best practice.

4.3 The NCCPE will provide support to grant holders and the wider sector to develop and share best practice. Grant holders will be expected to work with the NCCPE and participate in relevant conferences and workshops with the sector and professional bodies to share learning (including early outputs) and disseminate best practice during the course of the grant.

4.4 There may also be additional monitoring requirements which will be agreed when the grant offer is made. Funding during the three years may also be reviewed if targets are not being met.

4.5 RCUK expect grant holding institutions to provide case studies and other publishable content such as school-university engagement models.

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\(^{15}\) The Science Learning Centre Network, [some] Research Councils, Learned Societies and the NCCPE also provide some training opportunities.

\(^{16}\) CRB checks: http://www.homeoffice.gov.uk/agencies-public-bodies/crb/

\(^{17}\) Disclosure Scotland: http://www.disclosurescotland.co.uk/

\(^{18}\) National Coordinating Centre for Public Engagement: http://www.publicengagement.sc.uk/
4.6 A final report evidencing, from appropriate evaluation, (see section 8.3) the tangible benefits, outcomes (see section 5), impact and lessons for the future should be produced. Some of this will be made public to share best practice.

5. Outcomes

5.1 Reflecting the aims of the call (see section 2) applicants should consider how they will achieve the below outcomes by the end of the award. Applicants should specify in more detail within the proposal their specific expected outcomes, for example, including detailed and feasible information on the number of schools, students and researchers to engage during the grant.

- Increased breadth and quality of engagement between researchers and school students from a diversity of backgrounds and abilities.
- Researchers trained in engaging with young people, and tangible benefits in terms of researchers’ skills development.
- Increased school student awareness of research and the research process, and improved learning outcomes.
- Sustainable and productive partnerships between HEIs and school alliances, and lessons for future engagement which other HEIs could also draw upon.
- Benefits to teachers such as increased confidence and expertise in contemporary research contexts is also likely to be an additional outcome.

6. Eligibility

6.1 Applications are welcome from UK HEIs awarded a minimum threshold of £15million funding19 (in total) directly from one or more of the UK Research Councils between 1st April 2009-31st March 2012, at least £8million of which must have been awarded in any one financial year. This should be attached as a Host Organisation Statement (see section 8.4)

6.2 There will be no stipulation for those researchers within an eligible institution that they need to be RCUK funded to take part.

6.3 Bids should be led by a single HEI. Applications are limited to one per HEI.

6.4 Research Council Institutes20 (RCIs) are not eligible but partnerships with RCIs are welcomed and they should be included as collaborators within the proposal (see Annex A).

6.5 Principal Investigators (PI) must be academic employees of an eligible organisation and must be resident in the UK. It is expected that Principal Investigators will hold appropriate senior management positions within the HEI. It is also expected that Principal Investigators will hold an appointment which allows them to strategically oversee engagement opportunities for researchers working in disciplines across the breadth of the HEI (see section 3.14).

6.6 The standard eligibility criteria, as described in the Engineering and Physical Sciences Research Council (EPSRC) funding guide also apply to this call21.

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19 Excluding subscriptions, studentships, institutes and capital expenditure
20 RCIs are the Research Councils’ own institutes, centres and units
21 EPSRC funding guide http://www.epsrc.ac.uk/ResearchFunding/HowToApply/FundingGuide.htm
7. **Funding**

7.1 A maximum of £50,000 (this being RCUK’s 80% contribution to the fEC of the proposal) per year, will be made available to any single HEI up to a maximum of 3 years (from 1 January 2013 and 31 December 2015). Payment for the first year will be made in one lump sum in Q4 in the 2012/13 financial year. Payments for the second and third years will follow the standard quarterly profiled payment arrangements.

7.2. **The start confirmation from the institution must be received by the 14 February 2013.**

7.3 HEIs applying for funding will be expected to provide matched funding as a minimum (or in kind support to an equivalent value) from their own resource or partners’/collaborators contributions to support the Work Plan proposed.

7.4 The proposal should be fully costed on the basis of fEC. It should also show any financial contributions from partners collaborators or other sources, with net funding requested under this call.

7.5 It is envisaged that the funding will support HEIs and schools to create structured, strategic and sustainable mechanisms for their engagement.

7.6 School alliances should be equitable partners. Therefore, it is expected that a proportion of funding or resources should be allocated to one or more schools within the alliance to enable this (see section 3.6).

8. **How to apply**

8.1 Application forms should be submitted using the Research Councils’ joint electronic Submission (Je-S) System (https://je-s.rcuk.ac.uk). Please note that this call will be visible in Je-S, under the Public Engagement with Research (PER) Catalysts Scheme.

8.2 Note that clicking ‘submit document’ on your proposal form in Je-S initially submits the proposal to your host organisation’s administration only. Please allow sufficient time for your organisation’s submission process between submitting your proposal to them and the call closing date. We must receive your application by Tuesday 25 September 2012 by 4pm. Late applications will not be accepted.

8.3 Applications should comprise:

- Standard Proposal form covering:
  - Objectives, including priorities
  - Summary of approach
  - Details of staff
  - Partners/details of other leveraged funding
- Justification of Resources (limited to two pages A4)
• Case for Support, including an evaluation strategy. The case for support can be up to eight A4 sides in length. There is no prescribed format for how this case should be presented; it is up to the applicant to structure the case for support accordingly to ensure that all the assessment criteria are addressed and the aims of this call are met.

• Work Plan (limited to two sides A4)

• Pathways to Impact (up to two pages) explaining who may benefit from the grant, how they may benefit and what will be done to make sure they have the opportunity to benefit (including a communications strategy to share best practice and learning from the project).

8.4 The following additional supporting material should be returned electronically with the application form:

• Evidence of high-level and cross-institution commitment to the aims of the initiative, and any additional internal funding secured for the project in the form of a supporting letter from the head of the HEI. It should also specify how this project links to other strategic and operational activity to support public engagement with research in the HEI. This should be attached as a Letter of Support (limited to two sides A4).

• Letter of Support from the lead school in the alliance (limited to two sides A4) which highlights the benefits to the schools within the alliance.

• Additional Letters of Support from collaborating organisations if applicable e.g. Science Centres, Business and other HEIs (limited to one A4 side per letter), if appropriate include evidence of additional external funding secured.

• CVs of proposed project team (including the PI and Co-Investigators) demonstrating knowledge, skills and understanding of school-university engagement should be included as separate attachments (limited to 2 A4 sides per CV). In cases where external recruitment will be required, the proposed person specification for the role should be included.

• Evidence of Research Council research funding to demonstrate eligibility (see section 6.1). This should be attached as a Host Organisation Statement (there is no page limit or prescribed format).

8.5 The inclusion of any additional attachments will result in your proposal being rejected.

8.6 All documents must be FONT size 11 in Arial, Helvetica or Times New Roman types.

8.7 Please read this section in conjunction with Annex A (additional guidance for applicants).
9. **Guidance on Writing Proposals**

9.1 Applicants are encouraged to read the EPSRC Funding Guide available at: [http://www.epsrc.ac.uk/funding/apprev/basics/Pages/fundingguide.aspx](http://www.epsrc.ac.uk/funding/apprev/basics/Pages/fundingguide.aspx)

9.2 Institutions should think flexibly and creatively about what they seek to achieve (specifying their expected outcomes).

9.3 Applicants should describe the need for the resources they are requesting under Justification of Resources. You should provide a detailed breakdown of the resources requested and cover:

- All of the directly incurred elements of your proposal, including the effort and cost of all directly incurred staff.
- The effort, but not the cost, of the Principal Investigator.
- The need, but not the cost, of items under the other directly allocated fund heading.

9.4 The estates and indirect cost parts of the proposal do not need to be justified.

9.5 The Case for Support should be used to outline the approach and evaluation strategy and demonstrate the institution's track record in school-university engagement. Further guidance is provided in Annex A.

9.6 A work plan should be included. It should be diagrammatic, illustrating the project’s programme of work e.g. a PERT or Gantt chart.

9.7 Please note that school alliances can be included as collaborators and described as partners in the case for support (and attachments). Schools should not be listed as project partners in sections of the application form where applicants are asked to include details of project partners. Standard funding guidelines prevent project partners directly benefitting from the grant.

9.8 Applicants are advised to read and consider the following publications and resources when writing their applications:

- Engaging Young People with Cutting Edge Research: a guide for researchers and teachers: [http://www.rcuk.ac.uk/documents/scisoc/SchoolsPolicy.pdf](http://www.rcuk.ac.uk/documents/scisoc/SchoolsPolicy.pdf)
- What's in it for me? The benefits of public engagement for researchers: [http://www.rcuk.ac.uk/documents/scisoc/RCUKBenefitsofPE.pdf](http://www.rcuk.ac.uk/documents/scisoc/RCUKBenefitsofPE.pdf)
• Researcher Development Framework: http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html

• Introduction to Evaluation: http://www.publicengagement.ac.uk/how/guides/introduction-evaluation


10. Assessment process

10.1 Applications will be checked for eligibility and then sent to a minimum of two members of a panel comprising independent experts to review. This panel will meet to agree funding recommendations. RCUK will then make the funding decision.

11. Assessment criteria

11.1 In deciding the applications to recommend for funding, the panel will take into account the following:

• Relevance and quality of concept which demonstrates how the project will strategically build on the HEIs existing activities and practices working with schools.

• Previous and relevant experience of the project team.

• Relevance and quality of the university-school partnership.

• Evidence of the quality of the school alliance(s) in terms of leadership, partnership working and school-to-school support.

• Evidence that schools in disadvantaged situations will benefit as a result of the proposals.

• High-level commitment from the HEI and school alliance(s) to the call aims.

• Breadth of opportunities for researcher engagement across HEI academic departments.

• Value for money and cost-effectiveness.

• Leverage of additional support (financial and/or in kind).

• Coherent and credible work plan.

• Appropriate plans for evaluation and impact.

• Demonstrable commitment to sustainability beyond the funding period.

11.2 Applications requesting over £150,000 of RCUK funding will not be considered.
12. Provisional key dates

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<th>Date</th>
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<tr>
<td>18 June 2012</td>
<td>Call opens</td>
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<tr>
<td>25 September 2012</td>
<td>Call closes</td>
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<tr>
<td>Week commencing 15 October</td>
<td>Panel members read and score proposals</td>
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<tr>
<td>Week commencing 12 November</td>
<td>Panel meet to agree funding recommendations</td>
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<tr>
<td>1 January 2013</td>
<td>Start date</td>
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<td>14 February 2013</td>
<td>Return start certificate</td>
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13. Contacts

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14. Further information

Annex A – Additional guidance for applicants.

Annex B – Case studies of school-university engagement including RCUK Researchers in Residence Scheme as an example of a researchers going into schools and Nuffield Science Bursaries as an example of universities hosting placements.
ANNEX A

Additional guidance for applicants


2. Please remember that clicking ‘submit document’ on your proposal form in Je-S initially submits the proposal to your host organisation’s administration, not to EPSRC. Please ensure you allow sufficient time for your organisation’s submission process between submitting your proposal to them and the Call closing date. EPSRC must receive your application by 4pm on Tuesday 25 September 2012.

3. Completing the application form:
   
   **Project details**
   
   The title should be as informative as possible. The submitter’s reference is provided by/for your research office (or similar) and must be completed. **Start dates must be 1 January 2012.** The duration of the project should be no longer than 36 months.

   **Applicants**
   
   The principal applicant should normally be responsible for the management of the project. He/she will be RCUK’s main contact. All applicants must meet the eligibility requirements as described. The reference number of this grant should be entered in the ‘related proposals’ section.

   **Objectives**
   
   Please outline the key strategic aims and objectives for your project.

   **Summary**
   
   Describe briefly the proposed approach to create a structured and strategic mechanism for HEIs to work in partnership with secondary schools and support researchers’ direct engagement with students to bring contemporary research into the classroom context.

   **Academic beneficiaries**
   
   Describe how the institution, including researchers and staff, will benefit from the project (e.g. such as skills they may gain and any training they may receive).

   **Impact Summary**
   
   You should think about the impact of the project outside of the institution particularly the benefits to the school alliances, schools in disadvantaged situations, other partners/collaborators, and the wider HE sector.
**Staff, resources, estates and indirect costs**

For help on these sections, please use the help function available on Je-S. Please note references to ‘EPSRC contribution’ to project costs should be understood as ‘RCUK contribution’ for the purposes of this call.

**Related proposals**

Please include the reference numbers of any related proposals or grants, including research grants in the relevant area and public engagement funding.

**Project partners**

Collaborating organisations or individuals such as Businesses, Science Centres, other HEIs, and RCIs etc. can be either project partners or contractors on the grant. Collaborators who are listed as project partners in the application form cannot benefit directly from the grant. All partners must submit a letter for support with the application. The letter should be dated within six months of the date of submission of the proposal. Collaborators who benefit directly from the grant, along with sub-contractors cannot be recognised as project partners on the application. However they can be described as partners in the case for support and should attach a letter of support. Contractors can also attach a letter of support, if appropriate. Therefore, schools should be listed as collaborators and described as partners within the case for support (see section 9.7).

### 4. Case for Support

There is no prescribed format for this and it is the applicant’s opportunity to outline their plans for the project to demonstrate how their proposal will meet the selection criteria and aims of the call.

This could include, but should not be limited to the strategic vision, proposed approach and track record in school-university engagement, details of the school-university partnership, rationale behind the proposal, the roles and responsibilities of key people, impact on school students, success criteria, evaluation strategy, details of project governance and plans to achieve sustainability beyond the funding period.

This section should also refer to the experience of key members of staff (CVs to be attached separately).
ANNEX B

Case studies of school-university engagement

Case study 1: Researchers going into schools

Researcher Jack Holland from the University of Warwick (Politics and International Studies) had a placement in Northgate High School & Dereham Sixth Form College working with a range of year groups. He says: “I mostly focused on discourse analysis with the sixth formers. The English students were already doing work on word construction and decoding messages, so I was able to tie-in my work on language and foreign policy. We worked on analysing political speeches from well-known political figures and world leaders, such as George Bush. I tried to choose topical examples for the students to examine. I thought it would help their understanding and analysis of the text, if they were able to relate it to current issues seen in the media. I hoped bringing in elements of my own research would also help to provide a useful context for them to learn.”

Case study 2: Universities hosting placements

Aberystwyth University hosts placements through the Nuffield Science Bursaries Scheme for Schools and Colleges. Placements are hosted within the Departments and laboratories of the University at Aberystwyth and students also do some local fieldwork if appropriate. It is run as part of the university’s Widening Participation. Aberystwyth tries to offer placements to those who would not be able to travel to a placement daily because of their rural Welsh location (by offering accommodation), and those who satisfy the other Welsh Assembly Government criteria (e.g., living in a Community First area, Welsh first language students, Black and Minority Ethnic Groups students, etc.). These types of placements enable students to get their teeth into a real research project and clarify some of their career aspirations.