**Wellcome’s Programme on Teachers’ Continuing Professional Development (CPD)**

**Request for Proposal (RFP)**

Date: 1 March 2021

**Request for Proposal (RFP) Background**

Wellcome has a long-standing interest in science education. High-quality science education is key to improving young people’s outcomes in science, engaging them to consider science as a career , and enabling them to makeinformed health decisions now or in the future. Evidence has shown that the quality of teaching young people receive is the most significant in-school factor for improving young people’s outcomes; academic or otherwise (Coe et al., 2020) and (Coe et al., 2014). Since 2003 Wellcome has invested over £50 million in science-related professional development for teachers through funding the National STEM Learning Centre and commissioning various research studies. Since 2017 it has run the the Wellcome Continuing Professtional Development (CPD) Programme, which aims to understand how all teachers, all subjects and at all phases, can participate in high quality professional development throughout their careers.

We have collaborated and partnered with others to understand the nature and impact of CPD and to identify the changes needed to help teachers participate in high-quality, subject-specific CPD.

Findings from the research studies we commissioned include:

* Designated leaders of CPD are critical in identifying staff CPD needs and embedding sustainable change across the school.
* School leaders have an important role in leading the change needed to embed professional learning and in advocating for teachers’ entitlement to high-quality professtional development.
* Professional development could increase teachers’ confidence and self-efficacy, students’ attainment and their future lifetime earnings.
* CPD can be quality assured through a range of systems and processes that have different purposes and outcomes. Currently, there is no consistent or widely-used process to assure the quality of teachers’ CPD in England.

Please visit the Education & Learning [webpage](https://wellcome.org/what-we-do/our-work/improving-teacher-expertise) for more details about Wellcome’s CPD programme.

**RFP context**

In October 2020 Wellcome launched a new strategy, with science at its heart, to solve the urgent health challenges facing everyone.  We are setting up ambitious research programmes for three global challenges that threaten to undermine our efforts to improve health for decades to come – escalating infectious diseases, the effects of global heating on health, and mental health. As a result, Wellcome will be moving away from its work in UK science education.

In order to ensure the legacy of its CPD programme, the Education and Learning (E&L) Team at Wellcome commissioned the Teacher Development Trust (TDT) to host a virtual summit on Wednesday 18th November to discuss school improvement through professional development. This virtual meeting convened some of the leading thinkers and influencers across the UK education system to discuss issues around the most effective policies to develop an environment that best supports high quality professional learning for educators. More information about the summit and its findings can be found [here](https://tdtrust.org/schoolimprovement/).

The E&L Team is now seeking proposals for educational project/s that will address key questions related to teachers’ participation in high-quality, subject-specific CPD. Successful proposals will address one or more of the following key areas:

**School environment:**

1. What must school leaders do in order to successfully embed effective professional development for their staff?
2. How can school leaders best be supported to prioritise professional development?
3. Learning from other jurisdictions and sector, what are the best ways to embed professional development in teachers’ careers?
4. What is a culture of professional learning in schools and how best can this be established?

**Policies and entitlement for professional learning:**

1. What are the most effective policies to enable teachers in all subjects, contexts and phases to participate in high-quality CPD?
2. What can system leaders and policy makers do to support all schools to create the conditions for professional learning?
3. What could drive change-readiness across the sector?

**Access to expertise:**

1. What can school and system leaders do to create a robust body of strong knowledge and expertise within the school system?
2. How can the system leaders encourage collaborations between schools to create a pool of expertise that will inform high-quality CPD?

**RFP Timeline**

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| # | **Activity** | **Date** |
| 1 | RFP published | 1 March 2021 |
| 2 | Submission of expression of interest | 15.00 11 March 2021 |
| 3 | Deadline for submission of clarification questions to Wellcome’s contact. | 15.00 19 March 2021 |
| 4 | Q&A online session with Wellcome and applicants | 15.00 24 March 2021 |
| 5 | Submission of Proposals | 15.00 13 May 2021 |
| 6 | Proposal Evaluation Period | 14 to 26 May 2021 |
| 7 | Interviews with shortlisted applicants | 2 & 3 June 2021 |
| 8 | Notification of grant award | 14 June 2021 |
| 9 | Grants T&C Negotiation | 14 to 30 June 2021 |
| 10 | Award letter | 1 August 2021 |
| 11 | Start date | 1 September 2021 |

**What we offer:**

We are open to funding the following:

* Projects that deliver on more than one of the key areas outlined above, with costs not exceeding £300K.
* Projects that deliver on one of the key areas outlined above and do not exceed £100K.

We are expecting the project/s to be delivered between six months and 18 months. All projects muct be completed by March 2023 at the latest.

The award covers various costs including staff time, teaching and research replacement, overheads, meeting and conferences costs and travel costs. Please refer [here](https://wellcome.org/grant-funding/guidance) for more information on funding guidance.

**Response Format**

Please indicate your intention to submit a proposal by expressing your interest via email to the Wellcome contact given below. This expression of interest should be very brief and does not need not give any details of your proposed work.

Full proposals should be submitted by 13 May 2021 and include the following:

1. A description of your understanding of the project’s purpose.
2. An explanation of how your research and output design will meet the aims and objectives of this study.
3. Detailed methodology for undertaking the study.
4. An overview of how the activities and outputs of the project will engage potential users on school and governmental level.
5. Details on how this research could impact CPD policy and practice, and the strategy to develop and maximise this impact.
6. Details on the dissemination strategy for research outputs.
7. A description of anticipated risks and challenges and ways to mitigate them and quality assurance for your work.
8. Details of staff allocated to the project, together with experience of the staff members in carrying out similar projects and expertise in the thematic area of this study.
9. A detailed budget including all costs, and expenses, specifying all day rates of individuals involved, the allocation of days between members of the team, and the cost of particular activities.
10. Wellcome expects the supplier to pay the participants for their time so please include details of participants’ daily rates in your budget.
11. A timeline for the work, including key milestones and deliverables against each of these.

A proposal for undertaking the work should be no more than 6 pages. We recognise that an individual or an organisation may want to form a consortium of individuals or organisations and we would be happy to accept such an approach. However, one organisation within a consortium should act as Principal Investigator.

If you want to take on extra non-research staff, such as project managers, meeting facilitators and communications staff, you should provide their details in your application.

The lead applicant's host organisation must confirm that they can sign up to our [grant conditions](https://wellcome.org/funding/guidance/grant-conditions).

If applicants are based at more than one host organisation, these organisations must confirm that they can sign sub-agreements with the lead applicant's host organisation.

**Applicants’ Q&A**

Prior to the deadline for the submission of proposals, Wellcome will hold a session with potential applicants to answer questions they may have about this call for proposals. Applicants will be asked to submit questions in advance. The deadline for submission of clarification questions is xxxxx.

**Wellcome Contact Details:**

For further information, please contact 1. Ruba Aljarf [r.aljarf@wellcome.org](mailto:r.aljarf@wellcome.org) or 2. [education@wellcome.org](mailto:education@wellcome.org)

**References:**

Coe, R., Aloisi, C., Higgins, S., Major, L., (2014) What makes great teaching?. Review of the underpinning research. Sutton Trust. <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf>

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E, P., M, B., J, B., (2019) Quality Assurance of Teachers’ Continuing Professional Development. Rapid Evidence Review. <https://wellcome.org/reports/quality-assurance-teachers-continuing-professional-development>

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Wood, H.F., Z, J., (2020). The effects of high-quality professional development on teachers and students. A rapid review and a meta-analysis. Education Policy Institute and Ambition Institute. <https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/>