

The University of Manchester's School Governor Initiative

Understanding and demonstrating our Social and Economic Impact

Impact evaluation tender invitation

1. Overview

The University of Manchester wishes to appoint a consultant or consultants to conduct a social, cultural, and economic impact survey of the School Governor Initiative, one of the key signature programmes of our social responsibility strategy.

This report will provide the opportunity for The University of Manchester to highlight to a range of stakeholders, the significant impact the School Governor Initiative is having on schools in the local area and nationally and will help carve opportunities for other HEIs to take a similar approach in order that, together, HEIs can be a force for good in providing skilled and professional governors to support schools and colleges across the UK.

The purpose of the Report will be:

- to demonstrate the impact the school governor initiative has on the leadership and governance of the state schools where University of Manchester governors are placed;
- to demonstrate the impact universities as a whole could have on school governance nationally, particularly in eliminating governor skills gaps if all HEIs led a similar initiative;
- to highlight the range of additional benefits universities and schools derive from the initiative e.g. staff development; schools engagement in other University-led activities such as outreach and curriculum enrichment.

This will then lead to a series of calls to action which are identified in appendix 1 along with the key audiences for the report.

2. Background

The University of Manchester's School Governor Initiative (UMSGI) is one of the institution's seven social responsibility 'Signature Programmes' that demonstrate an innovative contribution to addressing some of the UK's most challenging social issues. UMSGI addresses the shortage of high-quality school governors in the state school sector by recruiting and placing University staff and alumni volunteers into local, regional and national schools. The University of Manchester instigated the UK's first higher education-led programme to encourage staff to volunteer as school governors.

School governors are the largest group of volunteers in UK education. They play a pivotal role in educational leadership, monitoring standards, supporting and challenging Head teachers and setting the strategic direction of the school. Yet many schools in the most challenging circumstances, particularly those in our local community, have not been able to recruit governors with appropriate skills. With a workforce of over 12,000 staff, the University is enabling local schools to fill vacancies on their Boards of Governors with volunteers who possess an array of skills and professional experience including academic research and teaching, estate management, finance, legal, marketing and human resources.

There are currently 230 staff volunteering as a governor at The University of Manchester. As a group they contribute 12,000 volunteering days per year impacting on 450,000 learners. The value of this contribution equates to an equivalent economic value of £1,452,000 (based on formula from Viewforth Consulting).

In addition to volunteer recruitment, a significant focus of the initiative is on volunteer effectiveness through the UMSGI Network. This provides opportunities for training, sharing good practice and buddying of new and experienced volunteer governors through regular Network meetings, an Annual Conference featuring national speakers and online support. Having a network of active school governors provides a built-in infrastructure where volunteers can discuss common issues and offers a forum for self-development.

As the UMSGI network membership has now reached 230 staff members we have strong evidence which suggests that staff are not only sharing their professional skills with schools as we would have hoped, but are acquiring and developing new skills, experience and confidence and becoming more aware of their skills by undertaking this challenging and important role. In addition, it is encouraging to see that those skills and experiences are having a tangible impact on their work at The University of Manchester. We are now undertaking work to ensure the skills development of our school governors are captured and recognised as part of the University's annual performance and development review process (P&DR).

The medium and long term aims of the initiative are:

Medium term outcomes

- increased number of staff and alumni volunteering as governors
- improvement in staff skills through governing
- increased number of HEIs running a School Governor Initiative

Long term outcomes

- reduced school governor vacancies on governing bodies, particularly in the most disadvantaged areas.
- improved geographical spread of skilled governors, in particular in areas of Greater Manchester where there are currently fewer UoM staff and alumni governors such as Oldham.
- skills gaps on governing bodies are reduced.
- increased proportion of schools with a UoM member of staff on the GB improving their Ofsted rating.
- schools with a UoM member of staff on the Governing Board report an improved strategic relationship with UoM.

3. Potential Scope of the Report

The primary focus of the report will be to substantiate the overarching reach of UK universities potential impact on school governance.

Specifically, the report should cover:

1. The growth of school governors since 2011 – staff and alumni and the impact of this on the number of learners impacted and the volunteer hours provided.
2. The geographical spread of school governors (staff and alumni) and the relationship between where they govern and areas of disadvantage.
3. An analysis of staff governors, where in the University they are drawn from and their roles.
4. A detailed analysis of schools with a UoM member of staff on the governing board, this should include OFSTED ratings, proportion of FSM, polar data etc
5. The nature and scale and impact of the school governor role in a sample of schools through case studies and interviews with Head-teachers, Chairs, Parents and Governors.
6. The economic impact of the school governor initiative and the value of this contribution
7. Analysis of skills gained and what impact this has had on governors role at UoM

8. Analysis of the wider impact having a University staff member has on a governing board in terms of a school's relationship and engagement with the University.

The successful consultants should propose robust criteria and identify appropriate measures and data sources which they are familiar with and will use to demonstrate the nature and scale of the University's contribution to school governor skills shortages.

4. Internal Team

The University will commit the following members of staff to work with the appointed organisation to complete the report in the timescales agreed:

1. Stephanie Lee, Head of Widening Participation
2. Alison Gregory, Student Recruitment and Widening Participation Officer

5. Desired outputs

A report which covers all the content agreed in detail. The report should be comprehensive, robust, accessible and user friendly and convey clear and compelling messages for the range of audiences we are seeking to influence as outlined above. It should contain effective and powerful infographics, charts and diagrams to achieve this. The appointed consultant(s) should identify the key measures, data, techniques, presentational method and the formats they would use to maximise the impact of the project and report on local, national and international partners and supporters. We would like 2-3 case studies to be produced, 1 from a Head-teacher or Chair of Governors in a primary school, 1 from a Head-teacher or Chair in a secondary school and one from a governor. There should also be a separate executive summary document to accompany the main report.

6. Timescale

Activity	Week commencing
Response to brief due:	20 April 2020
Supplier appointed:	w/c 4 May 2020
Kick off meeting:	w/c 11 May 2020
Update meeting and progress report due:	w/c 22 June 2020
Draft report due:	30 July 2020
Final Report due:	17 August 2020
Launch of report to key stakeholders:	October 2020

7. Tender Submissions

We welcome tenders from freelance consultants, organisations or partnerships

7.1 Tender Format

A response to this brief which indicates:

- An interest in working on the project
- Agreement that the timescales are achievable
- Details of the proposed approach and methodologies
- Relevant staff profiles and contact details

- The costs associated with delivering the report including budget breakdown
- Any gaps in our request that from your experience you may wish to highlight
- Contact details for two clients willing to provide references relating to similar work

8. Selection Criteria

Tenders will be assessed according to the following criteria:

- a) Demonstration of an understanding of, and the ability to satisfy, the requirements outlined in the scope of the report;
- b) Previous experience in conducting similar work in a Higher Education or similar context
- c) Value for Money

9. Budget

The budget allowed including expenses and excluding VAT is fixed to a maximum of £20,000.

10. Deadlines and Protocol

Proposals should be returned to Alison Gregory no later than the deadline of Monday 20 April 2020. The tender should be submitted as an electronic copy and sent to **both** email addresses stated below.

11. Enquiries

Stephanie Lee, Head of Widening Participation

stephanie.lee@manchester.ac.uk

Alison Gregory, Student Recruitment and Widening Participation Officer

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Primary audience group	Point of interest in the report	Call to action	Link to our key policy objectives outlined (both medium and short term)
Other HEIs and organisations	<p>The crucial role universities and organisations can play in addressing the vacancies in these increasingly important roles;</p> <p>The benefits of such an initiative on staff and the organisation's relationship with schools and colleges.</p>	Establishment of a School Governor Initiative which includes provision of time to undertake that role.	<p>Increase in the number of UoM staff/alumni volunteering as governors;</p> <p>Reduction of school governor vacancies in disadvantaged areas;</p> <p>Improved geographical spread of skilled governors.</p>
Key partners (Governors for Schools, Inspiring Governance, local councils)	Evidence to encourage more organisations to support a School Governor Initiative.		Reduction of school governor vacancies in disadvantaged areas.
Department for Education, Office for Students	<p>The role universities can play in supporting school governance and the impact skilled governors have on the effectiveness of a board of governors;</p> <p>How the inclusion of a university on a school board of governors can support the development of a more strategic and long-term relationship between a university and a school/college.</p>	Encouragement to universities to establish a school governor initiative as part of their Access and Participation Plan commitments.	Reduction of school governor vacancies in disadvantaged areas.
University of Manchester Staff and Alumni	<p>The impact that volunteering as a school governing can have on your local community;</p> <p>The benefit that being a school governor can have on your own personal and professional development.</p>	Register to become a school governor.	<p>Increase in the number of UoM staff/alumni volunteering as governors;</p> <p>Reduction of school governor vacancies in disadvantaged areas;</p> <p>Improved geographical spread of skilled governors.</p>