

# English Programmes

## TAGs Phase 2 – FAQs: Frequently Asked Questions

Based on frequently asked questions received via registration, during the Briefing session (30 Jan) and by subsequent emails. As a living document, if further questions are received these will be added to this document and updates shared in

<https://www.britishcouncil.vn/en/teach/call-proposals-uk-viet-nam-partnerships-teacher-activity-groups-programme-phase-2>

Question	Answer – British Council response
<b>Eligibility and identifying partners</b>	
<p>We were not involved in the pilot phase so would need to locate a possible partner in Vietnam to be able to submit a bid for Phase 2.</p> <p>Are you able to provide information on those Vietnamese providers who participated in Phase 1 so we could look for a suitable partner?</p>	<p>While most Vietnam partners are keen to continue with their existing partnerships with the UK ELT providers in the pilot phase, some are also looking to develop new partnerships with other new UK ELT providers.</p> <p>We also encourage this, so that Vietnam partners can leverage the experience they gained in the pilot phase to implement TAGs in new provinces through partnering with new UK ELT providers.</p> <p>In Phase 2, as in the pilot (Phase 1) we invite and encourage innovation from VN and UK ELT providers in both partnership/consortium arrangements and delivery models so that TAGs can be scaled up in new provinces and also so that more new VN-UK partnerships can be created.</p>

	For potential new UK ELT providers, we understand the possibly limited capacity of some VN ELT providers. As such, we can also consider proposals in which the existing VN ELT providers take part as a co-partner rather than the main partner (consortium). That means you can consider an approach of partnering with a new VN ELT provider and involving an existing VN ELT provider as a third-party/sub-contractor provided that you can showcase in your proposal how the expertise and experience of the partners involved in the pilot phase will be leveraged in planning and delivering the Phase 2 project.
Am I correct in my assumption that we would not be able to bid for the funding as we weren't involved in the pilot phase?	For TAG Programme Phase 2, you are eligible to bid for the funding, provided that you consider how to work with one of the Vietnam partners who participated in the pilot phase to develop the partnership proposal, possibly in a consortium with previous UK and/or VN partners.
Would it be possible for us to work with two partners in Vietnam, one is our existing partner, and the other is a new partner (a new Vietnam higher education institution)?	Yes, you are encouraged to. See above and refer to section 7 Eligibility.
<b>Interested potential partners</b>	Contact details of both Vietnam and UK ELT providers who participated in the TAG pilot phase.  They have expressed their willingness to explore new partnerships with new providers in Phase 2. So please contact them to discuss potential partnerships. Please find the information in this link: <a href="https://www.britishcouncil.vn/sites/default/files/tags-pilot-phase-uk-vn-partners-contact-details.pdf">https://www.britishcouncil.vn/sites/default/files/tags-pilot-phase-uk-vn-partners-contact-details.pdf</a> .
<b>Potential UK partners</b>	At <b>Peartree Languages</b> we have very recent experience of the Viet Nam T+L context and working with DOETs. If any Viet Nam partner is

	<p>interested in working with us in a new branch of activity building on Phase 1, please email <a href="mailto:nicky@peartreelanguages.com">nicky@peartreelanguages.com</a></p> <p>Also, for any UK partners interested in exploring a consortium approach, please also reach out.</p> <p>Nicky Partridge – <b>Peartree Languages</b></p>
	Martin Seviour, <b>Nottingham Trent University</b>
	David Read, <b>Sheffield University</b>
	<p><b>Union Education Group</b> is in the same position as David Read from Sheffield University. We're interested in forming a partnership but were not involved in the first phase. Please do email me on <a href="mailto:harry@unioneducationgroup.com">harry@unioneducationgroup.com</a></p> <p>Harry Darell - Union Education Group, UK</p>
<b>Potential VN ELT partners</b>	<p><b>HCMC University of Education</b> are excited if we could become a potential VN partner of your upcoming phase 2. We are based in the South of Vietnam, and we are also engaged in various teacher training activities of NFLP. If you are interested, please direct your email to <a href="mailto:binhnth@hcmue.edu.vn">binhnth@hcmue.edu.vn</a> so we can discuss further. Nguyen Thanh Binh - HCMUE</p>
	<p><b>VNU-ULIS</b> Tran Thi Lan Anh</p> <p>Interested to find the DOET(s) for our project proposal.</p>
<b>Potential DOET partners</b>	<p>If you're finding a new partner, <b>Tuyen Quang DoET</b> will be the right one. We are dedicated to join all the useful projects for English teachers.</p>

	Ban Thi Kim Thanh – Tuyen Quang DoET
<b>Background information</b>	
Is it possible to see an overview of the activities of the TAG projects in phase 1?	Yes, we have posted an article summarising projects in the pilot phase, which we hope will be useful for you to understand more about how we have developed TAGs in Vietnam context. Please find the article in this link: <a href="https://www.britishcouncil.vn/sites/default/files/phase-2-call-what-are-tags-in-viet-nam.pdf">https://www.britishcouncil.vn/sites/default/files/phase-2-call-what-are-tags-in-viet-nam.pdf</a>
Are we able to view the external evaluation report, or an executive summary on the pilot phase?	In addition to the above, please also refer to the PPTs from the Briefing Session.
Would the phase 2 projects be expected to continue the phase 1 activities? if they involve a new partner from either UK or VN side?	The Phase 2 projects would be expected to build on experiences from Phase 1 rather than continue them, based on what worked and what didn't. However, we also expect and encourage Innovation in the planning and delivery of both consortia/partnership approaches and project delivery with DOETs.
<b>Developing your proposal</b>	
What size should the activity group be? What activities can be included?	20-25 participants per TAG based on research and experience  Activities – be innovative but remember the idea is to form a CoP with opportunities for teachers to collaborate, share and learn from each other and their classroom experience. While input materials and content can support teachers in early stages, idea is that over time teachers participating in TAGs will become more independent and reflective and take responsibility for their own CPD.

<p>How many teachers will be chosen to be exemplars?</p>	<p>Over a number of phases we are seeking to develop approximately 15 TAG exemplar DOETs.</p> <p>In terms of numbers of teachers, in Section 4 you will see that we are seeking KPIs of TAGs in each DOET reaching 50% of teachers.</p>
<p>Can you clarify a little bit about the roles of UK partner and the Vietnamese Partner in the project?</p>	<p>We require in all forms of partnership, the UK ELT provider will be the leading applicant in the proposal. However, as mentioned in the Call, we expect to see clear roles of the UK ELT provider as a leading applicant and the VN ELT providers as the main collaborators or third-party partners. All partners should play key roles in the planning, delivery and evaluation of their projects.</p>
<p>Will you be open to both blended and online models for Phase 2?</p>	<p>Yes, we are open to your innovation in project planning and delivery.</p>
<p><b>Eligible and ineligible costs</b></p>	
<p>A detailed overview of what should be included in the budget document would be great.</p>	<p>Refer to section 8 funding rules for a grantee (and based on activities) and note eligible and ineligible costs. Specify by Phase and clearly separated by UK and VN partner. Specify in Annex 1 Application Form Section 6</p>
<p>Can the UK lead be on the project as consultant? Without institutional overheads, this would make it difficult for researchers in the UK to be engaged in the projects.</p> <p>Can we select few teachers be employed to help with the design of materials and curriculum alignment?</p>	<p>See 8.2.1 - eligible costs</p> <p>8.2.2 - ineligible costs</p> <p>N.B. Provided that the British Council has paid the Grant to the Recipient in accordance with this Agreement, the Recipient shall be responsible for all claims, costs, expenses, losses and liabilities howsoever arising in connection with the Project and the receipt and use of the Grant and the Recipient shall indemnify and hold the British</p>

	Council harmless from and against all such claims, costs, expenses, losses and liabilities.
<b>Assessment criteria (section 10)</b>	
We are not sure about the evaluation criteria	Assessment criteria are detailed in Guidelines for Applicants section 10 and the Annex 1 Application Form is structured and aligned to help you address each of the assessment criteria.