| 1.76.1 | 3D.14 | Has the bidder experienced that a prior public contract, a prior contract with a public body or a prior concession contract was terminated early, or that damages or other comparable sanctions were imposed in connection with that prior contract? | Options List | Select one of the Options listed in the drop down menu on the bottom right of the response box | No |

1.77	**Conditional Section: Early termination**			Responses to this Section will be considered only if:3D.14 = Yes	
	Question	Description	Type of Response	Response Guide	Response
1.77.1	3D.14.1	Please provide details:	Text	Enter plain text	
1.77.2	3D.14.2	Has the bidder taken self-cleansing measures?	Text	Enter plain text	
1.77.3	3D.14.3	If it has, please describe the measures taken:	Text	Enter plain text	

1.78	**Part 3D: Misrepresentation**				
	Question	Description	Type of Response	Response Guide	Response
1.78.1	3D.15.1	It has not been guilty of serious misrepresentation in supplying the information required for the verification of the absence of grounds for exclusion or the fulfilment of the selection criteria?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.78.2	3D.15.2	It has not withheld such information?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.78.3	3D.15.3	It has been able, without delay, to submit the supporting documents required by an organisation or contracting entity?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.78.4	3D.15.4	It has not undertaken to unduly influence the decision making process of the organisation or contracting entity, to obtain confidential information that may confer upon it undue advantages in the procurement procedure or to negligently provide misleading information that may have a material influence on decisions concerning exclusion, selection or award?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

Response to Question 2.1.1

Postgraduate Diploma in STEM Education 'Partnership Induction Model'

The Scottish Government also recognise that they wish to achieve significant reduction in the equity gaps in participation and achievement in STEM in relation to rurality, race, disability and care for leavers.

The Universities of Dundee and the Highlands & Islands are proposing a partnership model of initial teacher education in STEM subjects which provides high quality initial teacher education to the more rural areas of Scotland.

By using the expertise and experience of colleagues from both universities and in partnership with Local Authorities we will design a Postgraduate Diploma in STEM Education (120 credits at SCQF Level 11). The programme will help to address shortages in the priority subjects of Mathematics, Physics, Chemistry, Home Economics and Computing Studies with a view to recruiting between 30 and 50 students.

Rationale
The School of Education and Social Work at the University of Dundee and the School of Education at the University of the Highlands and Islands are committed to working with partners from across Scotland to ensure sufficient numbers of teachers in the shortage STEM subject areas. This application is to further develop the partnership between the School of Education and Social Work at the University of Dundee and the School of Education at the University of the Highlands and Islands with the following Local Authorities: Aberdeenshire; Argyll & Bute; Borders; and the Highlands & Islands to increase capacity in each of these Local Authorities as well as developing a community of professional practice across a large rural area of Scotland.

The shortage of STEM teachers is not unique to Scotland as recognised in the European SchoolNet report (January 2016) 'Efforts to Increase Students' Interest in Pursuing Science, Technology, Engineering and Maths Studies and Careers'. In the report 70% of 30 European countries surveyed (including the UK) stated that STEM education is a priority. A number of countries are implementing initiatives to increase the numbers of teachers of STEM.   The report details the approaches being taken south of the border.

Also, the recent Scottish Government publication: Science Technology Engineering Mathematics – Education and Training Strategy for Scotland (2017) states,
"We need to ensure our education system has the right number of practitioners, including teachers, with the appropriate STEM capability, delivering excellent learning and teaching." to "… ensure children, young people and adults are encouraged to develop an interest in, and enthusiasm for, STEM that is reinforced throughout their lives." (p4).

Alongside this, the Scottish Government's report, 'Education Governance: Next Steps Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for our Children' (2017, p17) states that,
"There is no clear and consistent framework of support for teachers to be able to build their professional skills or to support collaboration."

In the Scottish Government's report, 'Teaching Scotland's Future' (2010) more commonly known as 'The Donaldson Report' recommends
"extend available time by identifying opportunities for study beyond the conventional university year; and achieve much better integration and progression between initial teacher education and the period of induction during probation." (p8).

The Scottish Government also recognise that they wish to achieve significant reduction in the equity gaps in participation and achievement in STEM in relation to rurality, race, disability and care for leavers. By using the expertise and experience of colleagues from both universities and in partnership with Local Authorities we will design a Postgraduate Diploma in STEM Education (120 credits at SCQF Level 11). The programme will help to address shortages in the priority subjects of Mathematics, Physics, Chemistry, Home Economics and Computing Studies with a view to recruiting between 30 and 50 students.
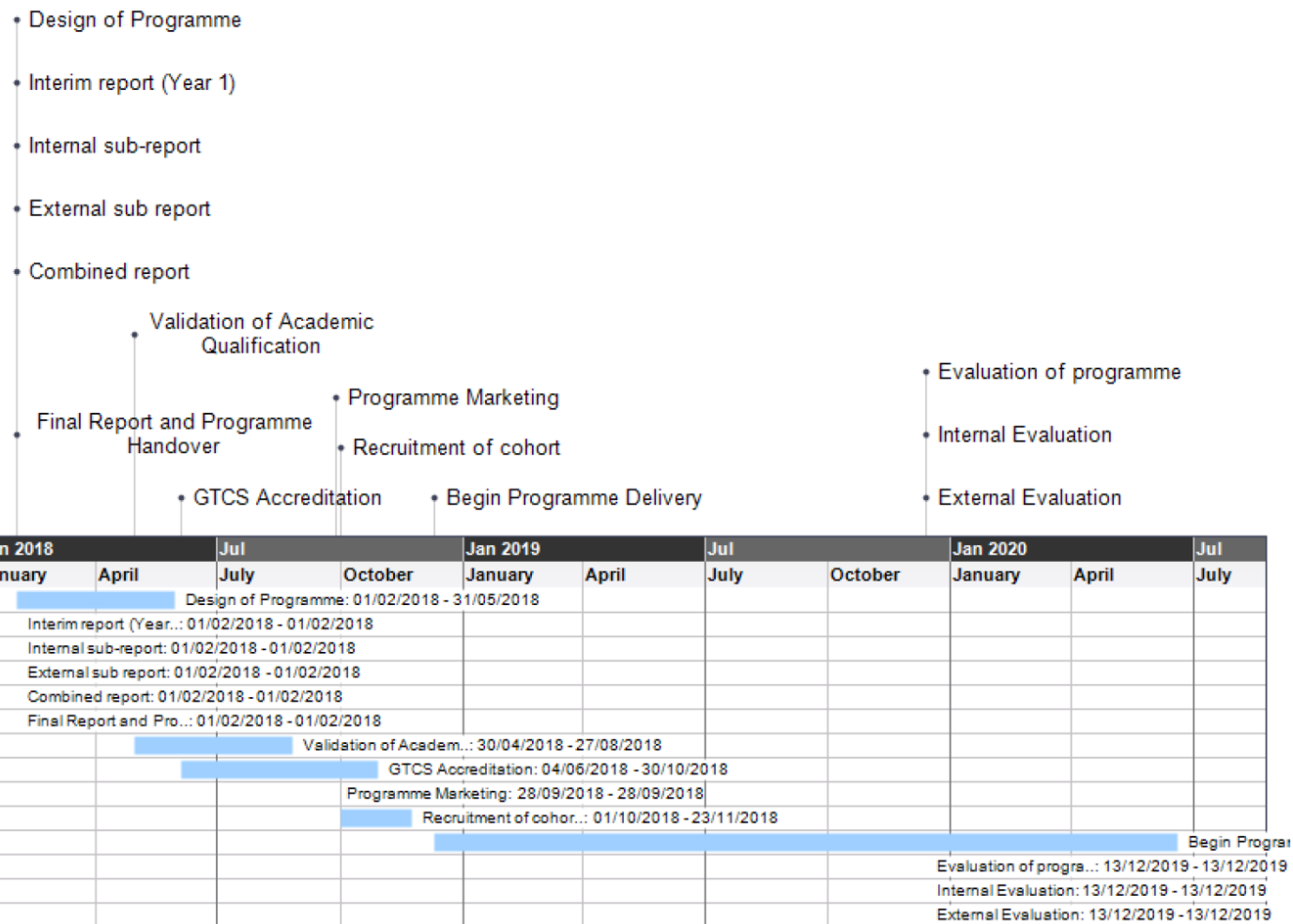
The programme will also incorporate a strong theme of leadership so that we are developing future leaders of learning from the very start of their career. By working in partnership with local authorities we will be able to identify which schools to place students in to support schools in addressing other aspects of inequality such social deprivation.

The Universities of Dundee and the Highlands and Islands are proposing a partnership model of initial teacher education in STEM subjects which provides high quality initial teacher education and staff development opportunities for mentors and verifiers in the more rural areas of Scotland. Both universities have recognised successful track records of working in partnership with Local Authorities as demonstrated by the current 'Learn to Teach' and 'PGCE with SIR' programmes which rely heavily on strong partnership working with Local Authorities.

The Universities of Dundee and the Highlands and Islands have significant experience in designing high quality programmes which: are developed through successful partnership working; support distance learning; develop leadership skills; incorporate creative use of new technologies; meet the requirements of the General Teaching Council of Scotland; increase access to teacher education; and address several recommendations of 'Teaching Scotland's Future' (Donaldson, 2010) such as moving the profession towards a Masters Level profession; and integrating more fully the early phase of a teacher's career – Initial Teacher Education and the Teacher Induction Scheme. As stated by Donaldson, "The two most important and achievable ways in which school education can realise the high aspirations Scotland has for its young people are through supporting and strengthening, firstly, the quality of teaching, and secondly, the quality of leadership." (Donaldson, 2010, p2). The programme developed by the Universities of Dundee and the Highlands and Islands will provide high quality tuition and mentoring support in both of these key areas.

It is planned that the University of Dundee will lead on this project, with contribution from Dr Morag Redford, University of Highlands and Islands, on a consultancy basis.

INCEPTION PLAN

- Design of Programme
- Interim report (Year 1)
- Internal sub-report
- External sub report
- Combined report

Validation of Academic Qualification

- Evaluation of programme
- Programme Marketing
- Internal Evaluation
- Final Report and Programme Handover
- Recruitment of cohort
- External Evaluation
- GTCS Accreditation
- Begin Programme Delivery

Jan 2018		Jul		Jan 2019		Jul		Jan 2020		Jul
January	April	July	October	January	April	July	October	January	April	July
	Design of Programme: 01/02/2018 - 31/05/2018									
Interim report (Year..: 01/02/2018 - 01/02/2018										
Internal sub-report: 01/02/2018 - 01/02/2018										
External sub report: 01/02/2018 - 01/02/2018										
Combined report: 01/02/2018 - 01/02/2018										
Final Report and Pro..: 01/02/2018 - 01/02/2018										
	Validation of Academ..: 30/04/2018 - 27/08/2018									
	GTCS Accreditation: 04/06/2018 - 30/10/2018									
	Programme Marketing: 28/09/2018 - 28/09/2018									
	Recruitment of cohor..: 01/10/2018 - 23/11/2018									
								Begin Progra..		
							Evaluation of progra..: 13/12/2019 - 13/12/2019			
							Internal Evaluation: 13/12/2019 - 13/12/2019			
							External Evaluation: 13/12/2019 - 13/12/2019			

Response to Question 2.2.1

Although the timescale suggested is tight, we are very confident that we can meet this challenge and these deadlines. Whilst there is much that is innovative in this bid, we are fortunate that we are able to use expertise and knowledge gained from previous Scottish Government funded new routes into teaching and successful European bids.

Experience of European project requirements has enabled us to gain expertise in managing challenging projects on time and on budget. A very important aspect of this development will be to identify clear work-streams highlighting each item of work and allocating a time period. This process ensures clear and coherent progress is maintained throughout the project. Individual and team responsibilities will also be allocated again to ensure that work is carried out on time and to specification. Regular partnership meetings are also built into the process to ensure that the work-streams are coherent, on target and meeting the specification of the bid. We can state that we have never missed a project deadline in any work we have carried out.

Partnership working is a crucial element of teacher education universities. The Universities of Dundee and the Highlands and Islands pride themselves on their commitment to this principle. Both institutions have worked extensively with the General Teaching Council for Scotland (GTCS). Examples of such work are: being members of the revised Professional Standards working groups; leading Masters developments; chairing the National Student Placement Committee and Chairing Scottish Teacher Education Committee and the Council of Deans. There is a proven track record of positive contributions and collaborations. Recognising the key role GTCS play in teacher education, early discussions with regard to any teacher education developments are held between both parties: this is also the case with this bid. The outline of the bid was shared with the GTCS to ensure that both Professional Standards and the ethos and values of teacher education in Scotland were being met.

The University of Dundee has already undertaken a significant amount of work in developing a one year programme (Post Graduate Certificate in Education with Supported Induction Route) which meets both the Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR). As this has already obtained approval from the GTCS we see no difficulty in developing a new route which also meets this requirement. Similarly the University of Highlands and Islands has recently led the development and accreditation of a part time distance learning initial teaching qualification for the independent sector. The recent experiences of both Universities have directly informed the innovative elements of the new programme: leadership of learning, access and distance learning opportunities.

Response to Question 2.2.2

Programme structure

The programme comprises 4 modules, two content based and two practice based. It is planned to offer the programme in two parts (December 2018 – June 2019 and August 2019 – June 2020), the first evidencing the Standard for Provisional Registration (SPR) and the second the Standard for Full Registration. Each part will begin with a campus-based residential event that supports the student experience and establishes the learning focus for the modules. Students will complete learning activities individually and collaboratively in the University virtual learning environment and will be supported in practice by local authority appointed professional verifiers.

Leadership development is supported in three stages across this programme:

- Leadership of learning (Module 1)
- Leadership of learning and teaching (Module 4)
- Leading an enquiry focused development (Module 3 and 4)

Module 1: Leading Learning (30 credits at SCQF Level 11)

This module establishes the learning environment for the programme and is introduced at the campus based residential event held at the start of the programme and is then taught in the online learning environment as students study from their home base in our link local authority partners.

The structure of this module supports students to explore leadership of learning through their existing knowledge (from degree / work) of key areas of the curriculum. At the start of the module students will explore leadership through the professional values in the initial teaching standards (GTCS, 2012). They will each establish a 'tool-kit' for leading learning in the classroom utilising and developing the core leadership skills of: reason, ethics, common sense, imagination, intuition and memory (Fink, 2005). They will be asked to use this 'tool-kit' throughout the programme as a focus for the development of their educational leadership skills. This part of the programme will be supported through the use of a learning journal in One Note (Office 365) enabling them to engage directly with tutors and professional verifiers as their practice knowledge and experience grows. The leadership framework sits with content which focuses on the curriculum as relevant to the secondary sector, the professional aspects of their remit and the underlying theory/background information which supports their work. As the module progresses students will consider how their curricular areas contribute to the wider responsibilities of all in relation to literacy, numeracy, data literacy, health and wellbeing, ICT and inclusive practice.

Module 2: Professional Practice 1 (30 credits at SCQF Level 10)

This module aims to enable students to demonstrate their ability to bring together educational theories, concepts and principles with practice, with a focus on the broad general education within the secondary sector (S1-3). This practice-based module will run alongside the second part of

module 1 as students move into school two days per week and study for three. The module introduces and supports:

- practice-based learning
- critical reflection
- observation
- working with colleagues through actively seeking and responding to advice
- establishing links between theory and practice
- establishing their skills in leading learning

In this module students will be asked to demonstrate to professional verifiers their leadership of learning in the classroom and through entries in their learning journals their initiative and autonomy in leading learning.

Module 3: Developing practice (30 credits at SCQF Level 11)

This module begins in the campus-based residential event at the start of the second part of the programme and is then taught in the online learning environment as students study from their home base in our link local authority partners.

The module begins with a review of the leadership 'tool-kits' each student developed at the start of the programme. This review supports the development of a portfolio of evidence to evidence the SPR which students will complete in September 2019. The SPR is designed to directly inform the areas of knowledge and skills students should focus on throughout the year as they work towards evidencing the SFR. In order to support each student and their particular areas of development the modules focuses on the curriculum as relevant to the secondary sector, the professional aspects of their remit and the underlying theory/background information which supports their work, linked as in module 1 to the wider responsibilities of all in terms of literacy, numeracy, data literacy, health and wellbeing, ICT and inclusive practice.

Module 4: Professional practice 2 (30 credits at SCQF Level 11)

This module aims to enable students to demonstrate their ability to bring together educational theories, concepts and principles with practice, with a focus on the Senior Phase (S4-6). This practice-based module will run alongside Module 3 as students spend three days per week in school and two days studying. This module supports students to consolidate and improve:

- practice-based learning
- critical reflection
- observation
- working with colleagues through actively seeking and responding to advice
- establishing links between theory and practice and
- to demonstrate their skills in leading learning through enquiry

In this module students will be asked to demonstrate to professional verifiers their leadership of learning and teaching in the classroom. One of the assessments for this module will be to lead an

enquiry in school to develop knowledge and expertise in an area of practice that contributes to their developing role as leaders in the classroom and in their school community. Students will use the evidence from the enquiry to evidence the SFR. On successful completion of the programme students will have:

- *Engaged with relevant educational principles and pedagogical theories to inform and lead professional practice.*
- *Applied extensive knowledge and secure understanding to plan coherent, progressive and stimulating teaching programmes to lead learning in the classroom: employing a range of teaching strategies and resources which match learners' needs and abilities and demonstrate high expectations of all learners.*
- *Engaged in critically reflective practice as an integral part of day-to-day practice, to inform and lead professional enquiry in their school and advance career-long professional learning and expertise.*

Response to Question 2.2.3

Academic standards.

The proposed new model will be designed to meet the academic requirements SCQF Level Learning by rigorous internal scrutiny by the University of Dundee and external accreditation by the GTCS.

In collaboration with Local Authority partners, the university partners will design a series of modules which will meet the SCQF Level 11 criteria. As part of the quality assurance process the draft programme and module descriptors will be reviewed internally by the School of Education and Social Work at a scrutiny event hosted by the School. The scrutiny event panel members will have representation from senior academics within the School, senior academics from the wider university, representation from wider university professional services such as registry/careers/ library and learning services/ disability services/ external relations along with external experts in the field of teacher education.

Following approval from the scrutiny event the documentation will be forwarded to the university's Quality and Academic Standards Committee (QASC). Thereafter, the partnership will apply to the GTCS for formal accreditation. The partnership plan to design the new programme around very recently approved and accredited modules to ensure appropriate academic standards and build on current best practice.

The programme will be a SCQF Level 11 Postgraduate Diploma in STEM Education. The programme will consist of 4 x 30 credit academic modules as outlined in 2.2.2. The programme will blend the initial teacher education phase with the induction phase. To enable students to fully engage in the required depth, critical reflection and critical analyses of practice of the academic learning and professional skills and development, the programme will be spread over 18 months after which successful graduates will have also attained the Standards for Full Registration.

Students who fail to complete the whole programme or meet the professional standards but have successfully completed a minimum of two academic units, can exit with a Postgraduate Certificate in Academic Educational Studies.

Response to Question 2.2.4

As a partnership model of initial teacher education, this programme will be jointly designed by university, local authority and school staff. The programme will ensure that STEM subject student teachers see the crucial role they will play as inclusive practitioners, developing not only STEM subject knowledge, but also in their wider responsibilities of literacy, numeracy and health and wellbeing. Learning and teaching for equity will also be an integral element of the programme. Given these core principles developed and agreed by the partnership, and with the commitment of all parties, the Local Authority partners will be best placed to identify schools with high levels of deprivation across Scotland. The planned programme would give each student an opportunity to work in two settings. In the first six months the students would spend two days each week in one school (with the remaining three days allocated to academic study), the following twelve months would see the student spending four days a week in school (with the remaining day allocated to academic study). This gives the student the opportunity to engage with a variety of STEM and other staff, allowing them experience of strategies that help to achieve equity in learning and teaching.

Response to Question 2.3.1

[redacted] (University of Dundee) and [redacted] (University of the Highlands and Islands) will jointly manage this project.

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]
[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

Responsibilities within the Project

Responsibility of	Job Description	Specific Skill Set
[redacted]	Overseeing timescale	[redacted]
	Overseeing staffing	[redacted]
	Overseeing Local Authority Partnership arrangements	[redacted]
	Overseeing budget	[redacted]
[redacted]	Working with the partnership team to oversee the development of the programme	[redacted]
	Overseeing quality assurance aspects of the programme	[redacted]

		[redacted]
	Overseeing accreditation process Management of recruitment	[redacted]
[redacted]	Overseeing development of the leadership element of the project	[redacted]
	Overseeing development of the distance learning element of the project	[redacted]
	Oversee and develop the role of the partner 'verifiers'	[redacted]

Response to Question 2.3.2

In addition to the staff managing the project in 2.3.1 a number of experienced teacher educators will also be contributing to the teaching and support of the participants. All of the subject teaching team are experienced in teaching their specific STEM subject areas both in schools and university at postgraduate level, please see an the job description for a member of lecturing staff https://www.dundee.ac.uk/media/dundeewebsite/hr/documents/policiesandprocedures/hera/roleprofiles/academicresearchroleprofiles/level_3_teaching_scholarship.pdf

[15 pages consisting of CVs removed from here.]

Response to Question 2.3.3

https://www.dundee.ac.uk/hr/a-z/ https://www.dundee.ac.uk/hr/policiesprocedures/absence/ - links to University policies. The School of Education and Social Work also have a system of cover and staff absence management which is overseen by the School Executive Group and ensures that adequate cover is in place when required.

Response to Question 2.4.1

Using the vast experience, knowledge and expertise within current external relations structures of the University of Dundee and other inputs, the following points will form part of the proposed recruitment plan:

- Using intelligence gathered through recruitment of current UoD provision a clear recruitment strategy will be agreed
- The USPs of this model will be used to identify various groups of potential applicants
- Target recruitment areas may include the following:
    - Current final year students in the particular subject areas across all Scottish HEIs.
    - Liaison with specific industries in order to recruit 'career changers'.
    - Information sessions within specific professional networks to raise the profile of this programme.
    - Paving the way for the long term sustainability of recruitment by raising the profile with school leavers and students early in their degrees, ensuring that module/subject choices align with entry requirements.

Response to Question 2.4.2

Using the vast experience, knowledge and expertise within current external relations structures of the University of Dundee and other inputs the following points will form part of the proposed recruitment plan activity:

- Design and produce course website.
- Design and produce publicity leaflets.
- Raise profile through professional networks including teachers.
- Raise profile through university careers services and relevant university departments – nationally and engage in specific fairs.
- Align with Scottish Government 'Teaching Makes People' marketing strategy.
- Raise profile through Local Authority contacts.
- Social media campaign (Facebook – targeted and Twitter).
- Identify specific groups of potential applicants, and tailor information sessions accordingly.
- Raise profile through media engagement including local radio, and local and national newspapers.
- Organise a launch event and invite potential applicants.
- Engage in University wide Postgraduate Open Days and organise a tailored event around this.
- Implement a conversion plan in relation to enquiry →application → offer → matriculation.

Response to Question 2.5.1

An independent review of the project will be an important feature of the evaluation process. It will build on existing high-quality approaches to evaluate the positive impact of training programmes and will identify areas for development based on feedback from a variety of sources. The University of Dundee has considerable experience of evaluating ITE programmes and will use that expertise to work with an education consultant to evaluate this new programme. This approach is being used successfully to measure the impact of the recently introduced alternative 'routes into teaching' models with a key focus on the extent to which the student and local authority experience matches the stated aims of the programme. The aims of the new route are:

- to provide a high quality and innovative STEM initial teacher education programme which meets the Professional Standards of the General Teaching Council for Scotland;
- to attract highly qualified and motivated candidates;
- to engage with supportive LA schools; and
- to involve committed and experienced STEM teachers to support the participants throughout the 18 months of the programme.

In any evaluation, it is important to identify the aims of the project since it is against these that the data will be collected, analysis considered and conclusions reported.

A mix method approach will be taken to the gathering of data through the use of questionnaires, focus groups and interviews with students, school based staff and local authority personnel. The evaluation and review will focus directly on the four following areas:

- The views from graduates, schools and employers will be gathered and triangulated using questionnaires, interviews and focus groups. Visits will be made to a sample of schools (25%) where interviews will take place with students, senior staff and key departmental staff. Focus groups of students, teachers and university staff will be used to gather information on core issues such as student experience, pastoral support and the level of course demands.
- The cost and sustainability of the programme will be monitored closely to ensure that it represents value. The cost will be benchmarked against student costs per head for existing programmes. Additional costs for tutor time, school based support and travel will be factored in as relevant. This will provide an accurate costing model and will be used to inform the sustainability of the programme when compared to existing models.
- The success of marketing approaches and the impact of the recruitment strategy will be important areas for review and measurement. The success of marketing will be informed directly by the level of recruitment and the extent to which the student intake meets or exceeds the student quota. In the same way, there will be a close analysis of the number and quality of applicants to establish:
  - The number of applicants who fail to satisfy the course requirements and the reasons for this;
  - The number of students who satisfy the course requirements and are invited to attend for an interview;
  - The number of students rejected following the interview process;
  - The number of 'offers' and subsequent acceptances, rejections and withdrawals; and
  - The final uptake number.

- The final action for review will be to monitor the course completion rates and to measure this against the course completion rates for established programmes. This could be extended usefully to identify the authorities where successful students are appointed as well as retention rates in the short, medium and long term.

If, in the event, the evaluation of the project recommends wider participation to strengthen the wider participation of STEM education then the project team would look to develop further collaborative partnerships with other Local Authorities and universities.

Response to Question 2.5.2

Non-Completion of the Course within 18 months
A key feature of the programme will be the quality of mentoring support for both students and school-based supporters. Due to the careful planning with Local Authority colleagues, students will be placed in schools where there will be commitment to support the students and there will be a tripartite support relationship between student-school-based supporter-university supporters (both for student and school-based supporter). This will be a relationship which will build on well informed practice from research and follow a described programme of support. In this way the students will be given the greatest opportunity to succeed. If required, remedial support can be put in place very quickly. Also, built into the programme design will be periods for retrieval or resubmission of work again ensuring every opportunity for the student to succeed. It is anticipated that for a very small number their programme of study may have to extend for a short period of up to 6 weeks to allow for final retrieval or resubmission. There will be no additional cost for this.

As described in section 2.2.3 students who fail to complete the whole programme or meet the professional standards but have successfully completed a minimum of two academic units can exit with a Postgraduate Certificate in Academic Educational Studies.

Risk Description	Risk Cause(s)	Risk Consequence	Risk Assessment	Risk Owner	Controls
Loss of reputation and professional accreditation	Inability to recruit high calibre staff and students Inability to provide high quality student experience	Failure to provide adequate and quality student experience Failure to recruit and retain high quality staff Failure to meet student recruitment targets	L	School Executive Group	Maintenance of academic standards through quality assurance arrangements Co-ordination of student support systems at University and school level Enhancement of teaching and learning through institutional lead strategy and infrastructure
Inability to recruit, retain and motivate high calibre staff and students	Reputation Low quality student experience Frequent organisational restructuring leading to reduction in staff resources. Failure to monitor workload effectively	Failure to attract and retain experienced and key experts in particular fields impacting on delivery of high quality programmes. Reduced effectiveness of working relationships. Impact on the quality of service to support the infrastructure and strategy.	M	School Executive Group	Maintenance of high standards of teaching and research performance Promotion of the role and quality of professional services staff. Implementation of comprehensive HR strategy, staff development and training
Failure to achieve Financial sustainability	Failure of School to control budget effectively Failure to monitor income and expenditure appropriately Failure to recruit and retain sufficient numbers of well qualified students	Insufficient income to meet expenditure in relation to project and delivery of programme leading to deficit	M	School Executive Group	School monitoring of management accounts School monitoring of quality and attractiveness of programme Clear remit and responsibilities of activities within marketing and recruitment plan.
Disruption to operations following catastrophic loss (loss of critical buildings/loss of life)	Failure to comply with the maintenance of the building due to financial issues Inability to provide space fit for purpose due to estate deterioration Failing to maintain the health and safety and security of staff and students Inability to establish an effective safety management process	Inability to provide appropriate offices, research and learning and teaching environments. Effect of overall student experience. Lead to health and wellbeing of students and staff. Failure to ensure relevant information and guidance is provided for staff.	L	School Executive Group	Estates and Buildings damage control capabilities School identification of estates issues Fire and evacuation drills; School Health and Safety and Disability Advisers
Disruption to operations following loss or breakdown of critical equipment or services	Failure of University IT systems and security Failure to provide appropriate resources and equipment leading to the inability to meet the business needs of the School Failure to invest in IT resources Inability to provide appropriate training needs	Inability to access electronic data Failure to deliver and support staff and student needs efficiently Inadequate access to systems and services.	L	School Executive Group	Regular updating of school disaster recovery plans Annual review of IT strategy in relation to School delivery Encryption security

Response to Question 2.7.1

Community Benefit

The proposed new programme has a number of significant benefits both to local communities and national initiatives. This programme has the capacity to provide the local communities of Aberdeenshire, Argyll and Bute, Borders and the Highlands & Islands with a number of very highly qualified and effective practitioners in the area of STEM education thus providing young people in these communities with the opportunities to meet the vision, aims and outcomes of the Scottish Government's STEM Education and training Strategy for Scotland (Scottish Government, 2017).

Embedding the key messages from the Scottish Government's plan for Developing the Young Workforce will provide young people with teachers who are committed to staying in the local environment and who will inspire these young learners providing them with the knowledge and skills to make informed choices about future careers. This will also help learners understand the impact of STEM on them as individuals, at a local, national and international level so that they can engage in informed debate around key issues such as global warming, energy security, food security and ethical decisions around genetic engineering as a few examples.

It is envisaged that successful graduates from this programme will wish to remain in their communities and will make a valuable contribution to the wider school community thus being effective role models to promote the educational, health, commercial and financial benefits of STEM to the local community and the wider national perspective.

As this programme will be fully supported with the use of online learning and web based conferencing the programme also reduces the carbon footprint associated with traditional programmes as it greatly reduces the need to travel to a central point for delivery. Both universities share the same virtual learning environment platform called 'Blackboard' plus there will be extensive use of the online collaborative tools available via Office 365 through GLOW thus making greater and sustainable use of current resource. The use of these technologies can provide very effective online communities which can also be accessible to the local communities by sharing learners' STEM experiences where appropriate.

Response to Question 2.8.1

One area of the recently launched University of Dundee Strategy is to Deliver Sustainable Ambition and Exercise Environmental Responsibility https://www.dundee.ac.uk/strategy/

This programme is designed to meet a shortage of STEM teachers in rural areas. As a blended learning programme it requires students to live in the local areas, with two residential events held on campus during the programme. The programme will complement existing provision in rural areas of initial teacher education programmes by recruiting a specific group of graduates and requiring them to be based in one of our partner authorities for the duration of the programme. Students will have more time with the schools they are based in, in comparison with traditional PGDE structures. This will enable them to take part in extra-curricular activities and contribute to the wider school community. The use of blended learning reduces the travel time required for attendance on campus and places the emphasis of the programme in the local authority they are based in.

Response to Question 2.9.1

Whilst the University has not signed up to this - we are committed to the ethos of this initiative and further information can be found at https://www.dundee.ac.uk/entrepreneurship/

Response to Question 2.9.2

The University is not accredited but does adhere to guidance - https://www.dundee.ac.uk/finance/our-services/payroll/salary-scales/single-pay-spine/

[redacted]
University of Dundee
Nethergate
Dundee
DD1 4HN

14 November 2017

Dea [redacted]

University of Dundee Tender Submission – New Routes into Teaching

I write as a follow up to our recent discussion regarding your proposed tender submission for a further new route in to teaching as issued by the Scottish Government in early November of this year.

The General Teaching Council for Scotland (GTCS) very much appreciates you sharing your initial thinking on this matter. Based on the outline you provided during the course of our discussion and taking into consideration the demands of the GTCS, it is our view that your plans would appear to be viable, credible and worthy of consideration by the Scottish Government.

At this stage we are unable to make any further comment beyond being supportive of your thinking as we are not privy to the specific details of your submission, as should be the case at this stage. Additionally it is my understanding that GTCS will form part of the panel who will have responsibility for selection and accreditation of the programme.

I wish you success and await the outcome of the exercise with interest.

Yours sincerely

[redacted]

[redacted]
Chief Executive and Registrar

If calling: 0131 314 [redacted]
E-mail: [redacted] gtcs.org.uk

Comhairle Choitcheann Teagaisg na h-Alba
GTC Scotland aims to promote quality and diversity in all its activities
Charity no. SC006187

WWW.GTCS.ORG.UK

Our Ref   [redacted]
Your Ref

Please ask for   [redacted]
Direct Dial 01467 [redacted]
Email   [redacted]   aberdeenshire.gov.uk

[redacted]
Education & Children's Services
Woodhill House
Westburn Road
Aberdeen
AB16 5GB
Tel: 01467 537438

14 November 2017

[redacted] @aberdeenshire.gov
www.aberdeenshire.gov.uk

[redacted]
Depute Dean
Discipline Lead (Education)
School of Education & Social Work
University Of Dundee
Nethergate
Dundee
DD10 4HN

Dear [redacted]

Thank you for the invitation to partner you in the bid to take forward the STEM programme for teacher education.

We would be delighted to be involved and can bring our experience of the work done in the North East over the last eighteen months. In particular, we would be able to support with both co-ordination and with schools who have experience with working with students undertaking these types of courses.

Thank you for the opportunity to participate.

Yours sincerely

[redacted]

[redacted]
Director of Education & Children's Services

From: [redacted] [mailto [redacted] @highland.gov.uk]
Sent: 14 November 2017 7:44 AM
To: [redacted]   <[redacted]@dundee.ac.uk>
Cc: [redacted] [redacted]@highland.gov.uk>
Subject: RE: Universities of Dundee and UHI Partnership
Importance: High

Morning,

Apologies – I thought the Workforce Planning Manager was going to do this – and I was out all day and night yesterday so just picking this up now.

To add to it all, there is a problem with the network so I can't get into my drive to gain access to headed notepaper.

However, in the interim I have copied the Head of Education into this email as I know we have his backing for this programme.

You have my word that Highland Council is interested, in principle, to be working in partnership with University of Highlands and Islands and the University of Dundee to support the initiative of tendering a joint bid from Scottish Government to bring teachers of STEM subjects into the workforce and to retain them long term. We are willing to be part of the development and implementation process.

[redacted]

Strategic Quality Improvement Officer
Highland Council Head Quarters
Glenurquhart Road
INVERNESS
IV3 5NX

Tel:
Office   01463 [redacted]
Mobile   [redacted]

Education
Inveraray Conference Centre, Inveraray Primary School
Inveraray, Argyll, PA32 8YH
Tel: 01546 [redacted]   Fax:
email –   [redacted]   @argyll-bute.gov.uk
www.argyll-bute.gov.uk
Ask for   [redacted]
Our Ref:
Date: 13 November 2017

[redacted]
Depute Dean
Discipline Lead (Education)
School of Education and Social Work
University of Dundee

Email: [redacted]@dundee.ac.uk

Dear [redacted]

I confirm that in principle Argyll and Bute Bute Council, Community Services: Education would like to work in partnership with the Universities of Dundee and the Highlands and Islands and support your bid to Scottish Government for STEM Teachers.

If successful, Argyll and Bute Council would be willing to take part of the development and implementation process with yourselves.

Yours sincerely

[redacted]

[redacted]
Acting Head of Service: Education

disability
confident
EMPLOYER

Scottish Borders COUNCIL

[redacted]
Depute Dean/ Discipline Lead (Education)
School of Education & Social Work
University of Dundee
Nethergate
DUNDEE
DD1 4HN

Please ask for:	[redacted]
Our Ref:	131117.[redacted]
E-Mail:	[redacted]@scotborders.gov.uk
Date:	13 November 2017

Dear [redacted]

BID FOR THE SCOTTISH GOVERNMENT TENDER FOR STEM TEACHERS

I am writing on behalf of Scottish Borders Council to confirm that we would like to work in partnership with the Universities of Dundee and the Highlands to support this initiative.

We currently have a partnership with the University of Highlands and Islands, and have recently had an open evening to offer this teaching opportunity for a second year.

As Chief Officer for Schools, I would thoroughly support your bid to provide future teacher training opportunities in the Scottish Borders and I would be willing to be part of the development and implementation process.

I wish you every success in the bid process and to our continuous engagement.

Yours sincerely

[redacted]

[redacted]
CHIEF OFFICER - SCHOOLS

Council Headquarters, Newtown St Boswells, MELROSE, Scottish Borders, TD6 0SA
T: 01835 824000 www.scotborders.gov.uk

INVESTOR IN PEOPLE

A response to the Scottish Government tender by the University of Dundee in partnership with the University of the Highlands and Islands

The Scottish Council of Deans of Education supports the response from the University of Dundee in partnership with the University of the Highlands and Islands. The proposal addresses the key elements of the tender and fits with the policy focus of 'masters level learning' for teachers. The strength of this proposal sits in the partnership element of the programme: blending the joint experience of staff in both universities and an established partnership with rural authorities. This programme addresses four key policy areas: teacher leadership, STEM recruitment, teacher shortage in rural areas and the specific challenge of the attainment. All of which contributes to the provision of qualified teachers ready to enter the workforce in rural areas.

[redacted]

Chair, Scottish Council of Deans of Education

12.11.17

Pricing Instructions
Attracting High-Quality Graduates into Teaching - Case 379894

	General	
1	It is the Tenderers responsibility to ensure prices are sustainable for the entirety of the contract.	
2	Charges which appear elsewhere but which are not summarised in this pricing schedule will be presumed to have been waived.	
3	All prices/charges must be quoted in Pounds Sterling (£) and must be exclusive of any VAT which may be chargeable.	
4	All prices must be in line with the Specification of Requirements - detailed in Schedule 1 of the conditions of Contract.	
5	The budget available for this project is between **£150,000 - £250,000** (ex VAT). Tenders sumitted above this level may be deemed non-compliant.	

	Charges	
6	Tenderers must provide a firm fee for the full delivery of the Contract as described in Schedule 1 - 'Specification of Requirements'.	
7	The firm fee must be entered in cell **D6** on the 'Contract Price' tab.	
8	The total price entered in cell **D6** shall represent the total charges payable by the Purchaser to the Service Provider in respect of the Service Provider performing its obligations between the Commencement Date and the Contract Expiry Date.	
9	A breakdown of the firm fee must be provided in the 'Cost Breakdown' tab.	

	Milestones & Payment	
10	Details of the Project Milestones are provided on the 'Contract Price' tab along with the corresponding payment percentage which shall apply.	
11	The Purchaser will only make payment to the Contractor following successful completion of each corresponding milestone.	
12	The Service Provider shall not submit an invoice for payment until the Purchaser has confirmed in writing that the corresponding Milestone has been completed to the satisfaction of the Purchaser.	
13	The Service Provider must maintain all supporting documentation relating to the invoices and make these available on request to the Purchaser or its representatives.	

Contract Price

Firm Contract Price	£231,750.00

Reference	Output	Purpose/content	Provisional Timescale	% Payment Milestones	Fee Due	Project Stage
1	Inception Plan	This report will set out how the programme will be delivered including the basic design, project plan, project management and risk management processes.	Jan-18	3%	£6,952 50	Inception
2	Design of Programme	This report will detail in full the Service Provider's proposed innovative programme including assurances about GTCS accredatation being achieved.	May-18	20%	£46,350.00	Development
3a	GTCS Accreditation	The Programme must be able to meet the Standard for Full Registration. This is a madatory requirement of the pilot.	Jun-18	35%	£81,112.50	Development
3b	Vaildation of Academic Qualification	The Programme must be able to award all Graduates who pass a Scottish Credit and Qualification (SCQF level 11). This is a madatory requirement of the pilot.	Jun-18			
4a	Programme Marketing	The advertising of the Programme must as a minimum attract the appropriate level of Graduate.	Jul-18	10%	£23,175.00	Mobilisation
4b	Recruitment of Cohort	Graduates should have a 2:1 (honours) degree at level 10. The Service Provider is expected to recruit a cohort of between 20 - 50 individuals.	Jul-18			
5	Evaluation of Programme	The Service Provider is expected to produce an evalaution of the Programme. This should include; views from Graduates, Teachers and Employers. Analysis of Cost, Sustainability, Markerting and Recruitment Strategy.	Throughout 18-20	10%	£23,175.00	Implementation
6	Interim report (Year 1)	This report will provide a summary of progress to date (against the project plan), interim findings, and any implications these have for the remainder of the Contract.	Aug-19	5%	£11,587.50	
7	Final Report and Programme Handover	An in-depth final report on the findings of the Programme	Jul-20	10%	£23,175.00	Analysis and Reporting
	Satisfactory completion of all Milestones.	At the sole discretion of the Purchaser.	Aug-20	7%	£16,222.50	Analysis and Reporting
				100%	£231,750.00	

Project Fee - Cost Breakdown

Tabels 1 to 4 below are cross referenced with the " Contract Price" (tab2).
The breakdown below shold incorporate each of these elements.

Table 1 - Programme Design Costs (Reference 1 & 2)

Job Role	Number of Days Required	Day Rate	Total
Development work with UoD and UHI	[redacted]	[redacted]	[redacted]
Development work between HEIs and Las	[redacted]	[redacted]	[redacted]
Academic co-ordinator	cted]	d]	[redacted]
Induction and training of LA mentors/verifiers	[redacted]	[redacted]	[redacted]
Residential training event	[re	[redacted]	[redacted]
o support learning community and development of lea	[acted]	[redacte	[redacted]
			£0.00
			£0.00
			£0.00
			£0.00

Sub-Total **£146,500.00**

Table 2 - Accreditation / Validation (Reference 3a & 3b)

Task	Breakdown	Cost
University Quality Assurance Event	[redacted]	[redacted]
GTCS Quality Assurance Event	[redacted]	[redacted]
		£0.00
		£0.00
		£0.00

Sub-Total **£15,000.00**

Table 3 - Marketing / Recruitment (Reference 4a & 4b)

Job Role	Number of Days	Day Rate	Total
Implementation of marketing strategy	[reda	[redacte	[redacted]
Application, interview and recruitment	[redacted]	[redacted]	[redacted]
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00

Sub-Total **£39,000.00**

Table 4 - Programme Evaluation (Reference 5,6 & 7)

Job Role	Number of Days	Day Rate	Total
External Evaluation of Pilot Programme	[reda	[redacte	£11,250.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00
			£0.00

Sub-Total **£11,250.00**

Table 5 - Other Costs (this must include items from Tables 1-4)

	Cost	Breakdown	Notes
Office & Overheads	[redacted]	[redacted]	Incude costs for business operation
Communications	[redacted]	included in marketing costs	Include costs for all forms of communication
Travel & Subsistence	[redacted]	included in daily rate	Include any contract T&S
Insurance	[redacted]	covered under University insurance	Include any cost assosited with providing the insurance required for this contract
Profit	[redacted]	not applicable	Include all contract profit
Miscellaneous	[redacted]	not applicable	Include any other costs Specific details must be provided seperetely
	£20,000.00		

Summary

Project Fee (All Milestones)	£231,750.00	Match
Firm Contract Price (tab 2)	£231,750.00	

FORM OF TENDER

ATTRACTING HIGH-QUALITY GRADUATES INTO TEACHING - CASE: 379894

We the undersigned do hereby contract and agree on the acceptance of the Tender by the Scottish Ministers, to provide the goods and/or services in the Specification in accordance with the documents listed below, at the prices entered in the Pricing Submission and in accordance with the Scottish Government's Model Services Contract which appear in this set of documents.

We the undersigned undertake to submit a tender in accordance with the following documents:

- Cover Letter
- Instructions to Tenderers
- Model Services Contract & Associated Schedules (1-10)
- Evaluation Guide and Award Criteria
- Form of Tender

We agree to abide by this tender from **1200 hours on 16th November 2017** the date fixed for receiving tenders, until the Award of Contract.

We understand that the Scottish Ministers are not bound to accept the lowest or any tender and shall not be bound to use the Service Provider as a sole supplier.

We understand that the service provision is expected to commence on or around 31st January 2018 and run for a period of 31 months unless the Contract is terminated in accordance with the terms and conditions.

Signature: [redacted]

Name: [redacted] (BLOCK CAPITALS)

Designation: Depute Dean, School of Education and Social Work, University of Dundee

Duly authorised to sign Tenders for and on behalf of:

Name of Tenderer | University of Dundee

Nature of Firm | Higher Education Institution

Address | Nethergate
Dundee
DD1 4HN

Telephone No | 01382 [redacted] | (INCLUDE AREA CODE)

E-mail | [redacted] @dundee.ac.uk.uk
Date | 15.01.2017

It must be clearly shown whether the Tenderer is a limited liability company, statutory corporation, partnership, or single individual trading under his own name.

(* DELETE AS APPROPRIATE)