

Project Code	project_9241
Project Title	Attracting High-Quality Graduates into Teaching
Reference	case/379894
ITT Code	itt_20596
ITT Title	Attracting High-Quality Graduates into Teaching
ITT Status	Qualification Evaluation

Displayed in Event Currency (GBP)		University Court of the University of Glasgow
1 Qualification Envelope		Response Date : 15/11/2017 15:20:32
		Questions Answered
		76 (out of 226)
1.1 Acceptance of Documentation		2 (out of 2)
Note	Note Details	
1.1.1 BIDDER GUIDANCE	Important – The buyer will typically expect bidders to answer all the questions – even those marked “optional”. Optional in this instance simply means that the PCS-Tender system will not actively stop a bidder from submitting a response if an “optional” question has not been answered. It is the bidder’s responsibility to ensure that all questions are answered prior to final submission.  “Mandatory” questions are those which, if not answered in the right place and right format, then the PCS-Tender system will actively block you submitting your response. It is therefore especially important that you do not leave answering these types of questions to the last minute.	
1.1.2 BIDDER GUIDANCE	Bidders must navigate to the ‘Attachment’ area to download and view documents relating to this procurement exercise.	
Question	Description	Response
1.1.3 Supplier Response Guides	(*) Please confirm that you have read and understood the supplier response guide	Yes
1.1.4 Confirmation - Date	(*) Please enter the date in which you have confirmed the above.	09/11/2017
1.2 European Single Procurement Document (ESPD)		0 (out of 0)
Note	Note Details	
1.2.1 ESPD	The European Single Procurement Document (ESPD) is a standard qualification questionnaire supplied by the European Commission for all regulated procurements. The ESPD is used to self-certify for the minimum requirements to tender and is tailored to the buyer’s specific project.  Information on the selection criteria for participation can be found in the Contract Notice on Public Contracts Scotland. If you have previously submitted an ESPD some of your answers will be pre-populated and these can be viewed in your Supplier Profile. Be aware that not all questions will apply to you or be valid for every tender.	
1.2.2 Important	You are able to update your Supplier Profile at any time. Information contained within your Profile is visible to buyers within contracting authorities using PCS-Tender and administrators of the system. It is not visible to other suppliers registered on the system. Submitted responses to standardised questions are automatically updated in your Profile when the buyer opens your response.	
1.3 Part 1: Information about the Procurement Procedure		0 (out of 0)
Note	Note Details	
1.3.1 OJEU Number:	N/A	
1.3.2 Date:	N/A	
1.3.3 File reference number attributed by the public body:	case/379894	
1.4 Part 2A: Information about the bidder		17 (out of 18)
Note	Note Details	
1.4.1 BIDDER GUIDANCE	This section seeks background information about the bidder; this section is not normally evaluated, however the public body may choose not to select bidders that cannot provide basic company information.	
1.4.2 Data Protection	All personal information supplied will be treated as confidential and will be subject to the Data Protection Act 1998.	
Question	Description	Response
1.4.3 2A.1	(*) Name:	University Court of the University of Glasgow
1.4.4 2A.2	VAT number, if applicable:	GB 671798093
1.4.5 2A.3	National Identification no (if required and applicable)	N/A
1.4.6 2A.4	D.U.N.S, if applicable:	229076096
1.4.7 2A.5.1	(*) Postal Address Line 1:	University Avenue
1.4.8 2A.5.2	Postal Address Line 2:	
1.4.9 2A.5.3	(*) Postal Address Town/City:	Glasgow
1.4.10 2A.5.4	(*) Postal Address Region:	Glasgow & Strathclyde
1.4.11 2A.5.5	Postal Address Postcode:	G12 8QQ
1.4.12 2A.5.6	(*) Postal Address Country:	United Kingdom
1.4.13 2A.6	Contact person or persons:	[redacted]
1.4.14 2A.7	(*) Telephone (including dialling code):	0141 330 [redacted]
1.4.15 2A.8	Mobile (including dialling code):	N/A
1.4.16 2A.9	(*) Email:	[redacted]@glasgow.ac.uk
1.4.17 2A.10	Internet Address (web address) (if applicable):	http://www.gla.ac.uk
1.4.18 2A.11	Name of parent company (if applicable):	N/A
1.4.19 2A.12	Name of ultimate parent company (if applicable):	N/A
1.4.20 2A.13	(*) Bidder legal status:	Other
1.5 Conditional Section: Other Legal Status		1 (out of 1)
Question	Description	Response

1.5.1	2A.13.1	(* 2A.13.1 - If you have answered 'Other' to question 2A.13 please provide details here:	University incorporated under the Universities (Scotland) Acts
<b>1.6 Part 2A: General Information</b>			<b>1 (out of 2)</b>
		<b>Note</b>	<b>Note Details</b>
1.6.1	BIDDER GUIDANCE	For question ESPD 2A.14, please refer to the definition of a small or medium enterprise below:  <ul style="list-style-type: none"> <li>• Micro enterprises: enterprise which employs fewer than 10 persons and whose annual turnover and/or annual balance sheet total does not exceed £1.57 million.</li> <li>• Small enterprises: an enterprise which employs fewer than 50 persons and whose annual turnover and/or annual balance sheet total does not exceed £7.86 million;</li> <li>• Medium enterprises: enterprises which are neither micro nor small and which employ fewer than 250 persons and which have an annual turnover not exceeding £39.28 million, and/or an annual balance sheet total not exceeding £33.78 million.</li> </ul>	
		<b>Question</b>	<b>Description</b>
1.6.2	2A.14	For Micro/Small/Medium Enterprises only: Please confirm the size of your organisation:	<b>Response</b>
1.6.3	2A.15	(* Is the bidder a supported business or will it provide for the performance of the contract in the context of sheltered employment programmes?	No
<b>1.7 Conditional Section: Supported Business</b>			<b>---</b>
		<b>Question</b>	<b>Description</b>
1.7.1	2A.15.1	What is the corresponding percentage of disabled or disadvantaged workers?	<b>Response</b>
1.7.2	2A.15.2	Please specify which category or categories of disabled or disadvantaged workers the employees concerned belong to:	
<b>1.8 Part 2A: Official Lists and Certification</b>			<b>1 (out of 1)</b>
		<b>Question</b>	<b>Description</b>
1.8.1	2A.16	(* If applicable, is the bidder registered on an official list of approved economic operators (applicable to non-UK businesses only), or does it have an equivalent certificate (e.g. under a national (pre)qualification system)?	Not Applicable
<b>1.9 Conditional Section: Official Lists and Certification</b>			<b>---</b>
		<b>Question</b>	<b>Description</b>
1.9.1	2A.16.1	(* Please provide the name of the list or certificate and the relevant registration number, if applicable:	<b>Response</b>
1.9.2	2A.16.2	If the certificate of registration or certification is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.9.3	2A.16.3	(* Please state the references on which the registration or certification is based, and, where applicable, the classification obtained in the official list:	
1.9.4	2A.16.4	(* Does the registration or certification cover all of the required selection criteria?	
		<b>Note</b>	<b>Note Details</b>
1.9.5	BIDDER GUIDANCE	If you have answered No to question 2A.16.4:  Please also complete the missing information from the Technical and Professional Ability sections.	
		<b>Question</b>	<b>Description</b>
1.9.6	2A.16.5	Will the economic operator be able to provide a certificate with regard to the payment of social security contributions and taxes or provide information enabling the public body or Contracting Entity to obtain it directly by accessing a national database in any Member State that is available free of charge?	<b>Response</b>
		<b>Note</b>	<b>Note Details</b>
1.9.7	BIDDER GUIDANCE	Only answer question 2A.16.5 if it is required in the Contract notice or procurement documentation.	
		<b>Question</b>	<b>Description</b>
1.9.8	2A.16.6	If the certificate of registration or certification is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	<b>Response</b>
<b>1.10 Part 2A: Form of participation</b>			<b>1 (out of 1)</b>
		<b>Note</b>	<b>Note Details</b>
1.10.1	BIDDER GUIDANCE	Notably as part of a group, consortium, joint venture or similar:	
		<b>Question</b>	<b>Description</b>
1.10.2	2A.17	(* Is the bidder participating in the procurement procedure together with others?	No
<b>1.11 Conditional Section: Form of participation</b>			<b>---</b>
		<b>Question</b>	<b>Description</b>
1.11.1	2A.17.1	(* Please indicate the role of the bidder in the group (leader, responsible for specific tasks):	<b>Response</b>
1.11.2	2A.17.2	(* Please identify the other bidder(s) participating in the procurement procedure together:	
1.11.3	2A.17.3	Where applicable, name of the participating group:	

1.11.4	2A.17.4	<p>(* Please download and complete the ESPD attachment for each of the named participants.</p> <p>Bidders should ensure that any other participants are also registered on PCS-Tender</p> <p>Where you have multiple participants you should attach the completed ESPD responses as a single zip file against this question.</p>	
<b>1.12 Part 2B: Information about representatives of the bidder</b>			<b>14 (out of 14)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.12.1	2B.1	(* Full name:	[redacted]
1.12.2	2B.2	(* Date of Birth:	[redacted]
1.12.3	2B.3	(* Place of Birth:	[redacted]
1.12.4	2B.4	(* Position/Acting in the capacity of:	Senior Contracts Manager
1.12.5	2B.5.1	(* Postal Address Line 1:	Isabella Elder Building, University of Glasgow
1.12.6	2B.5.2	Postal Address Line 2:	University Avenue
1.12.7	2B.5.3	(* Postal Address Town/City:	Glasgow
1.12.8	2B.5.4	(* Postal Address Region:	Glasgow & Strathclyde
1.12.9	2B.5.5	Postal Address Postcode:	G12 8QQ
1.12.10	2B.5.6	(* Postal Address Country:	United Kingdom
1.12.11	2B.6	(* Telephone:	0141 330 <sup>[redacted]</sup>
1.12.12	2B.7	Mobile:	N/A
1.12.13	2B.8	(* Email:	[redacted]@glasgow.ac.uk
1.12.14	2B.9	If needed, please provide detailed information on the representation (its forms, extent, purpose):	N/A
<b>1.13 Part 2C: Reliance on the capacities of other entities</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.13.1	2C.1	(* Does the bidder rely on the capacities of other entities in order to meet the selection criteria set out under Part 4 and the criteria and rules (if any) set out under Part 5 (if included)?	No
<b>1.14 Conditional Section: Reliance on the capacities of other entities</b>			<b>---</b>
	<b>Note</b>	<b>Note Details</b>	
1.14.1	BIDDER GUIDANCE	<p>Please provide a separate ESPD response for each of the entities concerned.</p> <p>Please note that this should also include any technicians or technical bodies, not belonging directly to the bidder's undertaking, especially those responsible for quality control and, in the case of public works contracts, the technicians or technical bodies upon whom the bidder can call in order to carry out the work.</p> <p>Insofar as it is relevant for the specific capacity or capacities on which the bidder relies, please include the information under Parts 4 and 5 for each of the entities concerned (e.g. for technical bodies involved in quality control).</p>	
1.14.2	BIDDER GUIDANCE	<p>Each entity being relied on must complete the following sections of the ESPD:</p> <ul style="list-style-type: none"> <li>• Part 2A: Information about the bidder</li> <li>• Part 2B: Information about representatives of the bidder</li> <li>• Part 3: Exclusion Grounds</li> <li>• Part 4: Selection Criteria (only the sections that the entity is being relied upon)</li> <li>• Part 5: Reduction of the number of qualified candidates (where applicable)</li> </ul>	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.14.3	2C.1.1	<p>Please download and complete the ESPD attachment for each of the entities.</p> <p>Bidders should ensure that any other entities are also registered on PCS-Tender.</p> <p>Where you have multiple entities you should attach the completed ESPD responses as a single zip file against this question.</p>	
<b>1.15 Part 2D: Subcontractors on whose capacity the bidder does not rely</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.15.1	2D.1	(* Does the bidder intend to subcontract any share of the contract to third parties?	No
<b>1.16 Conditional Section: Subcontractors</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.16.1	2D.1.1	In so far as known, please list the proposed subcontractors:	
	<b>Note</b>	<b>Note Details</b>	
1.16.2	BIDDER GUIDANCE	<p>The ESPD (Scotland) - Subcontractors - Supplier Response has been attached to the following question to allow you to submit an ESPD on behalf of subcontractors.</p> <p>Please ensure each subcontractor fills in the following sections:</p> <ul style="list-style-type: none"> <li>• Part 2A: Information about the bidder</li> <li>• Part 2B: Information about representatives of the bidder</li> <li>• Part 3: Exclusion Grounds</li> </ul>	
	<b>Question</b>	<b>Description</b>	<b>Response</b>

1.16.3	2D.1.2	<p>Please download and complete the ESPD attachment for each of the subcontractors concerned.</p> <p>Bidders should ensure that any listed subcontractors are also registered on PCS-Tender.</p> <p>Where you have multiple sub-contractors you should attach the completed ESPD responses as a single zip file against this question.</p>	
<b>1.17 Part 3A: Grounds relating to criminal convictions</b>			<b>0 (out of 0)</b>
	<b>Note</b>	<b>Note Details</b>	
1.17.1	BIDDER GUIDANCE	<p>Failure to disclose information relevant to this section or misrepresentation in relation to the information disclosed may result in exclusion of the bidder from this procurement process or the termination of any subsequent contract that is to be awarded to them.</p> <p>The bidder may be asked to provide the relevant documentation or to state where the extract from the relevant register, for example judicial records, is available electronically to the public body so that it may retrieve this information. By indicating this information, the bidder agrees that the public body may retrieve the documentation subject to the national rules implementing Directive 95/46/EC on the processing of personal data, and in particular of special categories of data such as on offences, criminal convictions or security measure.</p> <p>The bidder uses the ESPD response as a self-declaration that they have not breached any of the mandatory and discretionary exclusion grounds (or, if they have, they can demonstrate to the public bodies satisfaction that they have taken self-cleansing measures) and that they meet the relevant selection criteria.</p>	
1.17.2	Exclusion grounds	<p>For procurement exercises above OJEU threshold:</p> <ul style="list-style-type: none"> <li>Regulation 58 (1) of The Public Contracts (Scotland) Regulations 2015 sets out the following reasons for exclusion.</li> </ul> <p>For procurement exercises below the OJEU threshold:</p> <ul style="list-style-type: none"> <li>Regulation 8 of The Procurement (Scotland) Regulations 2016 sets out the following reasons for exclusion.</li> </ul> <p>For Part 3A: Has the bidder itself or any person who is a member of its administrative, management or supervisory body or has powers of representation, decision or control therein been the subject of a conviction by final judgment within the last five years for one of the reasons listed below?</p>	
<b>1.18 Part 3A: Conspiracy</b>			<b>1 (out of 2)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.18.1	3A.1	<p>(*) The common law offence of conspiracy;</p> <p>Where that conspiracy relates to participation in a criminal organisation as defined in Article 2 of Council Framework Decision 2008/841/JHA on the fight against organised crime or an offence under sections 28 or 30 of the Criminal Justice and Licensing (Scotland) Act 2010;</p>	No
1.18.2	3A.1.1	<p>If the relevant documentation is available electronically, please state:</p> <p>The web address The issuing authority or body The precise reference of the documentation</p>	
<b>1.19 Conditional Section: Conspiracy</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.19.1	3A.1.2	(*) Date of conviction:	
1.19.2	3A.1.3	(*) Reason(s) for the conviction:	
1.19.3	3A.1.4	(*) Identify who has been convicted:	
1.19.4	3A.1.5	<p>If the relevant documentation is available electronically, please state:</p> <p>The web address The issuing authority or body The precise reference of the documentation</p>	
1.19.5	3A.1.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.19.6	3A.1.7	If yes, please describe the measures taken:	
<b>1.20 Part 3A: Corruption</b>			<b>1 (out of 2)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>

1.20.1	3A.2	(*) Corruption:  Within the meaning of: section 1(2) of the Public Bodies Corrupt Practices Act 1889 or section 1 of the Prevention of Corruption Act 1906, where the offence relates to active Corruption as defined in Article 3 of the Council Act of 26th May 1997 and Article 3(1) of Council Joint Action 98/742/JHA;  Bribery or corruption within the meaning of sections 68 and 69 of the Criminal Justice (Scotland) Act 2003, where the offence relates to active bribery or corruption;  Bribery within the meaning of sections 1 or 6 of the Bribery Act 2010	No
1.20.2	3A.2.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.21 Conditional section: Corruption</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.21.1	3A.2.2	(*) Date of conviction:	
1.21.2	3A.2.3	(*) Reason(s) for the conviction:	
1.21.3	3A.2.4	(*) Identify who has been convicted;	
1.21.4	3A.2.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.21.5	3A.2.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.21.6	3A.2.7	If yes, please describe the measures taken:	
<b>1.22 Part 3A: Fraud</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.22.1	3A.3	(*) Fraud:  Where the offence relates to fraud affecting the European Communities financial interests as defined by Article 1 of the Convention on the protection of the financial interests of the European Communities (a) the offence of cheating the Revenue; (b) the common law offence of fraud; (c) the common law offence of theft or fraud; (d) fraudulent trading within the meaning of section 458 of the Companies Act 1985, or section 993 of the Companies Act 2006; (e) fraudulent evasion within the meaning of section 170 of the Customs and Excise Management Act 1979 or section 72 of the Value Added Tax Act 1994; (f) an offence in connection with taxation in the European Union within the meaning of section 71 of the Criminal Justice Act 1993; (g) the common law offence of uttering; or (h) the common law offence of attempting to pervert the course of justice;	No
1.22.2	3A.3.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.23 Conditional Section: Fraud</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.23.1	3A.3.2	(*) Date of conviction:	
1.23.2	3A.3.3	(*) Reason(s) for the conviction:	
1.23.3	3A.3.4	(*) Identify who has been convicted:	
1.23.4	3A.3.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.23.5	3A.3.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.23.6	3A.3.7	If yes, please describe the measures taken:	
<b>1.24 Part 3A: Terrorist offences</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.24.1	3A.4	(*) Terrorist offences or offences linked to terrorist activities:  Any offence listed in section 41 of the Counter-Terrorism Act 2008; or Schedule 2 to that Act where the court has determined that there is a terrorist connection.	No

1.24.2	3A.4.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.25 Conditional Section: Terrorist offences</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.25.1	3A.4.2	(*) Date of conviction:	
1.25.2	3A.4.3	(*) Reason(s) for the conviction:	
1.25.3	3A.4.4	(*) Identify who has been convicted:	
1.25.4	3A.4.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.25.5	3A.4.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.25.6	3A.4.7	If yes, please describe the measures taken:	
<b>1.26 Part 3A: Money Laundering</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.26.1	3A.5a	(*) Money laundering within the meaning of sections 340(11) and 415 of the Proceeds of Crime Act 2002;	No
1.26.2	3A.5a.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.27 Conditional Section: Money Laundering</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.27.1	3A.5a.2	(*) Date of conviction:	
1.27.2	3A.5a.3	(*) Reason(s) for the conviction:	
1.27.3	3A.5a.4	(*) Identify who has been convicted:	
1.27.4	3A.5a.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.27.5	3A.5a.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.27.6	3A.5a.7	If yes, please describe the measures taken:	
<b>1.28 Part 3A: Terrorist Financing</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.28.1	3A.5b	(*) Money laundering or Terrorist financing:  An offence in connection with the proceeds of criminal conduct within the meaning of section 93A, 93B or 93C of the Criminal Justice Act 1988;	No
1.28.2	3A.5b.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.29 Conditional Section: Terrorist Financing</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.29.1	3A.5b.2	(*) Date of conviction:	
1.29.2	3A.5b.3	(*) Reason(s) for the conviction:	
1.29.3	3A.5b.4	(*) Identify who has been convicted:	
1.29.4	3A.5b.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.29.5	3A.5b.6	(*) In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.29.6	3A.5b.7	If yes, please describe the measures taken:	
<b>1.30 Part 3A: Child Labour or Trafficking in Human Beings</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.30.1	3A.6	(*) Child labour and other forms of trafficking in human beings:  Any offence under Part 1 of the Human Trafficking and Exploitation (Scotland) Act 2015 or under any provision referred to in the Schedule to that Act;	No
1.30.2	3A.6.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.31 Conditional Section: Child Labour or Trafficking in Human Beings</b>			---

	Question	Description	Response
1.31.1	3A.6.2	(* Date of conviction:	
1.31.2	3A.6.3	(* Reason(s) for the conviction:	
1.31.3	3A.6.4	(* Identify who has been convicted:	
1.31.4	3A.6.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.31.5	3A.6.6	(* In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.31.6	3A.6.7	If yes, please describe the measures taken:	
<b>1.32 Part 3A: Drugs trafficking</b>			<b>1 (out of 2)</b>
	Question	Description	Response
1.32.1	3A.7	(* Drugs trafficking:  an offence in connection with the proceeds of drug trafficking within the meaning of section 49, 50 or 51 of the Drug Trafficking Act 1994:	No
1.32.2	3A.7.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.33 Conditional Section: Drugs trafficking</b>			<b>---</b>
	Question	Description	Response
1.33.1	3A.7.2	(* Date of conviction:	
1.33.2	3A.7.3	(* Reason(s) for the conviction:	
1.33.3	3A.7.4	(* Identify who has been convicted:	
1.33.4	3A.7.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.33.5	3A.7.6	(* In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.33.6	3A.7.7	If yes, please describe the measures taken:	
<b>1.34 Part 3A: Any Other Offence</b>			<b>1 (out of 2)</b>
	Question	Description	Response
1.34.1	3A.8	(* Any other offence within the meaning of Article 57(1) of the Directive as defined by the law of any EEA state or any part thereof:	No
1.34.2	3A.8.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.35 Conditional Section: Any Other Offence</b>			<b>---</b>
	Question	Description	Response
1.35.1	3A.8.2	(* Date of conviction:	
1.35.2	3A.8.3	(* Reason(s) for the conviction:	
1.35.3	3A.8.4	(* Identify who has been convicted:	
1.35.4	3A.8.5	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
1.35.5	3A.8.6	(* In the case of convictions, has the bidder taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ("self-cleansing")?	
1.35.6	3A.8.7	If yes, please describe the measures taken:	
<b>1.36 Part 3B: Payment of taxes</b>			<b>1 (out of 1)</b>
	Question	Description	Response
1.36.1	3B.1	(* Has the bidder met all its obligations relating to the payment of taxes, both in the UK, and in the country in which it is registered, if that is not the UK?	Yes
<b>1.37 Conditional Section: Payment of taxes</b>			<b>---</b>
	Question	Description	Response
1.37.1	3B.1.1	(* Please indicate:  The Country or Member State concerned	
1.37.2	3B.1.2	(* What is the amount concerned?	
1.37.3	3B.1.3	(* Has this breach of obligations been established: through a judicial or administrative decision?	
1.37.4	3B.1.4	(* Is this decision final and binding?	
1.37.5	3B.1.5	(* Please indicate the date of conviction or decision:	
1.37.6	3B.1.6	Has this breach of obligations been established by other means? Please specify:	

1.37.7	3B.1.7.1	(* Has the bidder fulfilled or will it fulfil its obligations by paying or entering into a binding arrangement with a view to paying the taxes due, including, where applicable, any interest accrued or fines?	
1.37.8	3B.1.7.2	If yes, please provide details:	
1.37.9	3B.1.8	If the relevant documentation concerning payment of taxes is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.38 Part 3B: Payment of social security contributions</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.38.1	3B.2	(* Has the bidder met all its obligations relating to the payment of social security contributions, both in the UK, and in the country in which it is registered, if that is not the UK?	Yes
<b>1.39 Conditional Section: Payment of social security contributions</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.39.1	3B.2.1	(* Please indicate:  The Country or Member State concerned	
1.39.2	3B.2.2	(* What is the amount concerned?	
1.39.3	3B.2.3	(* How has this breach of obligations been established: through a judicial or administrative decision?	
1.39.4	3B.2.4	(* Is this decision final and binding?	
1.39.5	3B.2.5	(* Please indicate the date of conviction or decision:	
1.39.6	3B.2.6	Has this breach of obligations been established by other means? Please specify:	
1.39.7	3B.2.7.1	(* Has the bidder fulfilled or will it fulfil its obligations by paying or entering into a binding arrangement with a view to paying the social security contributions due, including, where applicable, any interest accrued or fines?	
1.39.8	3B.2.7.2	If yes, please provide details:	
1.39.9	3B.2.8	If the relevant documentation concerning payment of social security contributions is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.40 Part 3C: Blacklisting</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.40.1	3C.1	(* Has the bidder committed an act prohibited under the Employment Relations Act 1999 (Blacklists) Regulations 2010?	No
<b>1.41 Conditional Section: Blacklisting</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.41.1	3C.1.1	(* When did the breach occur?	
1.41.2	3C.1.2	(* Please give details about the breach:	
1.41.3	3C.1.3	(* Has this been established by a judicial decision having final and binding effect?	
1.41.4	3C.1.4	(* Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-Cleansing")?	
1.41.5	3C.1.5	Please describe the measures taken:	
<b>1.42 Part 3D: Environmental Law</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.42.1	3D.1	(* Has the bidder, to its knowledge, breached its obligations in the fields of environmental law?	No
<b>1.43 Conditional Section: Environmental Law</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.43.1	3D.1.1	(* When did the breach occur?	
1.43.2	3D.1.2	(* Please give details about the breach:	
1.43.3	3D.1.3	(* Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	
1.43.4	3D.1.4	Please describe the measures taken:	
<b>1.44 Part 3D: Social Law</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.44.1	3D.2	(* Has the bidder, to its knowledge, breached its obligations in the fields of social law?	No
<b>1.45 Conditional Section: Social Law</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.45.1	3D.2.1	(* When did the breach occur?	
1.45.2	3D.2.2	(* Please give details about the breach:	
1.45.3	3D.2.3	(* Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	
1.45.4	3D.2.4	Please describe the measures taken:	
<b>1.46 Part 3D: Labour Law</b>			<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.46.1	3D.3	(* Has the bidder, to its knowledge, breached its obligations in the fields of labour law?	No
<b>1.47 Conditional Section: Labour Law</b>			<b>---</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.47.1	3D.3.1	(* When did the breach occur?	
1.47.2	3D.3.2	(* Please give details about the breach:	
1.47.3	3D.3.3	(* Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	



1.47.4	3D.3.4	Please describe the measures taken:		
<b>1.48 Part 3D: Bankruptcy</b>				<b>1 (out of 1)</b>
	<b>Note</b>	<b>Note Details</b>		
1.48.1	Other grounds for exclusion	Is the bidder in any of the situations listed below?		
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.48.2	3D.4	(*) Bankrupt:		No
<b>1.49 Conditional Section: Bankruptcy</b>				---
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.49.1	3D.4.1	(*) Please provide details:		
1.49.2	3D.4.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?		
1.49.3	3D.4.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation		
<b>1.50 Part 3D: Insolvency</b>				<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.50.1	3D.5	(*) The subject of insolvency or winding-up proceedings:		No
<b>1.51 Conditional Section: Insolvency</b>				---
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.51.1	3D.5.1	(*) Please provide details:		
1.51.2	3D.5.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?		
1.51.3	3D.5.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation		
<b>1.52 Part 3D: Arrangement with creditors</b>				<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.52.1	3D.6	(*) In an arrangement with creditors:		No
<b>1.53 Conditional Section: Arrangement with creditors</b>				---
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.53.1	3D.6.1	(*) Please provide details:		
1.53.2	3D.6.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?		
1.53.3	3D.6.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation		
<b>1.54 Part 3D: Analogous situation</b>				<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.54.1	3D.7	(*) In any analogous situation arising from a similar procedure under national laws and regulations:		No
<b>1.55 Conditional Section: Analogous situation</b>				---
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.55.1	3D.7.1	(*) Please provide details:		
1.55.2	3D.7.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?		
1.55.3	3D.7.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation		
<b>1.56 Part 3D: Liquidation</b>				<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.56.1	3D.8	That its assets are being administered by a liquidator or by the court:		No
<b>1.57 Conditional Section: Liquidation</b>				---
	<b>Question</b>	<b>Description</b>		<b>Response</b>
1.57.1	3D.8.1	(*) Please provide details:		
1.57.2	3D.8.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?		
1.57.3	3D.8.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation		
<b>1.58 Part 3D: Suspended business</b>				<b>1 (out of 1)</b>
	<b>Question</b>	<b>Description</b>		<b>Response</b>

1.58.1	3D.9	(*) That its business activities are suspended:	No
<b>1.59 Conditional Section: Suspended business</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.59.1	3D.9.1	(*) Please provide details:	
1.59.2	3D.9.2	(*) Please indicate the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances?	
1.59.3	3D.9.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.60 Part 3D: Professional misconduct</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.60.1	3D.10	(*) Is the bidder guilty of grave professional misconduct?	No
<b>1.61 Conditional Section: Professional misconduct</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.61.1	3D.10.1	(*) Date when it happened:	
1.61.2	3D.10.2	(*) Please provide details:	
1.61.3	3D.10.3	(*) Has the bidder taken self-cleansing measures?	
1.61.4	3D.10.4	Please describe the measures taken:	
<b>1.62 Part 3D: Distortion</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.62.1	3D.11	(*) Has the bidder entered into agreements with other bidders aimed at distorting competition?	No
<b>1.63 Conditional Section: Distortion</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.63.1	3D.11.1	(*) Please provide details:	
1.63.2	3D.11.2	(*) Has the bidder taken self-cleansing measures?	
1.63.3	3D.11.3	Please describe the measures taken:	
<b>1.64 Part 3D: Conflicts of interest</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.64.1	3D.12	(*) Is the bidder aware of any conflict of interest due to its participation in the procurement procedure?	Yes
<b>1.65 Conditional Section: Conflicts of interest</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.65.1	3D.12.1	(*) Please provide details:  The University is a provider of Initial Teacher Education (ITE) in Scotland. There may be a perceived conflict of interest in supplying a programme to the Scottish Ministers that competes with the University's own ITE programmes.  The University does not consider there to be an actual conflict of interest but welcomes a discussion with the Scottish Ministers should the Scottish Ministers wish to put any measures in place to avoid a conflict of interest.	
<b>1.66 Part 3D: Preparation of the procurement procedure</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.66.1	3D.13	(*) Has the bidder or an undertaking related to it advised the public body or otherwise been involved in the preparation of the procurement procedure?	No
<b>1.67 Conditional Section: Preparation of the procurement procedure</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.67.1	3D.13.1	(*) Please provide details:	
<b>1.68 Part 3D: Early termination</b>			1 (out of 1)
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.68.1	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?	No
<b>1.69 Conditional Section: Early termination</b>			---
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.69.1	3D.14.1	(*) Please provide details:	
1.69.2	3D.14.2	(*) Has the bidder taken self-cleansing measures?	
1.69.3	3D.14.3	If it has, please describe the measures taken:	
<b>1.70 Part 3D: Misrepresentation</b>			4 (out of 4)
	<b>Note</b>	<b>Note Details</b>	
1.70.1	BIDDER GUIDANCE	Can the bidder confirm that:	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.70.2	ESPD.3D.15.1	(*) 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?	Yes, I confirm that I have not
1.70.3	ESPD.3D.15.2	(*) 3D.15.2 - It has not withheld such information?	Yes, I confirm that I have not
1.70.4	ESPD.3D.15.3	(*) 3D.15.3 - It has been able, without delay, to submit the supporting documents required by an organisation or contracting entity?	Yes, I have been able to
1.70.5	ESPD.3D.15.4	(*) 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?	Yes, I confirm that I have not
<b>1.71 Part 4A: Trade Registers</b>			1 (out of 2)
	<b>Question</b>	<b>Description</b>	<b>Response</b>

1.71.1	4A.1	The bidder is enrolled in the relevant professional or trade registers kept in the Member State of its establishment (as described in Schedule 5 of the Public Contracts (Scotland) Regulations 2015):	N/A
1.71.2	4A.1.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.72 Part 4A: Service Contracts</b>			<b>1 (out of 1)</b>
	<b>Note</b>	<b>Note Details</b>	
1.72.1	BIDDER GUIDANCE	For service contracts:	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.72.2	4A.2	Is it a requirement in the bidder's country of establishment to hold a particular authorisation or membership of a particular organisation needed in order to be able to perform the service in question?	Yes
<b>1.73 Conditional Section: Service Contracts</b>			<b>3 (out of 3)</b>
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.73.1	4A.2.1	Please specify which authorisation or membership is required:	Authorisation by UK Privy Council to award degrees
1.73.2	4A.2.2	Please indicate whether the bidder has the required authorisation or membership (as named above):	Yes
1.73.3	4A.2.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	N/A
<b>1.74 Part 4B: Economic and Financial Standing</b>			<b>0 (out of 5)</b>
	<b>Note</b>	<b>Note Details</b>	
1.74.1	BIDDER GUIDANCE	The bidder should only provide information where the selection criteria concerned have been specified by the organisation in the relevant Contract Notice.	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.74.2	4B.4	The bidder confirms the name, value and/or range of the financial ratios specified in the relevant Contract Notice are as follows:	
1.74.3	4B.4.1	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
	<b>Note</b>	<b>Note Details</b>	
1.74.4	Insurance	The bidder confirms they already have or can commit to obtain, prior to the commencement of the contract, the levels of insurance cover indicated in the relevant contract notice:	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.74.5	4B.5.1	Employer's (Compulsory) Liability Insurance:	
1.74.6	4B.5.2	All other types of insurance listed in the Contract Notice	
1.74.7	4B.5.3	If the relevant documentation is available electronically, please state:  The web address The issuing authority or body The precise reference of the documentation	
<b>1.75 Part 6: Concluding statements</b>			<b>1 (out of 1)</b>
	<b>Note</b>	<b>Note Details</b>	
1.75.1	Declaration	The undersigned formally declare that the information stated above is accurate and correct and that it has been set out in full awareness of the consequences of serious misrepresentation.  The undersigned formally declare to be able, upon request and without delay, to provide the certificates and other forms of documentary evidence referred to, except where the contracting authority or contracting entity has the possibility of obtaining the supporting documentation concerned directly by accessing a national database in any Member State that is available free of charge. On condition that the economic operator has provided the necessary information (web address, issuing authority or body, precise reference of the documentation) allowing the contracting authority or contracting entity to do so. Where required, this must be accompanied by the relevant consent to such access.  The undersigned formally consent to the above named Public Body, gaining access to documents supporting the information, which has been provided in this European Single Procurement Document response for the purposes of this procurement exercise.	
	<b>Question</b>	<b>Description</b>	<b>Response</b>
1.75.2	6.1	(*) Name, Position, Date, Place:	[redacted] Senior Contracts Manager, 15/11/2017, Glasgow
<b>Reject on Qualification Response</b>			No

Official Reject/Accept Notes	The conflict of Interest is noted and the submission will be accepted at this stage.
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2 Technical Envelope			Questions Answered
			18 (out of 18)
2.1 Understanding of Requirement			2 (out of 2)
Question	Description	Response	
2.1.1	Question 1 Tenderers should provide an introduction to their proposal, which demonstrates a clear and full understanding of the requirements and the policy context.	Question 2.1.1.docx	
2.1.2	Question 2 Tenderers must provide a project delivery plan that sets out as a minimum: • A project plan, which meets the Purchasers requirements (including provisional timescales) as detailed in the Specification of Requirements (Schedule 1). This should cover the Key Objectives/Outputs.	Question 2.1.2.docx	
2.2 Programme Design			4 (out of 4)
Question	Description	Response	
2.2.1	Question 3 Tenderers should clearly set out their approach to the Programme Design. Your response should include a description of how you will ensure the timescales are met, how the programme will comply with the GTCS and what new innovative ways the programme will allow graduates to obtain the Standard of Full Registration in Scotland.	Question 2.2.1.docx	
2.2.2	Question 4 Tenderers should set out how they intend to incorporate a leadership element to the programme. Your response must ensure that the programme has leadership within teaching and learning	Question 2.2.2.docx	
2.2.3	Question 5 Tenderers must provide details of how they will ensure that the new route into teaching will be credit rated at SCQF level 11. Your response should include as a minimum: • The level of academic award the programme will award to the successful graduate. The controls and processes the suppliers will undertake to ensure this is completed timeously.	Question 2.2.3.docx	
2.2.4	Question 6 Tenderers should set out clearly their strategy to ensure that graduates on the programme engage with schools with high levels of deprivation across Scotland. This should include placements covering both the student and probationer phases.	Question 2.2.4.docx	
2.3 Staffing, Skills and Resources			3 (out of 3)
Question	Description	Response	
2.3.1	Question 7 Tenderers should provide specific details of the individual they propose to manage this contract, a copy of their curriculum vitae (CV) and proposed job description, highlighting their experience and specific skill set in relation to this commission	Question 2.3.1.docx	
2.3.2	Question 8 Tenderers should provide full details of the resources to be employed in the provision of this work, this should include as a minimum: • CVs for each staff/team member proposed (1/2 to 1 page for each), highlighting their experience and specific skills in relation to this commission. • Job descriptions or role profiles for each staff/team member, detailing specific responsibilities and tasks in relation to this commission	Question 2.3.2.docx	
2.3.3	Question 9 Tenderers must provide details of their staff recruitment and retention policy. This should also include any internal systems they have in place for managing the absence of key staff (specifically the lead individual) or replacement of other team members involved in this particular commission during annual or sick leave etc.	Question 2.3.3.docx	
2.4 Recruitment and Marketing			2 (out of 2)
Question	Description	Response	
2.4.1	Question 10 Tenderers should clearly set out their proposed approach for the recruitment of the cohort required for this programme. Your response should include how you will identify and attract these graduates from a wide range of academic disciplines that are traditionally not attracted to a career in teaching.	Question 2.4.1.docx	
2.4.2	Question 11 Tenderers will be required to present their marketing strategy for the recruitment of the graduate cohort. The tenderer must outline an overall marketing strategy including any initiatives such as social media and contact with professional bodies if applicable.	Question 2.4.2.docx	
2.5 Evaluation and Deployment			2 (out of 2)
Question	Description	Response	
2.5.1	Question 12 Tenderers should set out their approach for evaluation of the New Route into Teaching Programme. Your response should include how you will evaluate the following: • Views from graduates, schools and employers; • Cost and sustainability of the programme; • Success of marketing and recruitment strategy; and • Analysis of applications and drop-outs rates	Question 2.5.1.docx	
2.5.2	Question 13 Tenderers must set out their contingent plans for graduates who do not finish the course within the pilot timescale.	Question 2.5.2.docx	

2.6 Risks and Issues			1 (out of 1)
Question	Description	Response	
2.6.1	Question 14 The Tenderer must provide a comprehensive risk assessment. It should have a minimum of four categories: description of the risk, likelihood of occurrence, mitigating action and recovery plan in the event of the risk materialising.	Question 2.6.1.docx	
2.7 Community Benefits			1 (out of 1)
Question	Description	Response	
2.7.1	Question 15 The Scottish Government is committed to contributing to the social, economic & environmental well-being of the people of Scotland. The Government has five objectives that underpin its core purpose - to create a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth -.  Accordingly, while the following community benefit objectives will not be evaluated as part of the tender process, the successful contractor will be expected to present a community benefit proposal with their tender detailing how, in the event that they should be successful in winning the contract, they will address the following Community Benefit themes:  <ul style="list-style-type: none"> <li>• Targeted recruitment &amp; training for “disadvantaged” persons unemployed for over 6 months;</li> <li>• Work placement opportunities for 14-16 year olds</li> <li>• Graduate placements</li> <li>• Educational projects with a, b &amp; c secondary schools.</li> </ul> If successful the winning bidder(s) will discuss the content of their Community Benefit proposal and agree a plan for the delivery of the agreed community benefits which will become a condition of the contract.	Question 2.7.1.docx	
2.8 Sustainable Development			1 (out of 1)
Question	Description	Response	
2.8.1	Question 16 Please provide details of how the contract will be managed in a way that ensures that its policies and processes will support the Scottish Ministers Greener Scotland strategic objective. As a minimum your response should include details of proactive approaches to sustainable consumption, including use of any supported businesses, the efficient use of resources and the consideration given to social and environmental consequences.	Question 2.8.1.docx	
2.9 Fair Work			2 (out of 2)
Question	Description	Response	
2.9.1	Question 17 The Scottish Business Pledge is a Government initiative which aims for a fairer Scotland through more equality, opportunity and innovation in business. Information on this can be found at the following link: <a href="https://scottishbusinesspledge.scot/">https://scottishbusinesspledge.scot/</a> ,  Tenderers are asked to confirm if they have signed up to the Scottish Business Pledge.	Question 2.9.1.docx	
2.9.2	Question 18 The Scottish Living Wage Accreditation Initiative and the Living Wage Foundation recognise and celebrate the responsible leadership shown by Living Wage Employers and support employers to incorporate the Living Wage into organisational structures long term. More information can be found at the links below:  <a href="http://scottishlivingwage.org/">http://scottishlivingwage.org/</a> - <a href="http://www.livingwage.org.uk/">http://www.livingwage.org.uk/</a>  Tenderers are asked to confirm if they are accredited as a Living Wage Employer.	Question 2.9.2.docx	
2.10 Additional Attachments Area			Attachments: 2
			Form of Tender.pdf Model Services Contract Clarifications.pdf
Reject on Technical Response			No
Official Reject/Accept Notes			
3 Commercial Envelope		Questions Answered	Total
3.1 Pricing Schedule		0 (out of 0)	0
		0 (out of 0)	0
Note	Note Details		
3.1.1	Pricing Schedule	Please complete the attached pricing schedule and upload under general attachments	
3.2 Additional Attachments Area			Attachments: 1
			Pricing Schedule.xlsx
Reject on Commercial Response			No
Official Reject/Accept Notes			

**Question 2.1.1: Tenderers should provide an introduction to their proposal, which demonstrates a clear and full understanding of the requirements and the policy context.**

The University of Glasgow (UoG) is pleased to respond to this invitation to tender (ITT) to design and develop a new route into teaching that aims to attract high-quality graduates with a dual focus on addressing priority areas / subjects and achieving excellence and equity, with a specific emphasis on closing the poverty-related attainment gap.

The ambitious and innovative programme outlined in this proposal is for the development of a **MEd Leadership in STEM Education** that uniquely aims to develop pedagogical and curricular expertise in STEM while building leadership capacity to support the development of future school leaders.

The **MEd Leadership in STEM Education** has the potential to make a significant contribution to realising the aims of the Scottish Government's STEM strategy for Education and Training by enhancing capacity to address aspects of the STEM self-evaluation and improvement framework. It will attract high-quality STEM graduates into teaching and equip them with the leadership skills to support improvement planning, high quality learning experiences and measurement of performance within individual school clusters.

Programme design, development and pilot delivery will involve leading experts in STEM, curriculum, pedagogy and assessment, and educational leadership, from the School of Education and the university, working in partnership with local authorities, professional bodies and other universities. The profile of the School of Education and University of Glasgow outlined below underlines our capacity and capability to deliver the outstanding and distinctive programme envisaged by Scottish Government.

Consistently ranked in the top 1% of universities in the world, **the University of Glasgow** was recently named as *Scottish University of the Year 2018* by the Sunday Times Good University Guide and shortlisted for the *UK University of the Year* award. The University's alumni have played, and continue to play, an important role in the development of the modern world. They include Adam Smith (the father of modern economics), seven Nobel laureates, two British Prime Ministers and the inaugural First Minister of Scotland. The list of distinguished STEM alumni includes engineer James Watt, medical scientist Sir James Black, surgeon Joseph Lister and physicist Lord Kelvin. The University's proud history in scientific and technological developments continues to this day, with the 2017 Nobel Prize for Physics deriving its work from the first gravitational wave detector, which was built in the University under the guidance of Professor Ron Drever.

University of Glasgow is host to the STEMM Public Engagement group, creator of the Glasgow Science Festival. The university's recent contribution to the Festival, *Chasing the Waves* – which describes the story of what has been hailed as “one of the greatest scientific discoveries of the century” (i.e. the detection of gravitational waves) – was the winner of the ‘Outstanding Contribution to the Community Award’ at The Herald Higher Education Awards 2017. It has also been nominated for what

has been described as the Oscars of Higher Education, the 'Times Higher Education Awards 2017' (decision announced on 30 November).

**The School of Education** at the University of Glasgow is well placed to develop and deliver this new route into STEM teaching. The School is one of the leading education faculties in the United Kingdom, with consistently outstanding performances in league tables and assessments: listed **first in the UK for Education** by the Sunday Times Good University Guide (2016, 2018) and **second in the UK for Education** by the Complete University Guide (2016-2018). It is also listed in the world's top 100 for Education by both the Quacquerelli Symonds (QS) Survey and by the Times Higher Education (THE) World University Rankings. In the 2014 Research Excellence Framework (REF), the School was ranked first in Scotland for research intensity and sixth in the UK for research power.

The School of Education is dedicated to investing in education futures through its world-class research, respected for its contributions to policy and practice, and through its world-class teaching that prepares teachers and educators who are widely respected for their capabilities and initiative. The School is known internationally for its research expertise in five key areas: collaborative schooling and educational leadership for change; ethics, religion and values in education; migration and refugee education; adult learning and youth transition; and urban and place-based learning.

In particular, through its research and teaching (including teacher CLPL and interactions directly with school pupils), the School has made important contributions to STEM education in Scotland. It has led several major STEM projects including "Engineering the Future" and "Science and Engineering in Primary Schools", a project that formed the basis of Education Scotland's website *STEM Central in Motion*. The School is also home (in partnership with the School of Computing Science) to the UK's first interdisciplinary Centre for Computing Science Education (CCSE). Led by researchers in the Centre, the 'Professional Learning and Networking in Computing' project helped to introduce research-informed active learning methods for Computing Science to teachers across Scotland. The School also engages directly with school pupils to foster interest, experience and expertise in STEM. For example, building on the University's Hunterian Museum exhibition *Skeletons: Our Buried Bones*, academics in the School have engaged local primary teachers and pupils in Forensic Science workshops in the University's science labs. Also, as part of the inaugural *Maths Week Scotland*, the School's PGDE Secondary Maths students designed and implemented *Maths in the Park*, a suite of activities for Scottish primary school pupils. Further afield, the CAMAU project (commissioned by the Welsh Government), led by UoG School of Education researchers, has supported development of the new Welsh curriculum in Maths and Science.

**Question 2.1.2: Tenderers must provide a project delivery plan that sets out as a minimum:**

**A project plan, which meets the Purchasers requirements (including provisional timescales) as detailed in the Specification of Requirements (Schedule 1). This should cover the Key Objectives/Outputs.**

***MEd Leadership in [STEM] Education:*<sup>1</sup> A new route into teaching in Scotland**

This proposal sets out a new route into teaching in Scotland. The new route aims to:

- attract to the teaching profession those who otherwise might not have considered teaching in Scotland as an option;
- prepare teachers at Masters level to be leaders in their schools and in the Scottish education system;
- contribute to closing the poverty-related attainment gap between Scottish pupils from different socioeconomic backgrounds;
- deepen collaboration between Scottish universities and schools; and
- enhance the status of teaching within Scotland.

The route is also distinctive in its ambition to:

- increase the number of STEM teachers in Scotland;
- build statistical literacy in the teaching profession;
- provide students with first hand experience of an internationally recognised high performing, high equity education system; and
- combine student placements in schools in deprived areas with their continuity of placement throughout the programme's two years.

See Timeline overleaf for provisional timescales and specification requirements

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<sup>1</sup> Insert specific STEM Education specialism – e.g. *MEd Leadership in Mathematics Education*



### Timeline: *MEd Leadership in [STEM] Education: A new route into teaching in Scotland*

Jan 18 - Apr 18	May 18 - Aug 18	Sept 18 - Dec 18	Jan 19 - Apr 19	May 19 - Aug 19	Sept 19 - Dec 19	Jan 20 - Apr 20	May 20 - Aug 20
Set up Project Board							
Recruitment drive for 20 Students in STEM for M.Ed Leadership (STEM)							
Advertise Programme Leader							
		Programme Leader (Joint Appointment between University of Glasgow and [redacted] ) Commences appointment					
	Liaise with [redacted]						
	Liaise and secure accreditation from GTCS						
	Liaise with [redacted]						
Finalise Programme details							
	Finalise International Placements, Enhanced Leadership and STEM Education						
		20 Students start M.Ed Leadership in (STEM) Education					
					Students enter Probationary Year		
Project Evaluation Planning Phase, involving all partners and stakeholders							
		Implementation of evaluation phase and collation of data for publication of final report in August 2020					
Reporting of project progress to Scottish Government at agreed intervals							

**Question 2.2.1: Tenderers should clearly set out their approach to the Programme Design. Your response should include a description of how you will ensure the timescales are met, how the programme will comply with the GTCS and what new innovative ways the programme will allow graduates to obtain the Standard of Full Registration in Scotland**

Programme Outline and Design of the *MEd Leadership in [STEM] Education* include:

1. Entry for 20 students with a minimum 2:1 undergraduate degree in a STEM or related area.
2. A masters programme (180 Level 11 SCQF credits) led by a Senior Teaching Fellow: a joint appointment between the University of Glasgow and the [redacted].
3. The award of a MEd Leadership in [a STEM Education specialism – e.g. *MEd Leadership in Mathematics Education*] – which combines the traditional PGDE (90 Level 11 SCQF credits) with the probation year (90 Level SCQF 11 credits), as a continuous programme of study over two years.
4. Teacher Leadership and Learning will be an integral part of the degree. In Year 1, participants will be introduced to ‘Leadership for Learning’ which they will engage with through the PGDE course ‘Understanding Learning and Teaching’ and which will be further embedded in their subject specialisms. Building on this foundation, in Year 2 participants will engage with further leadership courses in Teacher Leadership and Learning. These courses will enable participants to develop as pedagogical and curriculum leaders through enquiry-focused professional activities. In Year 1, participants will also access seminars delivered by key industry leaders in the public and private sectors. See course descriptors detailed in Question 5 of the tender.
5. Expert input from world-leading scientists, including members of the Nobel Prize-winning gravitational waves research team (<http://www.physics.gla.ac.uk/igr/index.php?L1=research>) and other UoG academics in disciplines of Computing Science, Life Sciences, Biology, Physics, Mathematics, Earth Sciences, Chemistry and Engineering. Participants will work alongside world leading scientists in knowledge exchange workshops aimed at school pupils and their teachers.
6. Courses with embedded statistical literacy developed and delivered by the Glasgow Q-Step Centre (<https://www.gla.ac.uk/schools/socialpolitical/q-stepcentre/>) – a centre funded by the Nuffield Foundation, the ESRC and HEFCE, and managed through a collaboration between the School of Education, the School of Social and Political Sciences and the School of Mathematics and Statistics. This unique quantitative literacy programme will equip participants with vital skills for practitioner enquiry and provide them with the research skills that align with the Scottish Government’s *Research Strategy for Education* (2017) and which are essential for future leaders in Scottish schools.

7. An enquiry methods course leading to a research project focused on issues pertinent to the placement school, rooted in the context of classroom leadership in STEM and connected to the School Development Plan, will be reported in a dissertation. Drawing on the programme's unique resources (i.e. enriched cutting edge content knowledge, preparation in statistical literacy, preparation in curricular and pedagogical leadership), students will undertake a professional enquiry in their particular subject area to: identify and better understand an aspect of current practice possibly contributing to redressing low achievement; design new curricular or pedagogical practices to address that aspect; implement and evidence the impact of their enquiry through presentation to peers and publications.
  
8. Opportunities to build online connections with teachers working in deprived schools in nations with high scores in PISA (Programme for International Student Assessment) and TIMS (Trends in International Mathematics and Science); for example, in Singapore (1<sup>st</sup> in Science, 1<sup>st</sup> in Maths, 1<sup>st</sup> in Reading), Hong Kong (9<sup>th</sup> in Science, 2<sup>nd</sup> in Maths, 3<sup>rd</sup> in Reading) and Finland (5<sup>th</sup> in Science, 12<sup>th</sup> in Maths, 4<sup>th</sup> in Reading). These international networks will enable Scottish teachers to bring to bear the expertise of the international community of teachers on attainment challenge issues in the Scottish education system. The networks will be developed through an online seminar series facilitated by UoG academics who will work with their counterparts in international institutions and with international teachers to agree discussion themes and activities.
  
9. First-hand experience in an internationally recognised high performing, high equity education system via a six-week teaching placement in schools located in the [redacted] catchment area. The University of Glasgow's School of Education has an excellent reputation for offering prized placement opportunities abroad in collaboration with a range of prestigious educational institutions. For participants in the *MEd Leadership in STEM Education* programme, a school placement in [redacted] (facilitated and monitored by [redacted]) will enhance and expand their knowledge and understanding of international educational practices. In addition, participants will select a course from [redacted] or Science – Mathematics [redacted] and Technology [redacted]. The opportunity to undertake academic study in STEM Education subjects at [redacted] will support the formation of confident STEM educators with a broadly informed academic outlook. The collaboration with [redacted] is a unique feature of this proposal and an opportunity, through this pilot, to test the concept of an international placement for STEM Educators. Completion and evaluation of the pilot will serve as 'proof of concept.' Beyond the pilot there is no commitment from [redacted] to be part of the commercial programme. Funding for an international placement will form part of a conversation with key stakeholders during the planning of the pilot programme.

10. Two placements (in Year 1) and probation (in Year 2) in a school in a deprived area of [redacted]. Participants will be assigned to the same [redacted] school in Years 1 and 2 (See letter of support from [redacted] [redacted]). This will ensure continuity across placements and build a sustainable model of teacher learning and future leader development based in a school's particular context.
11. The University of Glasgow's highly regarded **partnership model of close university/school collaboration during school placements**. For this programme, the current partnership model will be further enriched by insights from Quality Teaching Rounds (QTR) (Gore and Bowe 2015). QTR's research-informed design for collegial professional development involves shared observations of each other's practice followed by carefully staged conversations interrogating particular dimensions of the observed practice. A rigorous research programme (Bowe and Gore 2017) has demonstrated how this design can enhance both the quality and equity outcomes of teachers' practice. Building on the strong resonances between the University of Glasgow's partnership model and the Quality Teaching Rounds design, the *MEd Leadership in STEM Education* cohort will participate in a series of collaborative conversations with peers, their placement teachers and university tutors while on placement. **A set of criteria particular to STEM curriculum areas and their signature pedagogies** will be developed to guide these conversations. By placing these students at the same school in both Year 1 and Year 2, these conversations will establish ongoing communities of practice to support their transition to newly qualified teachers.
12. Remuneration for students while studying, either: 1) in receipt of the Scottish Government's Bursary for STEM (in Year 1) and the probationers' salary (in Year 2); **or** 2) in receipt of the 12 months probationers' salary spread evenly over Years 1 and 2. **Our preference is for option 1.**
13. Formative and summative evaluation of the programme involving students, school staff, university staff, the [redacted] and the new Education Collaborative for [redacted]
14. Year 1 of the programme will ensure students follow the PGDE from the University of Glasgow, a programme which has GTCS accreditation.
15. Timescales for this programme will be met by appointing a Programme Leader and a Development Team solely responsible for the development and delivery of the proposed programme.

See attached letters of support for the above programme from [redacted], [redacted], [redacted], [redacted], [redacted] and the Scottish Council of Deans of Education.



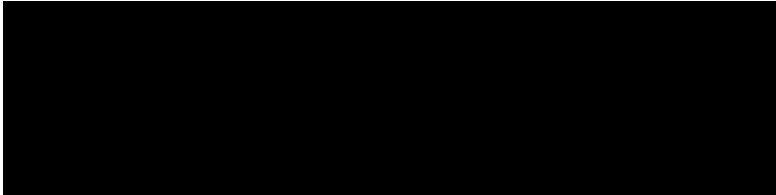
November 9, 2017

[redacted]

Deputy Head of School  
School of Education  
College of Social Sciences  
University of Glasgow  
St. Andrew's Building  
11 Eldon Street  
Glasgow, G3 6NH

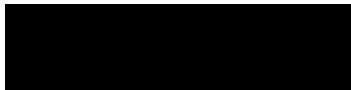
Dear [redacted]

[redacted] is delighted to support the proposed program of M.Ed,  
Leadership in STEM subjects from the University of Glasgow's School of Education.



I am looking forward to hearing the outcome of this application, and to continuing to work with the  
School of Education at the University of Glasgow.

Sincerely yours,





[redacted]

Dear [redacted]

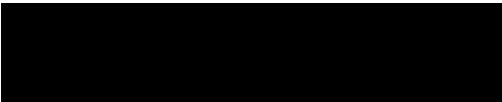
This is a letter of support for the proposed new routes into teaching, M.Ed in Leadership (STEM) Education from The University of Glasgow, School of Education. The route has been created in consultation with [redacted] and has many features which support our aspiration as [redacted], closing the attainment gap and excellence and equity in education

The proposed joint appointment between University of Glasgow and [redacted] to support the new route and work across University and schools in [redacted] is a welcomed initiative. The expansion of the partnership model of teacher education used [redacted] to include a pedagogical framework based quality teaching rounds will support students, probationers, in-service teachers and leaders in our schools.

Placement of students in areas of deprivation in [redacted] across their ITE and probation year ensures stability and progression for early careers teachers and supports embed leadership as detailed in the Master's degree design.

If successful in their tender, I look forward to welcoming a cohort of 20 students [redacted] continuing to work in partnership with the School of Education, University of Glasgow.

Yours sincerely



[redacted]



**MEd Leadership in [insert STEM Education specialism]: A new route into teaching for Scotland**

As [redacted] I fully support the School of Education's proposal regarding the new route into teaching in response to the Scottish Government tender by the School of Education, University of Glasgow.

This new route into teaching aims to:

- Enhance the status of teaching within Scotland
- Attract to the teaching profession those who otherwise might not have considered it an option
- Prepare teachers to be leaders in their schools and in the Scottish education system
- Contribute to closing the attainment gap between pupils from different socioeconomic backgrounds
- Build statistical literacy in the teaching profession
- Increase the number of STEM teachers in Scotland
- Deepen collaboration between universities and schools

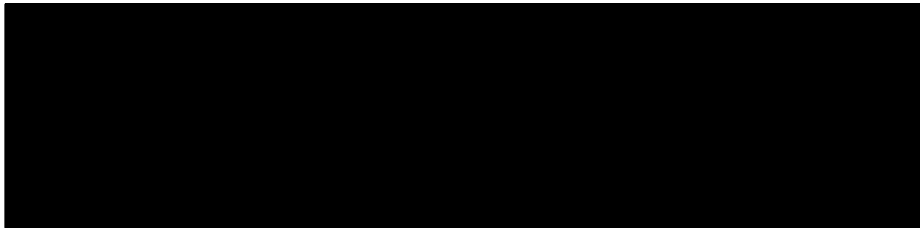
[redacted] will be very pleased to provide expert input from our world-leading scientists in the disciplines of Computing Science, Physics, Mathematics, Earth Sciences, Chemistry and Engineering.

Yours sincerely



[redacted]

[redacted]



7<sup>th</sup> November 2017

[redacted]

Scottish Procurement and Commercial Directorate  
Collaborative and Scottish Government Procurement Division  
Scottish Parliament Building  
Edinburgh  
EH99 1SP

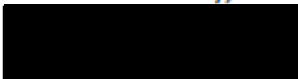
Dear [redacted]

I am delighted to lend my support to the Masters in Leadership proposed by the School of Education, University of Glasgow. [redacted] has involved senior management at [redacted] in the conception and design of this innovative and creative route, which will provide leaders in STEM subjects for our schools.

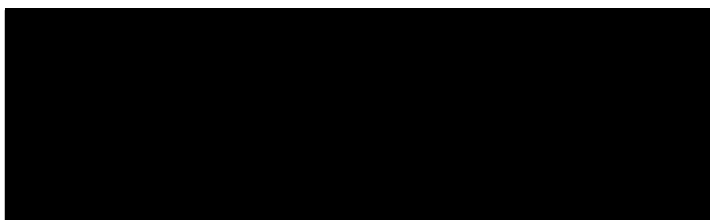
In particular, I commend the vision of providing high quality teachers in the area of STEM subjects who work in areas of deprivation. This chimes with the aspirations of [redacted] [redacted] supporting widening participation and access to higher education for all of Scotland's population.

I am committed to providing students from the programme the opportunity to work with world leading scientists within [redacted] who have a track record in knowledge exchange in secondary schools and primary schools.

Yours sincerely,



[redacted]







SCOTTISH COUNCIL of  
DEANS of EDUCATION

**MEd Leadership in [insert STEM Education specialism]: A new route into teaching for  
Scotland**

A response to the Scottish Government tender by the School of Education, The University of  
Glasgow

The Scottish Council of Deans of Education supports the response from the School of Education, University of Glasgow. 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 strong leadership thread and engagement of international scientists who are world leaders in scientific research. The international focus is enhanced through an [redacted] recognised as a high quality, high equity education. All of which contributes to the wider placement experience of working in in an area of deprivation throughout their initial teacher education and induction year.

[redacted]

Chair, Scottish Council of Deans of Education  
12.11.17

***Question 2.2.2: Tenderers should set out how they intend to incorporate a leadership element to the programme. Your response must ensure that the programme has leadership within teaching and learning***

Teacher Leadership and Learning will be an integral part of the degree.

In Year 1, participants will be introduced to 'Leadership for Learning' which they will engage with through the PGDE course 'Understanding Learning and Teaching' and which will be further embedded in subject specialisms.

Building on this foundation, in Year 2 participants will engage with further leadership courses in Teacher Leadership and Learning. These courses will enable participants to develop as pedagogical and curriculum leaders through enquiry-focused professional activities.

In Year 1, participants will also access seminars delivered by key industry leaders in the public and private sectors.

Detailed course descriptors are provided in response to Question 2.2.3 of the tender.

**Question 2.2.3: Tenderers must provide details of how they will ensure that the new route into teaching will be credit rated at SCQF level 11. Your response should include as a minimum:**

- **The level of academic award the programme will award to the successful graduate.**
- **The controls and processes the suppliers will undertake to ensure this is completed timeously.**

On successful completion of the programme participants will receive the award **Masters of Education [STEM Education]<sup>1</sup>** (180 SCQF level 11 credits).

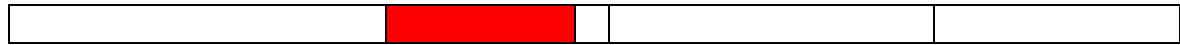
The University of Glasgow has a rigorous process for programme and course approval that ensures, via quality assurance mechanisms, that all masters programmes are developed and implemented at SCQF level 11. This approval process requires consultation and engagement with teachers, professional associations and relevant occupational bodies:

<https://www.gla.ac.uk/myglasgow/senateoffice/qea/progdesignapproval/>

The School has already indicated to the relevant Programme Approvals Group that this programme, if the bid is successful, will be presented for approval in February 2018.

**Course, Credits & Areas of Study**

<b>MEd Leadership in [STEM] Education.</b>			
Year 1 (ITE)		Year 2 (Probation)	
<b>Understanding Learning and Teaching</b>		<b>Leadership for Learning: Curriculum</b>	
SCQF Level 11 – 30 Credits		SCQF Level 11 – 30 Credits	
<b>Learning and Teaching in STEM</b>			
SCQF Level 11 – 30 Credits			
<b>Enquiry and Data Literacy</b>		<b>Dissertation</b>	
SCQF Level 11 – 30 Credits		SCQF Level 11 – 60 Credits	
<b>Leadership in the classroom: Pedagogy</b>			
SCQF Level 10 – 30 Credits			



**KEY**

 Leadership

 STEM

 Placements

 Probation

 Research and data literacy

The award will be a ***MEd Leadership in [STEM] Education<sup>1</sup>***.

There will be 2 exit points from the programme:

- Successful completion of year 1 – exit with PGDE with relevant STEM subject;
- Successful completion of a minimum of 60 credits at SCQF level 11 – PgCert in Education (not a teaching qualification).

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<sup>1</sup> Insert specific STEM Education specialism – e.g. *Mathematics Education*

**Question 2.2.4: Tenderers should set out clearly their strategy to ensure that graduates on the programme engage with schools with high levels of deprivation across Scotland. This should include placements covering both the student and probationer phases**

From academic session 2018/19, the new route will begin its two-year pilot delivered by the University of Glasgow's School of Education in collaboration with [redacted]  
[redacted]

The School has a strong and positive relationship with [redacted] established over many years of collaborative endeavour. [redacted] is responsible for [redacted] schools, one of the largest education authorities in Scotland. Over the last 10 years, learning standards in [redacted] schools have improved significantly and [redacted] is now regarded as innovative and creative in its educational planning. It is also an education jurisdiction in which most of the nation's most deprived areas are located and it has some of the nation's highest teacher vacancy rates. The combination of commitment, capability and need makes [redacted] an ideal site for this pilot programme and this proposal has the support of [redacted]

A distinctive feature of this programme is that there will be two placements (in Year 1) and probation (in Year 2) in a school in a deprived area of [redacted]. Participants will be assigned to the same [redacted] school in Years 1 and 2. This will ensure continuity across placements and build a suitable model of teacher learning and development based in a school's particular context.

***Question 2.3.1: Tenderers should provide specific details of the individual they propose to manage this contract, a copy of their curriculum vitae (CV) and proposed job description, highlighting their experience and specific skill set in relation to this commission***

The individual responsible for managing this contract will be a new joint appointment between the University of Glasgow and [redacted] therefore no CV available. The detailed job description below outlines the role and desirable skill set.

### **Job Description**

The appointee will:

- lead, develop and maintain the **MEd Leadership in [STEM] Education**;
- undertake a leading role in the planning, organisation, development and delivery of the curriculum;
- liaise with key stakeholders and partners;
- create an international pathway and placement for students;
- design and oversee the evaluation strand of the new route;
- report to the Project Development Board and Scottish Government in line with the project proposal; and
- engage in the full range of research and teaching-related activities within the **MEd Leadership in [STEM] Education**.

### **Essential Knowledge/Qualifications**

- Masters or equivalent in an area relevant to STEM Teaching and Teacher Education or related fields.
- Comprehensive and up to date knowledge of research within education and leadership in education
- Eligibility for General Teaching Council Registration.

### **Skills**

- Excellent leadership skills.
- Excellent communications skills both oral and written.
- Ability to work both independently and as part of a team.
- Ability to deliver high quality teaching to postgraduate students.
- Proven leadership and motivational skills in teaching and ability to lead teams and bring strategic direction to decision making.
- Ability to develop and sustain external partnerships with key stakeholders.
- Ability to accept collegiate responsibilities and act accordingly.
- Ability to provide strategic contributions at Subject or School level.
- Extensive experience of innovative course design.

### **Experience**

- Typically, 10 years' experience or equivalent in education.
- Broad teaching and administrative experience across education.

- Experience of leading and directing projects and participating in collaboration.
- Leadership experience within the subject area.
- Experience supervising, mentoring and supporting ITE students and NQTs.
- Substantial experience of fulfilling administrative responsibilities.

Until this role is in place the Project Board, detailed in response to Question 2.3.2, will lead the development of the programme.

**Question 2.3.2: Tenderers should provide full details of the resources to be employed in the provision of this work, this should include as a minimum:**

- **CVs for each staff/team member proposed (1/2 to 1 page for each), highlighting their experience and specific skills in relation to this commission.**
- **Job descriptions or role profiles for each staff/team member, detailing specific responsibilities and tasks in relation to this commission**

A Project Board to lead and oversee the project will be set up. This will comprise of:

<b>Name</b>	<b>Role on Project Board</b>
[redacted]	Chair Responsible for overall implementation, delivery and evaluation of the project.
[redacted]	University Lecturer Computing Science and Education Project Board Member responsible for STEM Education
[redacted]	Director of Initial Teacher Education and Undergraduate Studies Project Board member responsible for teacher education
[redacted]	Professor of Pedagogy and Social Justice Project Board member responsible for placement partnership protocols
[redacted]	Director of Post Graduate Taught programmes Project Board Member responsible for Masters-level learning.
[redacted]	Professor of Educational Leadership. Project Board Member responsible for Leadership and Learning
<b>TBC</b>	Representative of [redacted]
<b>TBC</b>	Programme Leader MEd in Leadership (STEM)

The Project Board will identify two stakeholder members from a participating Secondary School and [redacted]. The Project Board will also include the newly appointed Programme Leader **M.Ed Leadership (STEM) Education** whose proposed role description is set out in response to question 2.3.1 of the tender.

CVs and role descriptions for the above individuals together with the proposed project administrator are attached below.



[6 pages comprising CV's removed here.]

## **Role Description: Project Administrator, Grade 5, 1 FTE, 24 months**

A project administrator will be recruited for a 24 month period to support the project development, pilot implementation and evaluation.

This post will be responsible for the following:

- Provide statistical data for evaluation reports throughout the project
- Coordinate stakeholder engagement
- Monitor project milestones and ensure on-time delivery including marketing plan
- Track student progress
- Ensure seamless student support throughout the pilot
- Provide routine reports to Scottish Government as specified in tender document / contract
- Provide support as required by the project lead.

**Question 2.3.3: Tenderers must provide details of their staff recruitment and retention policy. This should also include any internal systems they have in place for managing the absence of key staff (specifically the lead individual) or replacement of other team members involved in this particular commission during annual or sick leave etc**

The University of Glasgow has robust and supportive Human Resources policies in place to ensure continuity in the workplace (see links below).

For a project such as this, where there are key staff in place, the School and University have a range of experts in this area who are able to provide cover if the necessity arises. The lead post is set at an attractive level to ensure the recruitment of an appropriate individual to take this project forward.

Recruitment and Induction:

<https://www.gla.ac.uk/myglasgow/humanresources/recruitment/>

Managing attendance:

<https://www.gla.ac.uk/myglasgow/humanresources/all/health/managingattendancepolicy/>

Policies relevant to the retention of this post-holder:

<https://www.gla.ac.uk/myglasgow/humanresources/employeeandorganisationaldevelopment/leadershipandmanagementdevelopment/>

**Question 2.4.1: Tenderers should clearly set out their proposed approach for the recruitment of the cohort required for this programme. Your response should include how you will identify and attract these graduates from a wide range of academic disciplines that are traditionally not attracted to a career in teaching**

On approval of the programme an intensive marketing campaign will be put into action (detailed in response to question 2.4.2) to recruit the required numbers as outlined in the proposal.

The campaign will target final year UG STEM students within the University of Glasgow, as well as using digital media campaigns to recruit more broadly across Scotland using defined parameters:

- Age: 20-40
- Gender: Male and Female
- Region: UK wide
- Education level: 2:1 honours degree in STEM and STEM related subjects.

The School of Education will collaborate with its internal partners in the College of Science and Engineering to define and target these high quality applicants.

The promotion of the opportunity to engage with world renowned scientists at the University of Glasgow and the international placement at [redacted] are key elements of the programme that are designed to attract graduates who would not necessarily have considered pursuing a career in teaching.

***Question 2.4.2: Tenderers will be required to present their marketing strategy for the recruitment of the graduate cohort. The tenderer must outline an overall marketing strategy including any initiatives such as social media and contact with professional bodies if applicable***

The initial marketing campaign will run February to July 2018 for an August 2018 intake. See the draft campaign GANTT chart overleaf.

Due to the tight time-constraints, £<sup>[redacted]</sup> will be invested in targeted digital media marketing campaigns utilising a range of education channels, such as postgrad.com and prospects, as well as google display network and remarketing, Facebook advertising and paid searches. These campaigns will be bolstered by campus events focussing on STEM 4th year students and include taster sessions. Multiple social media channels will be utilised including Facebook, The Student Room and Twitter where multi-media will enhance the key messages and programme USP.

The School's established #SayYesToTeaching campaign will run throughout the promotion efforts.

University of Glasgow alumni currently teaching in STEM subjects will be actively engaged in Q&A sessions, social media content and events.

The School will build on its close working relationship with the University Careers team to promote this opportunity.



**Question 2.5.1: Tenderers should set out their approach for evaluation of the New Route into Teaching Programme. Your response should include how you will evaluate the following:**

- **views from graduates, schools and employers;**
- **cost and sustainability of the programme;**
- **success of marketing and recruitment strategy; and**
- **analysis of and drop-outs rates**

In addition to normal university quality assurance procedures for programmes the Project Board will lead the evaluation of the programme (see timeline chart in response to question 2.1.2). The evaluation will seek to gather both qualitative and quantitative data to create a strong evidence base for evaluation. The scope of the evaluation will include:

- gathering of views and experiences from key stakeholders, including students on a six-monthly cycle for the duration of the programme;
- cost-benefits analysis of the programme over the 24 month implementation pilot period;
- data gathering and analysis of the marketing and recruitment strategy used, with recommendations and amendments for future campaigns;
- full written evaluation with recommendations published by August 2020; and
- interim reporting by the Project Board to the Scottish Ministers at high level and operational level as agreed will be an integral part of the evaluation process.

***Question 2.5.2: Tenderers must set out their contingent plans for graduates who do not finish the course within the pilot timescale***

The University of Glasgow regulations allow students to complete a full masters degree within five years of entry and has in place a number of policies to support students who have encountered unexpected difficulties in completing their programme of study within the normal expected timescale.

Notwithstanding the handover of the programme to the Scottish Ministers in 2020, the University would request that that the Scottish Ministers grant an appropriate licence to the University to continue to run the programme for any students who have encountered such difficulties.

The University of Glasgow is committed to providing students who have started a programme the opportunity to complete, including appropriate staffing provision, if a programme does not continue for any reason.



***Question 2.6.1: The Tenderer must provide a comprehensive risk assessment. It should have a minimum of four categories: description of the risk, likelihood of occurrence, mitigating action and recovery plan in the event of the risk materialising. An example is provided in the table below. The tenderer must also describe their procedures for risk and issues management.***

The risk management framework will be regularly reviewed by the Management Board during the pilot. The Scottish Government will be informed via the monthly reports of any issues that may arise or earlier by the Project Lead if deemed necessary. The Management Board proposes the strategies set out in the risk assessment overleaf to address potential risks to the pilot.

### Risk Assessment: MEd Leadership in STEM Education

Issue	Likelihood of Risk (low, medium or high)	Mitigating Action(s)	Recovery Plan
Low recruitment	Medium	There is a possibility that due to the time-constraints that not all 20 places are filled. A rigorous targeted marketing campaign has been drafted and accounted for financially. High recruitment and conversion activity to take place between February & July.	<p>In this case the Management Board would inform the Scottish Government. The programme has been structured so that the pilot can run with 10 students if necessary.</p> <p>The pilot would run with a reduced number of students and the Management Board would engage the funder in potentially running a second cohort if required.</p>
Lack of appropriate placements	High	It may be that not all students can be placed in appropriate schools in [redacted] have provided a letter of support and have indicated a commitment to placing these students in [redacted] in areas of deprivation within the required timescale.	Engage the GTCS and the Directors of Education in the Local Authority to negotiate with the relevant schools to provide an appropriate placement.
Students fail [redacted] placement	Low	There is a possibility that students will be unable to satisfactorily complete their	Students would be given the opportunity to retrieve their

Issue	Likelihood of Risk (low, medium or high)	Mitigating Action(s)	Recovery Plan
		placement at [redacted]	[redacted] lacement in Glasgow.
Changes to Key personnel	Low	Once in place no personnel changes are anticipated. There is a high level of skill across the School of Education that will ensure that any absences will be covered by appropriate personnel if there are any unexpected absences.	If there is to be a change to key personnel the funder will be informed and an appropriate member of staff with relevant expertise will temporarily cover the key personnel until a replacement is in post.

**Question 2.7.1: The Scottish Government is committed to contributing to the social, economic & environmental well-being of the people of Scotland. The Government has five objectives that underpin its core purpose - to create a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.**

**Accordingly, while the following community benefit objectives will not be evaluated as part of the tender process, the successful contractor will be expected to present a community benefit proposal with their tender detailing how, in the event that they should be successful in winning the contract, they will address the following Community Benefit themes:**

- **targeted recruitment & and training for “disadvantaged” persons unemployed for over 6 months;**
- **work placement opportunities for 14-16 year olds**
- **graduate placements**
- **educational projects with a, b & c secondary schools.**

**If successful the winning bidder(s) will discuss the content of their Community Benefit proposal and agree a plan for the delivery of the agreed community benefits which will become a condition of the contract.**

Secondary school education and its role within a community is commonly agreed to be of benefit to that community. The Curriculum for Excellence (CfE) aspires to and embodies the five objectives of a wealthier & fairer healthier, safer & stronger, smarter and greener Scotland.

The teachers on this new route, as part of their everyday work in a school setting, will deliver CfE in the classrooms of Scotland ensuring the pupils in their charge will be part of a community benefit proposal. The participants on this route will be graduates teaching in secondary schools in deprived areas, articulating with the two themes within the community benefits objectives. The community benefit proposal is not a separate plan in this tender, it is an integral part of the overall new route, sitting at the core of the role and responsibilities of a teacher to their pupils and the community they serve.

**Question 2.8.1: Please provide details of how the contract will be managed in a way that ensures that its policies and processes will support the Scottish Ministers 'Greener Scotland' strategic objective. As a minimum your response should include details of proactive approaches to sustainable consumption, including use of any supported businesses, the efficient use of resources and the consideration given to social and environmental consequences**

The University of Glasgow is committed to a 'Greener Scotland' and has in place a [Sustainability Strategy \(2016-2021\)](#) that covers:

- Biodiversity
- Carbon, Energy & Water Management
- Grounds
- Travel Planning
- Waste & Recycling

In addition the [University of Glasgow has a Glasgow University Sustainability Team](#) (GUEST) of 12 students employed by the University on a part-time basis that works on improving the environmental practices of the university.

**Question 2.9.1: The Scottish Business Pledge is a Government initiative which aims for a fairer Scotland through more equality, opportunity and innovation in business. Information on this can be found at the following link:**

**<https://scottishbusinesspledge.scot/>**

**Tenderers are asked to confirm if they have signed up to the Scottish Business Pledge.**

The University of Glasgow has signed up to the Scottish Business Pledge. Please see our press release at:

**[https://www.gla.ac.uk/news/archiveofnews/2015/november/headline\\_430174\\_en.htm](https://www.gla.ac.uk/news/archiveofnews/2015/november/headline_430174_en.htm)**

!

**Question 2.9.2: The Scottish Living Wage Accreditation Initiative and the Living Wage Foundation recognise and celebrate the responsible leadership shown by Living Wage Employers and support employers to incorporate the Living Wage into organisational structures long term. More information can be found at the links below:**

<http://scottishlivingwage.org/>

<http://www.livingwage.org.uk/>

**Tenderers are asked to confirm if they are accredited as a Living Wage Employer.**

The University of Glasgow is accredited as a Living Wage Employer. Please see our press release at [https://www.gla.ac.uk/news/archiveofnews/2015/november/headline\\_430174\\_en.htm](https://www.gla.ac.uk/news/archiveofnews/2015/november/headline_430174_en.htm)  
!

## FORM OF TENDER

### ATTRACTING HIGH-QUALITY GRADUATES INTO TEACHING - CASE: 379894

\*I/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.

\*I/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

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

\*I/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.

\*I/We understand that the service provision is expected to commence on or around 31<sup>st</sup> 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)**

Senior Contracts Manager  
Research Support Office  
University of Glasgow

Designation:

G12 8QQ



Duly authorised to sign Tenders for and on behalf of:

Name of Tenderer

Nature of Firm

Address

Telephone No  (INCLUDE AREA CODE)

E-mail

Date

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)

From [redacted]  
Research Support Office  
Room 241 Isabella Elder Building  
University of Glasgow  
Glasgow G12 8QQ  
Direct Line 0141 330 7725  
E-Mail [redacted] @glasgow.ac.uk



[redacted]  
Scottish Procurement and Commercial Directorate  
Collaborative and Scottish Government Procurement Division  
Scottish Parliament Building  
Edinburgh  
EH99 1SP

Our Ref: [redacted]  
14 November 2017

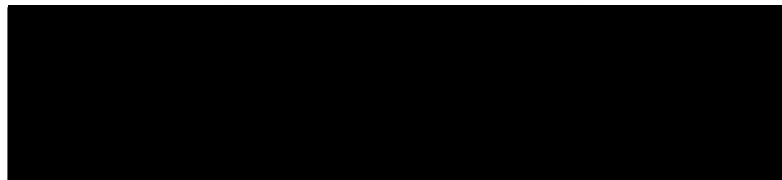
Dear Sirs

**RE: Attracting High-Quality Graduates into Teaching**

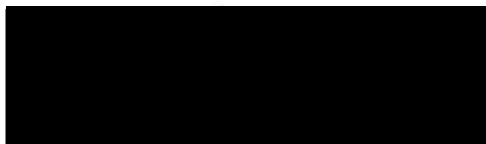
I am pleased to enclose a response to the invitation to tender for the above requirement on behalf of the University Court of the University of Glasgow.

If the University is successful in its tender, the University would like to discuss the following clarifications in relation to the model services contract enclosed with the invitation to tender:

1.



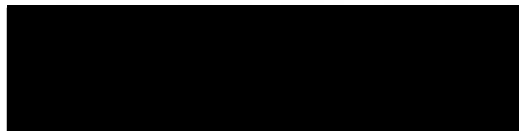
2.



3.



4.



5.

[redacted]

6.

[redacted]

7.

[redacted]

8.

[redacted]

Please do not hesitate to contact me on 0141 330 [redacted] to discuss any of the above clarifications in more detail.

I look forward to hearing from you following your evaluation of the University's tender response.

Yours sincerely,

[redacted]

[redacted]

**Senior Contracts Manager**

Encs

## 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 <b>£150,000 - £250,000</b> (ex VAT). Tenders submitted 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 <b>D6</b> on the 'Contract Price' tab.
8	The total price entered in cell <b>D6</b> 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**

**£273,494.52**

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%	£8,204.84	Inception
2	Design of Programme	This report will detail in full the Service Provider's proposed innovative programme including assurances about GTCS accreditation being achieved.	May-18	20%	£54,698.90	Development
3a	GTCS Accreditation	The Programme must be able to meet the Standard for Full Registration. This is a mandatory requirement of the pilot.	Jun-18	35%	£95,723.08	
3b	Validation 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 mandatory 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%	£27,349.45	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 evaluation of the Programme. This should include; views from Graduates, Teachers and Employers. Analysis of Cost, Sustainability, Marketing and Recruitment Strategy.	Throughout 18-20	10%	£27,349.45	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%	£13,674.73	
7	Final Report and Programme Handover	An in-depth final report on the findings of the Programme	Jul-20	10%	£27,349.45	Analysis and Reporting
	Satisfactory completion of all Milestones.	At the sole discretion of the Purchaser.	Aug-20	7%	£19,144.62	Analysis and Reporting
				<b>100%</b>	<b>£273,494.52</b>	

**Project Fee - Cost Breakdown**

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

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

Job Role	Number of Days Required	Day Rate	Total
[redacted]	[re	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[re	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
Module designers	[redacted]	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
Technician	[redacted]	[redacted]	[redacted]
			£0.00
			£0.00

Sub-Total **£53,983.26**

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

Task	Breakdown	Cost
Preparation for Accreditation event with GTCS, engagement with key Stakeholders, Students, University Staff, Local Authorities and Teachers	[redacted]	[redacted]
Accreditation event with GTCS involving Students, University Staff, Local Authorities as part of the University Team	[redacted]	[redacted]
		£0.00
		£0.00
		£0.00

Sub-Total **£7,000.00**

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

Job Role	Number of Days	Day Rate	Total
[redacted]	[re	[redacted]	[redacted]
[redacted]	[re	[redacted]	[redacted]
[redacted]	[re	[redacted]	[redacted]
[redacted]	[re	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
			£0.00
			£0.00
			£0.00

Sub-Total **£81,816.72**

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

Job Role	Number of Days	Day Rate	Total
[redacted]	[re	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[re	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
Administrator	[redacted]	[redacted]	[redacted]
			£0.00
			£0.00
			£0.00

Sub-Total **£87,694.54**

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

	Cost	Breakdown	Notes
Office & Overheads	[redacted]		Include costs for business operation
Communications	[redacted]	Stakeholder engagement, consultation Events and Engagement Events. Using Social media to promote route within the teaching profession. Engagement and reporting, as per timeframe with Scottish Government.	Include costs for all forms of communication
Travel & Subsistence	[redacted]	Collaboration with [redacted], setting up and quality assurance of international placement by university staff, reporting to Scottish Government, Engagement Events, Consultation Events	Include any contract T&S
Insurance	[redacted]		Include any cost associated with providing the insurance required for this contract
Profit	[redacted]		Include all contract profit
Miscellaneous	[redacted]		Include any other costs Specific details must be provided separately
	<b>£43,000.00</b>		

**Summary**

Project Fee (All Milestones)	£273,494.52	<b>Match</b>
Firm Contract Price (tab 2)	£273,494.52	