

1.30.4	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	Text	Enter plain text	
1.30.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.30.6	3A.4.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.31 Part 3A: Money Laundering					
	Question	Description	Type of Response	Response Guide	Response
1.31.1	3A.5a	Money laundering within the meaning of sections 340(11) and 415 of the Proceeds of Crime Act 2002;	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.31.2	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	Text	Enter plain text	

1.32 Conditional Section: Money Laundering			Responses to this Section will be considered only if:3A.5a = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.32.1	3A.5a.2	Date of conviction:	Text	Enter plain text	
1.32.2	3A.5a.3	Reason(s) for the conviction:	Text	Enter plain text	
1.32.3	3A.5a.4	Identify who has been convicted:	Text	Enter plain text	
1.32.4	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	Text	Enter plain text	

1.32.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.32.6	3A.5a.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.33 Part 3A: Terrorist Financing					
	Question	Description	Type of Response	Response Guide	Response
1.33.1	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;	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.33.2	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	Text	Enter plain text	

1.34 Conditional Section: Terrorist Financing			Responses to this Section will be considered only if:3A.5b = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.34.1	3A.5b.2	Date of conviction:	Text	Enter plain text	
1.34.2	3A.5b.3	Reason(s) for the conviction:	Text	Enter plain text	
1.34.3	3A.5b.4	Identify who has been convicted:	Text	Enter plain text	
1.34.4	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	Text	Enter plain text	
1.34.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.34.6	3A.5b.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.35 Part 3A: Child Labour or Trafficking in Human Beings					
	Question	Description	Type of Response	Response Guide	Response
1.35.1	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;	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.35.2	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	Text	Enter plain text	

1.36 Conditional Section: Child Labour or Trafficking in Human Beings					
			Responses to this Section will be considered only if:3A.6 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.36.1	3A.6.2	Date of conviction:	Text	Enter plain text	
1.36.2	3A.6.3	Reason(s) for the conviction:	Text	Enter plain text	
1.36.3	3A.6.4	Identify who has been convicted:	Text	Enter plain text	
1.36.4	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	Text	Enter plain text	
1.36.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.36.6	3A.6.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.37 Part 3A: Drugs trafficking					
	Question	Description	Type of Response	Response Guide	Response

1.37.1	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:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
1.37.2	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	Text	Enter plain text	

1.38 Conditional Section: Drugs trafficking			Responses to this Section will be considered only if:3A.7 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.38.1	3A.7.2	Date of conviction:	Text	Enter plain text	
1.38.2	3A.7.3	Reason(s) for the conviction:	Text	Enter plain text	
1.38.3	3A.7.4	Identify who has been convicted:	Text	Enter plain text	
1.38.4	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	Text	Enter plain text	
1.38.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.38.6	3A.7.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.39 Part 3A: Any Other Offence					
	Question	Description	Type of Response	Response Guide	Response
1.39.1	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:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.39.2	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	Text	Enter plain text	
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1.40 Conditional Section: Any Other Offence			Responses to this Section will be considered only if:3A.8 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.40.1	3A.8.2	Date of conviction:	Text	Enter plain text	
1.40.2	3A.8.3	Reason(s) for the conviction:	Text	Enter plain text	
1.40.3	3A.8.4	Identify who has been convicted:	Text	Enter plain text	
1.40.4	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	Text	Enter plain text	
1.40.5	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")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.40.6	3A.8.7	If yes, please describe the measures taken:	Text	Enter plain text	

1.41 B: Grounds relating to the payment of taxes of social security contributions

1.42 Part 3B: Payment of taxes					
	Question	Description	Type of Response	Response Guide	Response
1.42.1	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?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	Yes

1.43 Conditional Section: Payment of taxes			Responses to this Section will be considered only if:3B.1 = No		
	Question	Description	Type of Response	Response Guide	Response

1.43.1	3B.1.1	Please indicate: The Country or Member State concerned	Text	Enter plain text	
1.43.2	3B.1.2	What is the amount concerned?	Text	Enter plain text	
1.43.3	3B.1.3	Has this breach of obligations been established: through a judicial or administrative decision?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.43.4	3B.1.4	Is this decision final and binding?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.43.5	3B.1.5	Please indicate the date of conviction or decision:	Text	Enter plain text	
1.43.6	3B.1.6	Has this breach of obligations been established by other means? Please specify:	Text	Enter plain text	
1.43.7	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?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.43.8	3B.1.7.2	If yes, please provide details:	Text	Enter plain text	
1.43.9	3B.1.8	If the relevant documentation is available electronically, please state: The web address The issuing authority or body The precise reference of the documentation	Text	Enter plain text	

1.44 Part 3B: Payment of social security contributions					
	Question	Description	Type of Response	Response Guide	Response
1.44.1	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?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	Yes

1.45	Conditional Section: Payment of social security	Responses to this Section will be considered only if:3B.2 = No
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	Question	Description	Type of Response	Response Guide	Response
1.45.1	3B.2.1	Please indicate: The Country or Member State concerned	Text	Enter plain text	
1.45.2	3B.2.2	What is the amount concerned?	Text	Enter plain text	
1.45.3	3B.2.3	How has this breach of obligations been established: through a judicial or administrative decision?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.45.4	3B.2.4	Is this decision final and binding?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.45.5	3B.2.5	Please indicate the date of conviction or decision:	Text	Enter plain text	
1.45.6	3B.2.6	Has this breach of obligations been established by other means? Please specify:	Text	Enter plain text	
1.45.7	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?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.45.8	3B.2.7.2	If yes, please provide details:	Text	Enter plain text	
1.45.9	3B.2.8	If the relevant documentation is available electronically, please state: The web address The issuing authority or body The precise reference of the documentation	Text	Enter plain text	

1.46 C: Blacklisting

1.47 Part 3C: Blacklisting

	Question	Description	Type of Response	Response Guide	Response
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1.47.1	3C.1	Has the bidder committed an act prohibited under the Employment Relations Act 1999 (Blacklists) Regulations 2010?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
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1.48 Conditional Section: Blacklisting			Responses to this Section will be considered only if:3C.1 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.48.1	3C.1.1	When did the breach occur?	Text	Enter plain text	
1.48.2	3C.1.2	Please give details about the breach:	Text	Enter plain text	
1.48.3	3C.1.3	Has this been established by a judicial decision having final and binding effect?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.48.4	3C.1.4	Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-Cleansing")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.48.5	3C.1.5	Please describe the measures taken:	Text	Enter plain text	

1.49 D: Insolvency, Conflicts of Interest and Professional Misconduct

1.50 Part 3D: Environmental Law					
	Question	Description	Type of Response	Response Guide	Response
1.50.1	3D.1	Has the bidder, to its knowledge, breached its obligations in the fields of environmental law?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.51 Conditional Section: Environmental Law			Responses to this Section will be considered only if:3D.1 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.51.1	3D.1.1	When did the breach occur?	Text	Enter plain text	
1.51.2	3D.1.2	Please give details about the breach:	Text	Enter plain text	
1.51.3	3D.1.3	Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.51.4	3D.1.4	Please describe the measures taken:	Text	Enter plain text	

1.52 Part 3D: Social Law					
	Question	Description	Type of Response	Response Guide	Response
1.52.1	3D.2	Has the bidder, to its knowledge, breached its obligations in the fields of social law?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.53 Conditional Section: Social Law			Responses to this Section will be considered only if:3D.2 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.53.1	3D.2.1	When did the breach occur?	Text	Enter plain text	
1.53.2	3D.2.2	Please give details about the breach:	Text	Enter plain text	
1.53.3	3D.2.3	Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.53.4	3D.2.4	Please describe the measures taken:	Text	Enter plain text	

1.54 Part 3D: Labour Law					
	Question	Description	Type of Response	Response Guide	Response
1.54.1	3D.3	Has the bidder, to its knowledge, breached its obligations in the fields of labour law?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.55 Conditional Section: Labour Law			Responses to this Section will be considered only if:3D.3 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.55.1	3D.3.1	When did the breach occur?	Text	Enter plain text	
1.55.2	3D.3.2	Please give details about the breach:	Text	Enter plain text	
1.55.3	3D.3.3	Has the bidder taken measures to demonstrate its reliability despite the existence of this ground for exclusion ("Self-cleansing")?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	
1.55.4	3D.3.4	Please describe the measures taken:	Text	Enter plain text	

1.56 Part 3D: Bankruptcy		
	Note	Note Details
1.56.1	Other grounds for exclusion	Is the bidder in any of the situations listed below?

	Question	Description	Type of Response	Response Guide	Response
1.56.2	3D.4	Bankrupt:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.57 Conditional Section: Bankruptcy			Responses to this Section will be considered only if:3D.4 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.57.1	3D.4.1	Please provide details:	Text	Enter plain text	
1.57.2	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?	Text	Enter plain text	
1.57.3	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	Text	Enter plain text	

1.58 Part 3D: Insolvency					
	Question	Description	Type of Response	Response Guide	Response
1.58.1	3D.5	The subject of insolvency or winding-up proceedings:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.59 Conditional Section: Insolvency			Responses to this Section will be considered only if:3D.5 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.59.1	3D.5.1	Please provide details:	Text	Enter plain text	
1.59.2	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?	Text	Enter plain text	

1.59.3	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	Text	Enter plain text	
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1.60 Part 3D: Arrangement with creditors

	Question	Description	Type of Response	Response Guide	Response
1.60.1	3D.6	In an arrangement with creditors:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.61 Conditional Section: Arrangement with creditors Responses to this Section will be considered only if:3D.6 = Yes

	Question	Description	Type of Response	Response Guide	Response
1.61.1	3D.6.1	Please provide details:	Text	Enter plain text	
1.61.2	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?	Text	Enter plain text	
1.61.3	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	Text	Enter plain text	

1.62 Part 3D: Analogous situation

	Question	Description	Type of Response	Response Guide	Response
1.62.1	3D.7	In any analogous situation arising from a similar procedure under national laws and regulations:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.63 Conditional Section: Analogous situation Responses to this Section will be considered only if:3D.7 = Yes

	Question	Description	Type of Response	Response Guide	Response
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1.63.1	3D.7.1	Please provide details:	Text	Enter plain text	
1.63.2	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?	Text	Enter plain text	
1.63.3	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	Text	Enter plain text	

1.64 Part 3D: Liquidation					
	Question	Description	Type of Response	Response Guide	Response
1.64.1	3D.8	That its assets are being administered by a liquidator or by the court:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	

1.65 Conditional Section: Liquidation			Responses to this Section will be considered only if:3D.8 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.65.1	3D.8.1	Please provide details:	Text	Enter plain text	
1.65.2	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?	Text	Enter plain text	
1.65.3	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	Text	Enter plain text	

1.66 Part 3D: Suspended business					
	Question	Description	Type of Response	Response Guide	Response

1.66.1	3D.9	That its business activities are suspended:	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
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1.67	Conditional Section: Suspended business	Responses to this Section will be considered only if:3D.9 = Yes			
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	Question	Description	Type of Response	Response Guide	Response
1.67.1	3D.9.1	Please provide details:	Text	Enter plain text	
1.67.2	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?	Text	Enter plain text	
1.67.3	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	Text	Enter plain text	

1.68	Part 3D: Professional misconduct				
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	Question	Description	Type of Response	Response Guide	Response
1.68.1	3D.10	Is the bidder guilty of grave professional misconduct?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.69	Conditional Section: Professional misconduct	Responses to this Section will be considered only if:3D.10 = Yes			
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	Question	Description	Type of Response	Response Guide	Response
1.69.1	3D.10.1	Date when it happened:	Text	Enter plain text	
1.69.2	3D.10.2	Please provide details:	Text	Enter plain text	
1.69.3	3D.10.3	Has the bidder taken self-cleansing measures?	Text	Enter plain text	
1.69.4	3D.10.4	Please describe the measures taken:	Text	Enter plain text	

1.70	Part 3D: Distortion				
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	Question	Description	Type of Response	Response Guide	Response
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1.70.1	3D.11	Has the bidder entered into agreements with other bidders aimed at distorting competition?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
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1.71	Conditional Section: Distortion		Responses to this Section will be considered only if:3D.11 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.71.1	3D.11.1	Please provide details:	Text	Enter plain text	
1.71.2	3D.11.2	Has the bidder taken self-cleansing measures?	Text	Enter plain text	
1.71.3	3D.11.3	Please describe the measures taken:	Text	Enter plain text	

1.72	Part 3D: Conflicts of interest				
	Question	Description	Type of Response	Response Guide	Response
1.72.1	3D.12	Is the bidder aware of any conflict of interest due to its participation in the procurement procedure?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.73	Conditional Section: Conflicts of interest		Responses to this Section will be considered only if:3D.12 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.73.1	3D.12.1	Please provide details:	Text	Enter plain text	

1.74	Part 3D: Preparation of the procurement procedure				
	Question	Description	Type of Response	Response Guide	Response
1.74.1	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?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No

1.75	Conditional Section: Preparation of the procurement		Responses to this Section will be considered only if:3D.13 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.75.1	3D.13.1	Please provide details:	Text	Enter plain text	

1.76	Part 3D: Early termination				
	Question	Description	Type of Response	Response Guide	Response

1.76.1	3D.14	Has the bidder experienced that a prior public contract, a prior contract with a public body or a prior concession contract was terminated early, or that damages or other comparable sanctions were imposed in connection with that prior contract?	Options List	Select one of the Options listed in the drop down menu on the bottom right of the response box	No
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1.77	Conditional Section: Early termination		Responses to this Section will be considered only if:3D.14 = Yes		
	Question	Description	Type of Response	Response Guide	Response
1.77.1	3D.14.1	Please provide details:	Text	Enter plain text	
1.77.2	3D.14.2	Has the bidder taken self-cleansing measures?	Text	Enter plain text	
1.77.3	3D.14.3	If it has, please describe the measures taken:	Text	Enter plain text	

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

Response to Question 2.1.1

Postgraduate Diploma in STEM Education ‘Partnership Induction Model’

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

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

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

Rationale

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

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

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

Alongside this, the Scottish Government’s report, ‘Education Governance: Next Steps Empowering Our Teachers, Parents and Communities to Deliver Excellence and Equity for our Children’ (2017, p17) states that,

“There is no clear and consistent framework of support for teachers to be able to build their professional skills or to support collaboration.”

In the Scottish Government's report, 'Teaching Scotland's Future' (2010) more commonly known as 'The Donaldson Report' recommends

"extend available time by identifying opportunities for study beyond the conventional university year; and achieve much better integration and progression between initial teacher education and the period of induction during probation." (p8).

The Scottish Government also recognise that they wish to achieve significant reduction in the equity gaps in participation and achievement in STEM in relation to rurality, race, disability and care for leavers. By using the expertise and experience of colleagues from both universities and in partnership with Local Authorities we will design a Postgraduate Diploma in STEM Education (120 credits at SCQF Level 11). The programme will help to address shortages in the priority subjects of Mathematics, Physics, Chemistry, Home Economics and Computing Studies with a view to recruiting between 30 and 50 students.

The programme will also incorporate a strong theme of leadership so that we are developing future leaders of learning from the very start of their career. By working in partnership with local authorities we will be able to identify which schools to place students in to support schools in addressing other aspects of inequality such social deprivation.

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

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

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

INCEPTION PLAN



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

Response to Question 2.2.1

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

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

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

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

Response to Question 2.2.2

Programme structure

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

Leadership development is supported in three stages across this programme:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response to Question 2.2.3

Academic standards.

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

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

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

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

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