

**Contract for ‘Evaluation of the STEM and MFL Teacher Supply and Recruitment Packages’**

**project reference nO: EOR/SBU/2016/009**

This Contract is dated **28th September 2017**.

**This Contract was preceded by Letters of Intent which outlined key tasks and milestones for April - September 2017 (Annexes A,B & C). This work is also reflected in this Contract.**

**Parties**

1) The Secretary of State for Education whose Head Office is at Sanctuary Buildings, Great Smith Street, London, SW1P 3BT (“the Department”); and

2) CFE (Research and Consulting) Ltd., whose registered office is Phoenix Yard, Upper Brown St, Leicester, LE1 5TE(“the Contractor”).

**Recitals**

The Contractor has agreed to undertake the Project on the terms and conditions set out in this Contract. The Department's reference number for this Contract is **EOR/SBU/2016/009**.

**Commencement and Continuation**

The Contractor shall commence the Project on the date the Contract was signed by the Department (as above) and, subject to Schedule Three, Clause 10.1 shall complete the Project on or before **30 March 2022.**

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1. Interpretation

1.1 In this Contract the following words shall mean:-

“the Project” the project to be performed by the Contractor as described in Schedule One;

“the Project Manager” <redacted>

“the Contractor’s Project Manager” <redacted>

“the Act and the Regulations” means the Copyright Designs and Patents Act 1988 and the Copyright and Rights in Databases Regulations 1997;

“Affiliate” in relation to a body corporate, any other entity which directly or indirectly Controls, is Controlled by, or is under direct or indirect common Control with, that body corporate from time to time;

"Commercially Sensitive Information" information of a commercially sensitive nature relating to the Contractor, its IPR or its business or which the Contractor has indicated to the Department that, if disclosed by the Department, would cause the Contractor significant commercial disadvantage or material financial loss;

"Confidential Information" means all information which has been designated as confidential by either party in writing or that ought to be considered as confidential (however it is conveyed or on whatever media it is stored) including but not limited to information which relates to the business, affairs, properties, assets, trading practices, services, developments, trade secrets, Intellectual Property Rights, know-how, personnel, customers and suppliers of either party and commercially sensitive information which may be regarded as the confidential information of the disclosing party;

"Contracting Department" any contracting authority as defined in Regulation 5(2) of the Public Contracts (Works, Services and Supply) (Amendment) Regulations 2000 other than the Department;

"Contractor Personnel" all employees, agents, consultants and contractors of the Contractor and/or of any Sub-contractor;

"Contractor Software" software which is proprietary to the Contractor, including software which is or will be used by the Contractor for the purposes of providing the Services;

“Control” means that a person possesses, directly or indirectly, the power to direct or cause the direction of the management and policies of the other person (whether through the ownership of voting shares, by contract or otherwise) and **"Controls"** and **"Controlled"** shall be interpreted accordingly;

“Copyright” means any and all copyright, design right (as defined by the Act) and all other rights of a like nature which may, during the course of this Contract, come into existence in or in relation to any Work (or any part thereof);

“Copyright Work” means any Work in which any Copyright subsists;

"Crown Body" any department, office or agency of the Crown;

"Data" means all data, information, text, drawings, diagrams, images or sound embodied in any electronic or tangible medium, and which are supplied or in respect of which access is granted to the Contractor by the Department pursuant to this Contract, or which the Contractor is required to generate under this Contract;

"Data Controller" shall have the same meaning as set out in the Data Protection Act 1998;

"Data Processor" shall have the same meaning as set out in the Data Protection Act 1998;

"Data Protection Legislation" the Data Protection Act 1998, the EU Data Protection Directive 95/46/EC, the Regulation of Investigatory Powers Act 2000, the Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000 (SI 2000/2699), the Electronic Communications Data Protection Directive 2002/58/EC, the Privacy and Electronic Communications (EC Directive) Regulations 2003 and all applicable laws and regulations relating to processing of personal data and privacy, including where applicable the guidance and codes of practice issued by the Information Commissioner;

"Data Subject" shall have the same meaning as set out in the Data Protection Act 1998;

"Department Confidential Information" all Personal Data and any information, however it is conveyed, that relates to the business, affairs, developments, trade secrets, know-how, personnel, and suppliers of the Department, including all IPRs, together with all information derived from any of the above, and any other information clearly designated as being confidential (whether or not it is marked "confidential") or which ought reasonably be considered to be confidential;

"Department Data" (a) the data, text, drawings, diagrams, images or sounds (together with any database made up of any of these) which are embodied in any electronic, magnetic, optical or tangible media, and which are:

(i) supplied to the Contractor by or on behalf of the Department; or

(ii) which the Contractor is required to generate, process, store or transmit pursuant to this Contract; or   
  
 (b) any Personal Data for which the Department is the Data Controller;

"Effective Date" the date on which this Contract is signed by both parties;

"Environmental Information the Environmental Information Regulations 2004  
Regulations” together with any guidance and/or codes of practice issues by the Information Commissioner or relevant Government Department in relation to such regulations;

"FOIA" the Freedom of Information Act 2000 and any subordinate legislation made under this Act from time to time together with any guidance and/or codes of practice issued by the Information Commissioner or relevant Government Department in relation to such legislation;

"ICT" information and communications technology;

"ICT Environment" the Department’s System and the Contractor System;

“Information” has the meaning given under section 84 of the Freedom of Information Act 2000;

"Intellectual Property Rights” means patents, trade marks, service marks, design (rights whether registerable or otherwise), applications for any of the foregoing, know-how, rights protecting databases, trade or business names and other similar rights or obligations whether registerable or not in any country (including but not limited to the United Kingdom).

"Malicious Software" any software program or code intended to destroy, interfere with, corrupt, or cause undesired effects on program files, data or other information, executable code or application software macros, whether or not its operation is immediate or delayed, and whether the malicious software is introduced wilfully, negligently or without knowledge of its existence;

“Original Copyright Work” means the first Copyright Work created in whatever form;

"Personal Data" shall have the same meaning as set out in the Data Protection Act 1998;

“Regulatory Bodies” those government departments and regulatory, statutory and other entities, committees and bodies which, whether under statute, rules, regulations, codes of practice or otherwise, are entitled to regulate, investigate, or influence the matters dealt with in this Contract or any other affairs of the Department and **"Regulatory Body"** shall be construed accordingly;

"Request for Information" a request for information or an apparent request under the Code of Practice on Access to Government Information, FOIA or the Environmental Information Regulations;

"Staff Vetting Procedures" the Department's procedures and departmental policies for the vetting of personnel whose role will involve the handling of information of a sensitive or confidential nature or the handling of information which is subject to any relevant security measures, including, but not limited to, the provisions of the Official Secrets Act 1911 to 1989;

“Sub-contractor” the third party with whom the Contractor enters into a Sub-contract or its servants or agents and any third party with whom that third party enters into a Sub-contract or its servants or agents;

"Third Party Software" software which is proprietary to any third party [other than an Affiliate of the Contractor] which is or will be used by the Contractor for the purposes of providing the Services, and

“Work” means any and all works including but not limited to literary, dramatic, musical or artistic works, sound recordings, films, broadcasts or cable programmes, typographical arrangements and designs (as the same are defined in the Act) which are created from time to time during the course of this Contract by the Contractor or by or together with others at the Contractor’s request or on its behalf and where such works directly relate to or are created in respect of the performance of this;

"Working Day" any day other than a Saturday, Sunday or public holiday in England and Wales.

1.2 References to “Contract” mean this contract (and include the Schedules). References to “Clauses” and “Schedules” mean clauses of and schedules to this Contract. The provisions of the Schedules shall be binding on the parties as if set out in full in this Contract.

* 1. Reference to the singular include the plural and vice versa and references to any gender include both genders. References to a person include any individual, firm, unincorporated association or body corporate.

**Schedule One**

**1 Background**

**This Contract was preceded by Letters of Intent which outlined key tasks and milestones for April - September 2017 (Annexes A, B & C). This work is also reflected in this Contract.**

**1.1 STEM Teacher Supply Package**

Demand for science, technology, engineering and maths (STEM[[1]](#footnote-1)) skills is increasing. As a result, more high-quality teachers are needed to help increase pupil attainment in STEM, and in particular maths and physics, at GCSE – a critical point in the STEM pipeline, as the greatest point of student attrition is in the transition from GCSE to A level. The maths and physics teacher supply package is one of a number of initiatives ultimately aiming to boost GCSE attainment in maths and physics, and increase the number of young people taking these subjects at A-Level.

The STEM teacher supply package involves a series of targeted interventions, between academic years 2015-16 and 2020-21, to increase the supply of maths and physics teachers and upskill existing teachers. The objectives of the package are to: increase the overall number of maths and physics teachers, close the annual recruitment gap (in recent years there has been an annual shortfall of around 500 maths and physics teachers compared to Teacher Supply Model (TSM) targets), and improve the quality of maths and physics teaching, by:

1. Providing Teacher Subject Specialism Training (TSST) in maths and physics to upskill 15,000 existing teachers who are currently non-specialists (including those already teaching maths or physics, those who could potentially teach maths or physics in addition to their main subject, <redacted> and those wishing to return to the profession);
2. Assisting qualified maths and physics teachers to become employed in English state-funded schools, via increased support for returning teachers and international recruitment; and
3. Recruiting new maths and physics specialists to initial teacher training (ITT) courses in maths or physics, via four new ITT routes and a paid teaching internship scheme for maths and physics undergraduates. (Parts 2 and 3 together aiming to lead to a minimum of 2,500 new teachers).

The STEM teacher supply package is designed to encourage maths and physics specialists who are not considering teaching as an option to do so; to support non-specialist teachers to improve their knowledge; and to recruit maths and physics teachers who are not currently teaching in English state-funded schools. The package has 8 strands, which will be implemented from academic years 2015-16 to 2020-21 (and, for the Future Teaching Scholars strand to 2023-24).

The programme has 8 strands, each targeting teachers and potential teachers at different stages of their careers. The following five strands are to be included in the evaluation, as outlined in Table 1.

**Table 1: STEM Teacher Supply Package Strands** **to be evaluated**

| **Strand** | **Target group** | **Description** |
| --- | --- | --- |
| 1. Teacher Subject Specialism Training (TSST) | Non-specialist teachers <redacted> and former teachers who are returning to the profession. | Subject specialism training in maths and physics available to teachers who are not specialists in those subjects via lead schools grant-funded to design and deliver training in collaboration with strategic partners. TSST is the largest strand, expected to reach 15,000 teachers over 5 years. <redacted> |
| 1. International Recruitment | Overseas maths and physics teachers | Supporting schools to recruit qualified maths and physics teachers from overseas. |
| 1. Undergraduate Maths, Physics or Computing with QTS | Maths, physics and computing undergraduates | Funding to ITT providers (Higher Education Institutions, HEIs) to develop Undergraduate Physics/Maths/Computing with QTS courses, which may be over 3 or 4 years depending on the provider. Students can opt into QTS in years 1, 2 or 3. |
| 1. Future Teaching Scholars (FTS) | A level students who achieve a B or above in maths or physics | Financial support and additional training during undergraduate maths- or physics-related degree, followed by a guaranteed[[2]](#footnote-2) place on a bespoke employment-based ITT (EBITT) scheme, in return for a commitment to teach for 2 further years. |
| 1. Paid Internships (PI) | Penultimate-year maths and physics undergraduates | A four-week paid internship after the end of the second undergraduate year, with support for ITT application.  (In cohort 1, a six-week internship with placement experience contributing to QTS was also piloted.) |

Two of these strands were delivered to participants in academic year 2015-16: TSST and PI[[3]](#footnote-3). The other strands commenced in 2016-17.

**2.2 MFL Teacher Recruitment Package**

In 2010, the Department introduced the English Baccalaureate (EBacc) as a school performance measure. EBacc subjects are English, maths, science, a language, and history or geography.

As schools increase their entries into EBacc subjects, the Department anticipates that there will be more demand for specialist teachers in these subjects, especially teachers of modern foreign languages (MFL). The MFL teacher recruitment package involves a series of targeted interventions to support MFL teacher recruitment from academic year 2016-17 to 2019-20. The following three strands are to be included in the evaluation, as can be seen in Table 2.

**Table 2: MFL Teacher Supply Package Strands to be evaluated**

| **Strand** | **Target group** | **Description** |
| --- | --- | --- |
| 1. TSST | Non-specialist teachers of MFL; language specialists who aren’t currently teaching MFL or who could potentially teach an additional language; former teachers who are returning to the profession. | Subject specialism training in French, German, Spanish <redacted> via lead schools grant-funded to design and deliver training in collaboration with strategic partners. |
| 1. International Recruitment | Overseas teachers | Pilot of a Visiting Teacher Programme to recruit, select, place and train teachers from Spain (confirmed) and possibly other countries (yet to be confirmed) to teach MFL in England. |
| 1. Undergraduate MFL with qualified teacher status (QTS) | MFL undergraduates | Funding to ITT providers (HEIs) to develop Undergraduate MFL with QTS courses, which may be over 3 or 4 years depending on the provider. Students can opt into QTS in year 2 or 3. |

The MFL package commenced in 2016-17[[4]](#footnote-4).

**1.3 Other related initiatives**

The packages described above are among several initiatives aimed at increasing participation and attainment in STEM and MFL. Other initiatives (not in scope of the evaluation) include curriculum and qualification reforms, teacher training bursaries and subject knowledge enhancement (SKE) courses, and a range of DfE-funded support programmes that aim to raise the standard of STEM and MFL education. Relevant curriculum and qualification reforms include:

* A new, more demanding national curriculum in maths and science across all key stages:
  + key stage 1 to 3 introduced in Sept 2014,
  + key stage 4 maths introduced in Sept 2015,
  + key stage 4 science introduced from September 2016.
* A new, more demanding national curriculum in MFL at key stages 2 and 3, introduced in Sept 2014.
* Reform of GCSEs and A Levels.
* Inclusion of science and MFL GCSEs in the EBacc.

Related teacher training initiatives (not in scope of the evaluation) include:

* Teacher training bursaries of up to £30,000 for postgraduate teacher trainees in physics, maths, chemistry or computing; and up to £25,000 for trainees in MFL.
* SKE courses for graduates with related qualifications who want to train to teach maths, sciences, computing or modern foreign languages.

The evaluation will need to control for external influences such as the economic cycle and the impact of these and other initiatives to recruit STEM/MFL teachers or increase attainment and progression in maths, physics and MFL.

**2 Aims**

The Contractor shall work with the Department to achieve the following overall aims, encompassing the STEM and MFL teacher supply and recruitment packages in the academic years 2015-16 to 2020-21 (both at an individual strand level and at the overall package level):

1. Evaluation of processes: carry out an evaluation of the delivery of selected strands within the STEM and MFL programmes, to inform future delivery and to provide context for evaluation of the outcomes. The evaluation covers five STEM projects (as outlined in Table 1) and three MFL projects (Table 2).
2. Where possible, an evaluation of outcomes: carry out an evaluation of short term outputs; short to medium term outcomes; and long term impacts[[5]](#footnote-5). This will be achieved at the individual project level.
3. Where possible, a causal evaluation of any additionality and deadweight: carry out an evaluation of the extent to which outcomes can be reliably attributed to the individual STEM and MFL programmes. Ideally, this will be done using quasi-experimental methods for certain strands, see section 4.5 below. In cases where a causal method is not viable, self-reported, descriptive or qualitative measures will be used to discuss additionality.
4. Evaluation of cost effectiveness and value for money within the constraints of the evaluation methods agreed: carry out an evaluation of to what extent the strands, and the projects included in the evaluation as a whole, represent good value for money.
5. Use the findings from individual strands of activity to evaluate them as a collective (a programme level evaluation), recognising the eight strands covered do not comprise the totality of the department’s teacher supply and recruitment package.

The eight strands of the teacher supply and recruitment package to be evaluated have three broad aims that the process and impact evaluation methods will cover:

**Higher Education Supply Routes**: Those that target students who, at the time of admission onto the route, have no experience of teaching. The overall purpose of these routes is to deliver the appropriate training and classroom experiences to prepare predominantly young people for a teaching career. Four of the eight projects fall into this category;

**Professional Supply Routes**: The only project covered is International Recruitment (for both STEM and MFL) which targets existing professionals with the appropriate qualifications and/or professional experience related to teaching from overseas. The aim of the International Recruitment project is to increase the supply of qualified teachers and the evaluation will take into account differences in the approach taken recruiting STEM and MFL teachers;

**Professional Stock Routes**: Teacher Subject Specialism Training focuses on the professional development of individuals with existing teaching experience. <redacted>

Table 3 below summarises which projects fall into these three broad categories.

**Table 3: Broad categories of aims covered by each project to be evaluated**

| **Strand** | **HE Supply** | **Professional supply** | **Professional stock** |
| --- | --- | --- | --- |
| **STEM** | | | |
| * TSST |  |  | ✓ |
| * International Recruitment |  | ✓ |  |
| * Undergraduate Maths, Physics or Computing with QTS | ✓ |  |  |
| * FTS | ✓ |  |  |
| * Paid Internships | ✓ |  |  |
| **MFL** | | | |
| * TSST |  |  | ✓ |
| * International Recruitment |  | ✓ |  |
| * Undergraduate MFL with QTS | ✓ |  |  |

Due to delivery timelines of certain strands of the teacher supply packages, some of the decisions on approaches for certain strands shall continue to take place throughout the project. The Department shall report any such change promptly to the Contractor. When any such change results in material change to the scope or resource of the project, then the Department shall inform the Contractor and only if necessary will it be dealt with via the change control mechanism within the contract.

**3 OBJECTIVES**

The Contractor shall use all reasonable endeavours to achieve the specific objectives of the process, outcome and additionality/deadweight evaluations.

**3.1 Evaluation of processes**

The overall objectives of the process evaluation are to inform the delivery of the programmes and provide context for the evaluation of outcomes, where appropriate:

* Are the strands of the programme being delivered as intended? What are providers delivering, and how does their delivery match the package objectives? Is the DfE supporting providers to deliver the packages effectively, where appropriate?
* How effective are the *content* (e.g. the training/support offered) and *delivery mechanisms* (e.g. the methods by which participants access the training/support) of the strands in each package? What strands/models of delivery are working well? How do they work to produce positive outcomes and what are their strengths/weaknesses? What improvements could be made?
* Where applicable, is there sufficient interest from potential providers to deliver the package, from schools to provide placements/training/employment, and from potential participants to take up the places available?
* Where applicable, is the training/support provided effective in upskilling participants?
* Where applicable, how much crossover is there between strands (i.e. where individuals participate in multiple strands)? What does this crossover look like (i.e. between which strands and how does it occur)?

**3.2 Evaluation of outcomes**

The overall objectives of the outcome evaluation are to measure outcomes in the short, medium and long term.

1. **Output evaluation**

* What proportion of individuals on the different strands are successful in achieving the stated outcomes from the programmes? What reasons are there for any shortfalls?
* What are the application, enrolment and attrition rates in each strand, and other intermediate indicators?
* Have targets been met or exceeded in terms of recruitment to strands? If not, why not?
* What proportion of participants complete the training? Where relevant, how does this compare with other maths and physics or MFL ITT routes?
* How many new maths, physics and MFL teachers are trained and how many existing/returning teachers receive maths, physics or MFL subject specialism training?
* What are the characteristics of those who do/do not complete? What is perceived to influence successful completion and what can be learned about best practice?
* What are the links or overlaps between strands (how many participants are involved in more than one strand)?
* Is there any measurable displacement of others who would have become maths, physics or MFL teachers?

1. **Evaluation of short to medium term outcomes**

* What proportion of individuals who complete the STEM and MFL programmes go on to become employed as teachers of these subjects in state-funded schools? Where relevant, how does this compare with other maths, physics or MFL ITT routes?
* Are existing/returning teachers who receive maths, physics or MFL subject specialism training deployed in teaching the subject of their TSST, and if so, how many hours of maths, physics or MFL do they teach?
* Are the strand’s retention targets met (if applicable)?
* Where applicable, what is the impact – if any - of crossover between strands (i.e. an individual participating in multiple strands)?
* To what extent is each strand scalable?

1. **Evaluation of long term impacts**

* Are there early indicators that the teachers trained/recruited via these packages are effective? (Such as self-assessment, appraisal by employing schools, pupil engagement/feedback.)
* Where there is measurable displacement of others who would have become maths, physics or MFL teachers or where existing teachers are upskilled, can any conclusion be drawn about whether the packages increase the average effectiveness of math, physics and MFL teaching?

**3.3 Evaluation of additionality and deadweight**

The objectives of the additionality/deadweight evaluation are to measure the extent to which outcomes can be *reliably attributed* to the programmes and would not have occurred in their absence. Causal attribution will be measured at an individual strand level for the following strands: Paid Internships and Teacher Subject Specialism Training. For remaining strands, self-reported, descriptive and/or qualitative measures will be used. Such methods cannot demonstrate causation.

* Are the outcomes from these strands truly additional or would some of the individuals have gone on to achieve the stated outcomes without it?
* For Paid Internships: How many new trainees can be attributed to the strand (who would not otherwise have participated in maths and physics ITT), and what is the deadweight, if anything?
* For TSST: What proportion of STEM/MFL subject hours taught by a specialist can be attributed to the strand?
* For all strands, qualitative exploration of how many new trainees can be attributed to the strands (who would not otherwise have participated in maths and physics and MFL ITT, or who would not otherwise have trained to teach in maths, physics or MFL), and what is the deadweight, if anything, for each strand?
* As far as is measurable within the evaluation timescale, how many/what proportion are, or remain, employed as teachers of STEM/MFL in the state-funded sector following completion of the programme?
* Qualitative discussion (i.e. non-causal) on how additionality/deadweight may vary between the strands. Quantitative comparison of additionality/deadweight between TSST STEM & MFL strands.
* How cost effective is each strand?

**3.4 Evaluation of cost effectiveness and value for money**

The objectives of the evaluation of cost effectiveness and value for money are to measure to what extent each package – and the programme overall – offer value for money for the Department. This should take into account the costs of each strand, and the outcomes and impacts (as outlined in sections 3.1-3.3 above). This should take into account the costs of each strand, and the outcomes and impacts (as outlined in sections 3.1-3.3 above) as compared to appropriate alternatives for each strand, such as recruiting a new teacher or using a supply teacher.

**3.5 Programme level evaluation**

Assessment of the holistic impact of the whole supply and recruitment package is also required. There are several constraints to recognise:

* Not all individual package strands are being evaluated;
* Most strands do not include causal impact analyses;
* Whilst consistency in research questions between strands is desirable, the target audiences for each are different, which is likely to require some level of versioning of research instruments.

Further work and discussion shall be undertaken between the Contractor and the Department in Year 1 to fully agree the final scope of the programme-level evaluation. While the strategic targets and most activities are common between STEM and MFL subjects, there are differences for individual processes.

However, the ultimate goals of the package are to increase the number of teachers and reduce vacancies. The programme level evaluation shall therefore assess what conclusions can be made for the all evaluated packages towards these twin goals. The programme level analysis shall explore the following objectives using descriptive and qualitative techniques (analysis of self-reported measures, changes in volumes in secondary data, and qualitative interviews):

* Teachers reported to be additional as a result of the programme i.e. they would not be teaching if the programmes had not existed, and those that have stayed in/returned to the profession that otherwise would not have done so;
* The extent to which teaching quality and effectiveness is reportedly improved through the programme;
* An increase in the amount of teaching hours delivered by those with specialist / improved subject-level skills; and
* A qualitative estimate of cost-effectiveness at the programme level.

**4 METHODOLOGY AND TASKS**

**4.1 Summary of phases**

The Contractor shall conduct the evaluation in four key elements as follows:

* Inception and scoping
* Process evaluation, comprising of three data collection methods (the matched administrative data, primary survey work, and primary qualitative work)
* Impact evaluation, comprising a combination of methods for individual programmes and a meta-analysis of individual strand outcomes
* Analysis

**4.2 Inception and scoping**

Initial scoping and feasibility work to inform the methodology for the evaluation shall be undertaken under letters of intent, as shown in Appendix A, B & C. This work shall determine the final evaluation methodology, as agreed between the Contractor and the Department.

*Inception meetings*

The Contractor shall meet with DfE to clarify and discuss requirements. This shall include:

* An inception meeting with DfE research team and the programme delivery lead to discuss requirements and practical arrangements.
* An inception meeting with strand leads to discuss evaluation plans across the individual strands.

Following the inception meetings, the Contractor shall produce a Project Initiation Document which will summarise the agreed scope and approach for the study, in addition to clear milestones for deliverables.

*Evidence review*

The contractor shall conduct an evidence assessment of current policy and research relevant to teacher recruitment and supply issues, via sources including the ITT Census and the School Workforce Census (SWC), and via a literature review. This will help to establish a baseline of what is already known and to inform the evaluation design.

*Scoping interviews and documentation review*

The Contractor shall carry out a desk-based review of programme documentation including DfE strategy documents and documentation relating to strand activities. Scoping interviews shall also be carried out with the individuals who have responsibility/oversight for each of the 12[[6]](#footnote-6) strands of activity. The interviews shall be carried out by telephone and arranged at a time convenient for the participants. They shall be in-depth and semi-structured, using a topic guide which shall be agreed with DfE.

*Feasibility study of secondary data relational database*

The Contractor shall test the feasibility of matching administrative and secondary data sources to create a matched data model, for use in the process and impact evaluation objectives.

The purpose of the feasibility study is to test:

* which data sources can be linked via which fields, any barriers to the matching process, and how these barriers can be addressed
* the scope and nature of any volumetric and trend analysis
* the size, nature and coverage of counterfactuals proposed by the Contractor

*Evaluation framework development*

As a result of the scoping phase activities, the Contractor shall develop an evaluation framework and Theory of Change model, which will form the basis for the final design of the evaluation and shall be agreed with DfE.

The Theory of Change model shall be presented in the form of a logic chain with an accompanying narrative. It will summarise the key pathways through which impact is intended to be delivered.

The evaluation framework shall set out all the lines of enquiry that the evaluation will seek to address. It shall specify what data will need to be collected from each group, and how these will be used to draw conclusions about impact and value for money.

**4.3 Devising a matching administrative and secondary data model**

The Contractor shall be granted access to relevant subsets of the matched SWC and ITT databases data to allow them to make use of existing internal matching capability. Specifically, DfE is undertaking considerable work on building an integrated data resource for teacher data by linking the SWC, ITT databases and other secondary data.

The Contractor shall undertake exploratory work matching strand-level management information to DfE’s data, which will inform how the administrative data can best be integrated into DfE’s developing data resource. DfE will match SWC and ITT database data to the MI data where this will allow the Contractors to answer evaluation questions for participants and comparison groups, e.g. on ITT participation and completion, employment in teaching, subject-specific deployment, hours worked teaching MFL/maths/physics, retention in teaching and progression to leadership roles, pupil attainment and progression post-16 in MFL/maths/physics. The Department will update the matched data once a year to ensure that it includes relevant information for all participants and controls from the latest version of the SWC and the ITT database data. The first matching of SWC/ITT to MI is anticipated to take place in early 2018. After this, the update is anticipated to take place in June or July each year to closely follow the SWC publication. DfE will ensure that each entry returned to the contractor is supplied with a unique identifier that DfE can link back to the TRN associated with each entry, which will allow tracking across matching points throughout the duration of the project.

Once data has been matched, CFE and BIT analysts will devise control groups and interrogate the resulting matched and anonymised data to answer specific evaluation questions and devise impact models. It may be necessary to test and/ or match data held by organisations other than DfE that may charge for the supply of data. The contract does not cover external charges; this work will be costed separately as necessary.

Nominated members of the project team shall be allowed access via secure devices, and shall adhere to DfE security protocols relating to data access. The Contractor shall only be allowed access to data which allows them to carry out the work as set out in this contract. Further, the contractor shall only conduct analyses of relevant datasets, which will answer evaluation questions for participants and comparison groups as set out in this contract. Overall, access to DfE data is a major dependency on timings for all secondary data analysis that require data held by the Department. Further details and future timelines shall be discussed and agreed between DfE and the Contractor.

**4.4 Process evaluation**

The Contractor shall adopt a mixed methods approach to the process evaluation. All research materials (including communication materials/text for participants) should be cleared with the DfE team before use. Methods will include:

1. **Quantitative methods**

**Online survey interviews with strand participants** administered using Confirmit software with each survey lasting no more than 15 minutes. A census approach will be adopted for strand participants, with each participant being contacted at least once (more for longitudinal surveys) to participate. The Contractor shall link responses to demographic information available through the SWC where participants agree. CATI will be used to boost response rates to longitudinal surveys.

The Contractor shall send links to the survey via email to participants in the 8 strands, asking them to complete the survey themselves. One email reminder will be sent to participants as a minimum, and a reminder will also be sent by DfE delivery staff where appropriate. In the first wave, the Contractor shall ask for respondents’ phone numbers to allow targeted follow up telephone calls to be made, to boost response rates.

The Contractor shall adopt the following to ensure high levels of engagement: clear communication about the aims and objectives of the evaluation and what participation entails; ongoing dialogue to identify barriers to participation and inform the implementation of contingency measures; and maximise the opportunities presented by the latest software including Confirmit to minimise the administrative requirements.

The Contractor shall link survey responses to demographic information available through the SWC where individuals agree. The Contractor shall – where possible and appropriate to the individual strand – ensure questions are consistent between surveys, to allow comparisons across strands.

1. **Qualitative methods**

All qualitative interviews shall be semi-structured and shall predominantly be by telephone (with some face to face interviewing where clustering allows). For certain strands, qualitative interviewing shall be longitudinal. All interview guides shall be agreed with DfE prior to implementation. The Contractor shall regularly review the effectiveness of all interview topic guides to ensure they are fit for purpose. Where consent is given by participants, all interviews shall be audio recorded and copies of the transcripts made available to the DfE.

**Qualitative interviews with strand participants**. The content of the strand participant interview guides shall be nuanced to reflect the specificities of each strand but will include overarching questions including: motivations for participating in the programme, satisfaction with the content of the training/support offered, and future intentions for participation in training/teaching, and timescales for doing so.

**Qualitative interviews with providers** including providers, schools and school led networks. The content of these interviews shall be nuanced to reflect variations in the type of providers delivering the strands. Core questions shall include: motivations to participate in the programme; perceptions of the success of the programme; and perceptions of the outcomes and impacts of the programme on the skills, knowledge and capabilities of participants.

1. **Contact with other key stakeholders**

Key stakeholders include subject heads, heads of department, and the schools that employ participants in the programme. The Contractor shall conduct these consultations using multiple methods depending on the strand. These will include online surveys and qualitative interviews (these are described in more detail in the tables below).

The content of the interview guides for key stakeholders will be varied depending on the audience, but will include overarching core questions such as: what factors motivated them to provide placements; and how placements are configured.

1. **Summary of primary research methods**

Outlined below are summaries of the primary research methods for each strand, including tables of minimum expected numbers of survey responses and interviews. The Contractor shall make all reasonable efforts to achieve these number of interviews/survey responses by strand. The figures quoted are minimum expected numbers based on the information available at the point of contract, and the assumptions within the proposal and scoping report. The number of interviews achievable is affected by a number of factors including but not limited to: recruitment onto programmes by DfE / lead providers / lead schools; access to good quality contact details; contractual requirements to take part in evaluation as part of funding criteria; willingness for research audiences to participate. Other factors may arise over the lifetime of the contact that affect response rates. Throughout the project, the contractor shall inform the Department where they believe these numbers will not be met. The Contractor and the Department shall discuss and agree measures to be taken to boost response rates as and where appropriate.

**Future Teaching Scholars**

Qualitative interviews and surveys with scholars on moving into ITT. Qualitative interviews with those responsible for the management and delivery of the programme at the Regional, and associated Local, Training Centres. One interview will be undertaken in the first year with a representative from the Educational Development Trust.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Beneficiaries** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* |  | *May / Jun* | *May / Jun* | *May / Jun* |
| Cohort |  | 1 | 2 | 3 |
| Minimum (150) |  | 50 | 50 | 50 |
| **Qualitative interviews** | *Fieldwork period* | *Oct / Nov* | *Aug / Sept* | *Aug / Sept* |  |
| Cohort | 1 | 2 | 3 |  |
| Number (15) | 5 | 5 | 5 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Regional Training Centres** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Qualitative interviews** | *Fieldwork period* | *Aug / Nov* | *Aug / Sep* | *Aug / Sept* |  |
| Regional / Local Training Centres | Baseline | Longitudinal | Longitudinal |  |
| Number (11) | 6 | 2 | 3 |  |

**Paid Internships**

Surveys will be administered at the end of the internship to participating interns, to gain immediate impressions of their experiences plus follow-up interviews exploring their experiences in more detail. Subsequent interviews may be necessary with those moving into ITT and/or teaching, which shall be agreed by the end of the first year of the evaluation.

Qualitative interviews and surveys with schools delivering the programme. Additional depth interviews with Higher Education Institutes (HEIs) involved in the programme.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Beneficiaries** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* |  | *Sep / Oct* | *Sep / Oct* | *Sep / Oct* |
| Cohort |  | 3 | 4 | 5 |
| Min. (480[[7]](#footnote-7)) |  | 120 | 120 | 120 |
| **Interviews** | *Fieldwork period* | *Dec /-Jan* | *Oct / Nov* | *Oct / Nov* | *Oct / Nov* |
| Cohort | 1 | 2 | 3 | 4 |
| Number (20) | 5 | 5 | 5 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Providers and senior leaders in participating schools** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* | *Jan / Feb* | *Dec / Jan* | *Dec / Jan* | *Dec / Jan* |
| Cohort | Schools taking interns in each year | | | |
| Schools | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Min. (200) | 50 | 50 | 50 | 50 |
| **Interviews** | *Fieldwork period* | *Nov* | *Sep / Oct* | *Sep / Oct* |  |
| HEI Providers | Baseline | Longitudinal | Longitudinal |  |
| Number (10) | 5 | 3 | 2 |  |
| *Fieldwork period* | *Dec* | *Sep / Oct* | *Sep / Oct* | *Sep / Oct* |
| Senior leaders | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Number (10) | 2 | 3 | 2 | 3 |

**Undergraduates with QTS (STEM & MFL)**

Process evaluation surveys and depth interviews with students following the Undergraduate with QTS degree programme. Qualitative interviews with ITT providers (in most cases universities) delivering the programme, and interviews with senior staff in employing schools.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Beneficiaries** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** | **Apr 2021 to Mar 2022** |
| **Surveys** | *Fieldwork period* |  | *Mar / Apr* | *Mar / Apr* | *Mar / Apr* | *Mar / Apr* |
| STEM Cohort |  | 1 | 1/2 | 2/3 | 3/4 |
| Min. (185) |  | 25 | 40 | 40 | 80 |
| *Fieldwork period* |  | *Mar / Apr* | *Mar / Apr* | *Mar / Apr* | *Mar / Apr* |
| MFL Cohort |  | 1 | 2 | 3 | 4&5 |
| Min. (105) |  | 5 | 25 | 25 | 50 |
| **Interviews** | *Fieldwork period* |  | *Apr / May* | *Apr / May* | *Apr / May* | *Apr / May* |
| STEM Cohort |  | 1 | 1/2 | 2/3 | 3/4 |
| Number (25) |  | 5 | 5 | 5 | 10 |
| *Fieldwork period* |  | *Apr / May* | *Apr / May* | *Apr / May* | *Apr / May* |
| MFL Cohort |  | 1 | 1/2 | 2/3 | 3/4 |
| Number (20) |  | 5 | 5 | 5 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Providers/ heads of department** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Interviews** | *Fieldwork period* | *Nov - Jan* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| ITT Providers, STEM | Baseline | Longitudinal | Longitudinal | Impact[[8]](#footnote-8) |
| Number (14) | 5 | 2 | 3 | 4 |
| *Fieldwork period* | *Nov - Jan* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| ITT Providers, MFL | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Number (14) | 3 | 3 | 4 | 4 |
| *Fieldwork period* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |  |
| Heads of Dept. STEM | Cross-sectional | Cross-sectional | Cross-sectional |  |
| Number (30) | 10 | 10 | 10 |  |
| *Fieldwork period* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| Heads of Dept., MFL | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Number (15) | 4 | 4 | 4 | 3 |

**International recruitment (STEM & MFL)**

Surveys and interviews with recruited international STEM and MFL teachers. Qualitative interviews with delivery partnership schools (for the STEM strand only) and senior leaders in host schools.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Beneficiaries** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* | *Nov / Dec* | *Feb / Mar* | *Feb / Mar* | *Feb / Mar* |
| STEM Cohort | 1 | 2 | 3 | 4&5 |
| Min. (200) | 40 | 40 | 40 | 80 |
| *Fieldwork period* | *Nov / Dec* | *May / Jun* | *May / Jun* | *May / Jun* |
| MFL Cohort |  | 1 | 2 | 3 |
| Min. (50) |  | 15 | 15 | 20 |
| **Interviews** | *Fieldwork period* | *Sept / Oct* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| STEM Cohort | 1 | Longitudinal | 3 + Counter-factual | Longitudinal |
| Number (25) | 5 | 5 | 10 | 5 |
| *Fieldwork period* | *Nov - Jan* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| MFL Cohort | Spain | Longitudinal | Other countries | Longitudinal |
| Number (20) | 5 | 5 | 5 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Providers/ senior leaders** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* |  | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| Participating schools, STEM |  | Cohort 2, pre (and post) | Cohort 3, pre (and post) | Cohort 4, pre (and post) |
| Est. min. (90, (75)) |  | 30 (25) | 30 (25) | 30 (25) |
| *Fieldwork period* | *Dec / Jan* | *Nov / Dec* | *Nov / Dec* | *Nov / Dec* |
| Participating schools, MFL | Cohort 1, pre (and post) | Cohort 2, pre (and post) | Cohort 3, pre (and post) | Cohort 4, pre (and post) |
| Est. min. (110, (90)) | 20 (15) | 30 (25) | 30 (25) | 30 (25) |
| **Interviews** | *Fieldwork period* | *July* |  | *Oct / Dec* |  |
| Network leads, STEM | Baseline |  | Longitudinal |  |
| Number (6) | 3 |  | 3 |  |
| *Fieldwork period* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| Senior leaders, STEM | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Number (20) | 5 | 5 | 5 | 5 |
| *Fieldwork period* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* | *Oct / Dec* |
| Senior leaders, MFL | Cross-sectional | Cross-sectional | Cross-sectional | Cross-sectional |
| Number (20) | 5 | 5 | 5 | 5 |

**Teacher Subject Specialism Training (STEM and MFL)**

A longitudinal survey of trained teachers. A subsequent survey would be administered a year later that measures changes, such as to their teaching metrics and practice, and satisfaction with their role. Qualitative interviews with beneficiaries.

An online survey with head of departments from lead / recipient schools. Qualitative interviews with lead / recipient schools.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Beneficiaries** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** | **Apr 2021 to Mar 2022** |
| **Surveys** | Fieldwork period | Oct 17 / Mar 18 | Apr 18 / Mar 19 | Apr 19 / Mar 20 | Apr 20 / Mar 21 | Apr 21 / Jun 21 |
| STEM Cohort | 1 | 1 / 2 | 2 / 3 | 3 / 4 | 4 |
| Pre-survey (Min. 3000) | 500 | 750 | 750 | 750 | 250 |
| Post-survey (Min. 1500) | 250 | 375 | 375 | 375 | 125 |
| Fieldwork period | Oct 17 / Mar 18 | Apr 18 / Mar 19 | Apr 19 / Mar 20 | Apr 20 / Mar 21 | Apr 21 / Jun 21 |
| MFL Cohort | 1 | 1 / 2 | 2 / 3 | 3 / 4 | 4 |
| Pre-survey (Min. 3000) | 500 | 750 | 750 | 750 | 250 |
| Post-survey (Min. 1500) | 250 | 375 | 375 | 375 | 125 |
| **Interviews** | Fieldwork period | Oct / Nov | Oct / Nov | Oct / Nov | Oct / Nov |  |
| STEM Cohort | 1 | 2 | 3 | 4 |  |
| Number (60) | 15 | 15 | 15 | 15 |  |
| Fieldwork period | Sep / Nov | Sep / Nov | Sep / Nov | Sep / Nov |  |
| MFL Cohort | 1 | 2 | 3 | 4 |  |
| Number (40) | 10 | 10 | 10 | 10 |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Lead/ beneficiary schools** |  | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** |
| **Surveys** | *Fieldwork period* | *Dec / Jan* | *Dec / Jan* | *Dec / Jan* | *Nov / Dec* |
| Recipient schools, STEM & MFL | Cohort 1 | Cohort 2 | Cohort 3 | Cohort 4 |
| Min. (400) | 100 | 100 | 100 | 100 |
| Lead schools, STEM | Baseline | Baseline (and longitudinal) | Baseline (and longitudinal) | (Longitudinal) |
| Min. (20, (10)) | 10 | 6 (3) | 4 (3) | (4) |
| **Interviews** | *Fieldwork period* | *Nov / Dec* | *Oct / Nov* | *Oct / Nov* | *Oct / Nov* |
| Lead schools | Baseline | Longitudinal | Longitudinal |  |
| Number (10) STEM | 5 | 2 | 3 |  |
| Number (10) MFL | 5 |  | 5 |  |
| *Fieldwork period* | *Feb / Mar* | *Feb / Mar* | *Feb / Mar* | *Jan / Feb* |
| Recipient schools, STEM & MFL | Cohort 1 | Cohort 2 | Cohort 3 | Cohort 4 |
| Number (30) | 8 | 7 | 8 | 7 |

**4.5 Impact evaluation**

In order to evaluate the impact of individual strands, the Contractor shall use self-reported impact measures from the primary work outlined above. Table 4 below summarises the estimated sample sizes from surveys listed in section 4.4d above for all strands. All sample sizes are based on the assumptions outlined earlier under the introduction for section 4.4d.

**Table 4: Impact evaluation fieldwork**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Project** | **Audience** | **To March 2018** | **Apr 2018 to Mar 2019** | **Apr 2019 to Mar 2020** | **Apr 2020 to Mar 2021** | **Apr 2021 to Mar 2022** |
| **Future Teaching Scholars** | Beneficiaries (150) |  | 50 | 50 | 50 |  |
| **Paid Internships** | Beneficiaries (480) | 120 | 120 | 120 | 120 |  |
| Participating schools (200) | 50 | 50 | 50 | 50 | 250 |
| **Undergraduates with QTS** | Beneficiaries (STEM) (185) |  | 25 | 40 | 40 | 80 |
| Beneficiaries (MFL) (105) |  | 5 | 25 | 25 | 50 |
| **International Recruitment** | Beneficiaries (STEM) (200) | 40 | 40 | 40 | 80 |  |
| Beneficiaries (MFL) (75) |  | 15 | 15 | 20 |  |
| Participating Schools (STEM) (90) |  | 30 | 30 | 30 |  |
| Participating Schools (STEM) (110) | 20 | 30 | 30 | 30 |  |
| **Teacher Specialist Subject Training** | Beneficiary Pre-survey (STEM, 3000) | 500 | 750 | 750 | 750 | 250 |
| Beneficiary Post-survey (STEM, 1500) | 250 | 375 | 375 | 375 | 125 |
| Beneficiary Pre-survey (MFL, 3000) | 500 | 750 | 750 | 750 | 250 |
| Beneficiary Post-survey (MFL, 1500) | 250 | 375 | 375 | 375 | 125 |
| Participating schools STEM & MFL (400) | 100 | 100 | 100 | 100 |  |
| Lead Schools, STEM & MFL (20) | 10 | 6 | 4 |  |  |

In order to evaluate causal impact, the Contractor shall undertake matched difference-in-difference designs[[9]](#footnote-9) for two of the strands: Paid Internships and TSST, in order to measure impact more robustly, and as outlined below.

**Paid internships**

The evaluation will aim to measure the impact of the programme on the number of maths and physics undergraduate students who apply to and complete ITT.

The Contractor shall carry out a matched difference-in-difference approach to assess the numbers of undergraduate students who: apply to ITT, commence ITT, and complete ITT. A treatment group shall be composed of student cohorts in qualifying courses at universities where schools market the Paid Internships scheme. The control group shall comprise of student cohorts at comparable institutions where schools do not market the Paid Internships scheme. The Contractor shall match these cohorts on the basis of university level characteristics, such as: graduate employment rate for qualifying degrees, student attrition rate, and entrance requirements.

The Contractor would need to gain access to data on all undergraduates who complete qualifying courses in both treatment and control universities in order to observe outcomes. This is a dependency for this work.

**TSST (STEM & MFL)**

The impact evaluation will aim to assess whether the programme has an effect on the quantity of hours taught within STEM/MFL subjects by specialist teachers. The primary outcome variable is the proportion of hours of STEM/MFL subjects taught by specialist teachers (distinguishing between TSST and undergraduate specialists) vs. non-specialists at the school level, standardised per 35 hours of subject taught per week.

The Contractor shall carry out a matched difference-in-difference approach to assess whether the programme has an effect on the quantity of hours taught within relevant subjects by specialist teachers. The Contractor shall match schools participating in the programme with comparable non-participating schools, using strand management information and Edubase data to identify characteristics of participating schools. Outcomes will be measured both pre- and post- teachers taking part in the programme.

Dependencies for this approach include accessing data on: TSST subject; the school the teachers work in; and the percentage of their hours teaching the specific subject.

**4.6 Analysis**

**Analysis of quantitative data from surveys**: Prior to analysis, the Contractor shall undertake quality checks to ensure the data is fit for analysis. This shall include data cleaning / checking, data modification and manipulation, and construction of longitudinal datasets. Analysis shall be undertaken in SPSS, and shall include bivariate and multivariate analysis where appropriate. The Contractor shall visualise the data alongside any analytical commentary in interim and final reports.

**Analysis of qualitative data** shall be conducted using NVivo to capture and code the interview data, and to establish links between the evaluation objectives and the main themes derived from the data. The Contractor shall develop a coding frame which will be applied to transcripts and cross-checked by the Contractor for consistency.

**Analysis of administrative data and management information** shall be conducted by the Contractor for all stages of the evaluation. DfE shall provide management information to the Contractor for each project strand after it is validated by DfE. TSST is an ongoing programme that recruits throughout the year so the intention is to provide management information at quarterly intervals. All other projects will provide management information annually at a suitable point in their delivery cycle. Data matching will take place for all programmes at one point in the year, ideally after the SWC dataset is validated.

DfE will also provide access to parts of the School Workforce Census, Initial Teacher training database and other DfE / Agency data for the purpose of analysis, as outlined in section 4.3. The Contractor shall undertake volumetric analysis each year to measure progress towards individual strand performance targets and how these change over time. The Contractor shall use the data as a time series to measure programme outcomes and impacts. These data shall also be used for the matched difference-in-difference approaches for the Paid Internships and TSST strands.

**Cost-effectiveness and value for money analysis** shall be conducted both for each individual strand, and across all strands as a whole, to measure the impact of the programmes against their costs.

**4.7 Outputs**

The Contractor shall produce the following outputs at a programme-level, as agreed with DfE:

* Written progress updates by email once a week each Monday, and regular telephone meetings with the DfE project team (weekly during the inception and scoping phase)
* A Project Initiation Document which will summarise the agreed scope and approach for the evaluation, including a detailed project plan with clear milestones for key activities and deliverables (by 28 April 2017)
* Report summarising findings from the evidence review (by 26 May 2017)
* Scoping report including an evaluation framework which shall include an updated logic chain detailing the theory of change for the package of interventions and an indicator framework; and a discussion of the methods considered and those that are recommended for each strand (by 21 July 2017)
* Clean copies of all research instruments, including topic guides and surveys, to be signed off by the Department (timings given under 5. Schedule of Work)
* Anonymised copies of all survey datasets used, in a format to be agreed with the Department and delivered annually with the findings reports.
* Summary strand level interim reports will be delivered toward the end of evaluation primary work for each strand per year. These will comprise short, bullet point summaries of key findings for internal information prior to the full annual reports.
* Annual final reports and research briefs written in DfE reporting templates to a publishable standard on the evaluation activity of the overall programme (presentation/workshop to be usually held in October each year at DfE offices; final report to be agreed by December each year)
* One final report and research brief of all findings written according to the DfE reporting templates, and presentation of findings to a publishable standard and signed off by DfE (by December 2021)

**4.8 Quality assurance**

The Contractor shall work with the Department to ensure that the outputs meet the needs of the intended audiences by:

* sharing emerging findings prior to report writing and discussing presentation
* agreeing the specification for all outputs in advance (audience, style, length, structure)
* actioning comment on draft outputs, in line with the project schedule.

Abigail Diamond (project director) and John Higton (project manager) shall take overall responsibility for quality assuring the reporting and outputs. They shall also ensure that a senior colleague from outside the project team reviews any reporting and analysis before it is submitted to the Department.

The Contractor shall ensure that all statistical analysis is quality assured by a Statistics Director and adequate documentation of the statistical data analysis and structure of the data set is kept to enable DfE or a third party to review the analysis if necessary.

**5 SCHEDULE OF WORK**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task** | **Output** | **Date/s** | | |
| **Throughout project lifetime** | | | | |
| Project & risk management | Attend regular (weekly unless DfE agrees otherwise) update calls to inform DfE of progress. | Project lifetime | | |
| Weekly written progress updates via email. | Project lifetime | | |
| Develop and maintain appropriate and up-to-date project documentation, including a project plan outlining key actions, milestones and deliverable dates. To be shared with DfE termly or as requested. | Project lifetime | | |
| Develop and maintain a risk register for the project, including at the strand level. This should be monitored and discussed in the regular update calls. | Project lifetime | | |
| **Scoping & feasibility phase** | | | | |
| Project set up | Attend inception meeting at DfE offices with project team. | Mar 2017 | | |
| Attend inception workshop at DfE offices with delivery leads. | Mar 2017 | | |
| Scoping & feasibility work | Deliver an evidence review of related literature/evidence. | Apr 2017 | | |
| Scoping interviews with strands, and review of documentation. | April – July 2017 | | |
| Feasibility study of secondary data relational database. | May – July 2017 | | |
| Scoping & feasibility reporting | Evaluation framework development. | June – July 2017 | | |
| Deliver scoping/feasibility report outlining findings from this phase, and the Contractor’s recommended approach for each strand, and at an overall programme level. | July 2017 | | |
| Fieldwork by strand | | | | |
|  | | Sampling / recruitment | Fieldwork | Analysis / reporting |
| Future Teaching Scholars | Survey with beneficiaries (cohorts 1,2,3) | Apr 2018, 2019, 2020 | May-Jun 2018, 2019, 2020 | Jul-Sep 2018, 2019, 2020 |
| In-depth interviews with beneficiaries (cohorts 1,2,3) | Aug-Sept 2018, 2019, 2020 | Oct-Nov 2018, 2019, 2020 | Dec-Jan 2018/19, 2019/20, 2020/21 |
| Longitudinal in-depth interviews with regional training centres | Jul 2018. 2019 | Aug-Nov 2017, then Aug-Sep 2018, 2019 | Nov-Dec 2017, then Oct-Nov 2018, 2019 |
| Paid Internships | Survey with beneficiaries (cohorts 2,3,4,5) | Jul-Aug 2018, 2019, 2020 | Sept 2017, then Sep-Oct 2018, 2019, 2020 | Oct-Nov 2017, then Nov-Dec 2018, 2019, 2020 |
| In-depth interviews with beneficiaries (cohorts 2,3,4,5) | Nov 2017, then Aug-Sep 2018, 2019, 2020 | Dec 2017-Jan 2018, then Oct-Nov 2018, 2019, 2020 | Feb-Mar 2018 then Dec-Jan 2018/19, 2019/20, 2020/21 |
| Surveys with participating schools | Dec 2017, then Oct-Nov 2018, 2019, 2020 | Jan-Feb 2018, then Dec-Jan 2018/19, 2019/20, 2020/21 | Feb-Mar 2018, 2019, 2020, 2021 |
| Baseline / Longitudinal in-depth interviews with HEI providers | Oct 2017, then Aug 2018, 2019 | Nov 2017, then Sep-Oct 2018, 2019 | Dec 2017 – Jan 2018, then Nov-Dec 2018, 2019 |
| In-depth interviews with senior leaders in placement schools | Nov 2017, then Aug 2018, 2019, 2020 | Dec 2017, then Sep-Oct 2018, 2019, 2020 | Jan 2018, then Nov-Dec 2018, 2019, 2020 |
| Undergraduate with QTS (STEM) | Survey with beneficiaries (cohorts 1,2,3 and 4 in 2020/21) | Jan-Feb 2018, 2019, 2020, 2021 | Mar-Apr 2018, 2019, 2020, 2021 | May-Jun 2018, 2019, 2020, 2021 |
| In-depth interviews with beneficiaries (1,2,3 and 4/5 in 2021) | Feb-Mar, 2018, 2019, 2020, 2021 | Apr-May 2018, 2019, 2020, 2021 | Jun-Jul 2018, 2019, 2020, 2021 |
| Longitudinal in-depth interviews with ITT providers | Sep-Oct 2017, then Aug-Sep 2018, 2019, 2020 | Nov 2017 – Jan 2018, then Oct-Dec 2018, 2019, 2020 | Feb-Mar 2018, then Jan-Feb 2019, 2020, 2021 |
| In-depth interviews with school heads of department | Aug-Sep 2017, 2018, 2019, 2020 | Oct-Dec 2017, 2018, 2019, 2020 | Jan-Feb 2018, 2019, 2020, 2021 |
| Undergraduate with QTS (MFL) | Survey with beneficiaries (cohorts 1,2,3 and 4 in 2020/21) | Jan-Feb 2018, 2019, 2020, 2021 | Mar-Apr 2018, 2019, 2020, 2021 | May-Jun 2018, 2019, 2020, 2021 |
| In-depth interviews with beneficiaries (1,2,3 and 4/5 in 2021) | Feb-Mar, 2018, 2019, 2020, 2021 | Apr-May 2018, 2019, 2020, 2021 | Jun-Jul 2018, 2019, 2020, 2021 |
| In-depth interviews with ITT providers | Sep-Oct 2017, then Aug-Sep 2018, 2019, 2020 | Nov 2017 – Jan 2018, then Oct-Dec 2018, 2019, 2020 | Feb-Mar 2018, then Jan-Feb 2019, 2020, 2021 |
| In-depth interviews with school heads of department | Aug-Sep 2017, 2018, 2019, 2020 | Oct-Dec 2017, 2018, 2019, 2020 | Jan-Feb 2018, 2019, 2020, 2021 |
| International Recruitment (STEM) | Survey with beneficiaries (cohorts 1,2,3 and 4/5 in 2021) | Oct 2017, then Dec-Jan 2018/19, 2019/20, 2020/21 | Nov-Dec 2017, then Feb-Mar 2018, 2019, 2020 | Jan-Feb 2017, then Apr-May 2018, 2019, 2020 |
| Longitudinal in-depth interviews with beneficiaries (including a counterfactual group in 2019) | Aug-Sep 2018, 2019, 2020 | Sept-Oct 2017, Oct-Dec 2018, 2019, 2020 | Nov-Dec 2017, then Jan-Feb 2019, 2020, 2021 |
| Survey with participating schools (pre and post surveys for cohorts 2,3,4) | Aug-Sep 2018, 2019, 2020 | Oct-Dec 2018, 2019, 2020 | Jan-Feb 2019, 2020, 2021 |
| Longitudinal in-depth interviews with school network leads | Aug-Sep 2019 | Oct-Dec 2019 | Jan-Feb 2020 |
| In-depth interviews with school senior leaders | Aug-Sep 2017, 2018, 2019, 2020 | Oct-Dec 2017, 2018, 2019 and 2020 | Jan-Feb 2018, 2019, 2020, 2021 |
| International Recruitment (MFL) | Survey with beneficiaries (cohorts 1,2,3) | Apr-May 2018, 2019, 2020 | Jun-Jul 2018, 2019, 2020 | Aug-Sep 2018, 2019, 2020 |
| Longitudinal in-depth interviews with beneficiaries | Apr-May 2018, 2019, 2020 | Jun-Jul 2018, 2019, 2020 | Aug-Sep 2018, 2019, 2020 |
| Survey with participating schools (pre and post surveys for cohorts 1,2,3,4) | Oct-Nov 2017, 2018, 2019, the Sep-Oct 2020 | Dec-Jan 2017/18, 2018/19, 2019/20, the Nov-Dec 2020 | Feb-Mar 2018, 2019, 2020, the Jan-Feb 2021 |
| In-depth interviews with Lead Schools | Sep 2019 | Oct-Nov 2019 | Dec 2019 – Jan 2020 |
| In-depth interviews with participating school senior leaders | Aug-Sep 2017, 2018, 2019, 2020 | Oct-Dec 2017, 2018, 2019 and 2020 | Jan-Feb 2018, 2019, 2020, 2021 |
| TSST (STEM) | Survey with beneficiaries (pre and post surveys with cohorts 1,2,3,4) | Quarterly | Delivered on a rolling basis throughout 2017/18, 2018/19, 2019/20, 2020/21 | Bi-annual |
| In-depth interviews with beneficiaries (cohorts 1,2,3,4) | Sep 2017, 2018, 2019, 2020 | Oct-Nov 2017, 2018, 2019, 2020 | Dec 2017 – Jan 2018, then Nov-Dec 2018, 2019 |
| Surveys with recipient schools (cohorts 1,2,3,4) | Oct-Nov 2017, 2018, 2019, then Sep-Oct 2020 | Dec-Jan 2017/18, 2018/19, 2019/20, then Nov-Dec 2020 | Feb-Mar 2018, 2019, 2020, the Jan-Feb 2021 |
| Longitudinal in-depth interviews with lead schools | Sep 2017, 2018, 2019 | Oct-Nov 2017, 2018 2019 | Dec 2017 – Jan 2018, then Nov-Dec 2018 |
| In-depth interviews with recipient schools (cohorts 1,2,3,4) | Jan 2018, 2019, 2020 and Dec 2020 | Feb-Mar 2018, 2019, 2020 & Jan-Feb 2021 | Apr-May 2018, 2019, 2020 and Mar-Apr 2021 |
| TSST (MFL) | Survey with beneficiaries (pre and post surveys with cohorts 1,2,3,4) | Quarterly | Delivered on a rolling basis throughout 2017/18, 2018/19, 2019/20, 2020/21 | Bi-annual |
| In-depth interviews with beneficiaries (cohorts 1,2,3,4) | Sep 2017, 2018, 2019, 2020 | Oct-Nov 2017, 2018, 2019, 2020 | Dec 2017 – Jan 2018, then Nov-Dec 2018, 2019 |
| Surveys with recipient schools (cohorts 1,2,3,4) | Oct-Nov 2017, 2018, 2019, then Sep-Oct 2020 | Dec-Jan 2017/18, 2018/19, 2019/20, then Nov-Dec 2020 | Feb-Mar 2018, 2019, 2020, the Jan-Feb 2021 |
| Longitudinal in-depth interviews with lead schools | Sep 2017, 2019 | Oct-Nov 2017, 2019 | Dec 2017 – Jan 2018, then Nov-Dec 2019 |
| In-depth interviews with recipient schools (cohorts 1,2,3,4) | Jan 2018, 2019, 2020 and Dec 2020 | Feb-Mar 2018, 2019, 2020 & Jan-Feb 2021 | Apr-May 2018, 2019, 2020 and Mar-Apr 2021 |
| Impact evaluation activity | | | | |
| Data work | Data matching (dependent on data availability) | Jan-Feb 2018, then Oct 2018, 2019, 2020 | | |
| Data processing & cleaning for strand management information | Jan-Feb 2018, then Oct 2018, 2019, 2020 | | |
| Analysis & reporting | Analysis | Dec 2017, 2018, 2019, 2020 | | |
| Annual Reporting | Jan-Mar 2018, 2019, 2020, 2021. Final report draft Dec 2021 | | |

Note that all data matching, analysis, processing and impact evaluation work is dependent on access to the relevant datasets held by DfE including the School Workforce Census and the Initial Teacher Training database, or DfE datasets created through internal processing of centrally-held government data, and external datasets (e.g., UCAS, HESA).

**6. Staffing**

The Contractor’s Team

<redacted>

The Department’s Team

<redacted>

**7 STEERING COMMITTEE**

The DfE Project Manager shall set up both a Steering Committee and a Technical Advisory Group for the Project, consisting of representatives from the Department, the Contractor, external subject or methodological experts, and any other key organisations whom the project will impact on, to be agreed between the parties. The function of the Steering Committee shall be to provide independent guidance, support, and constructive feedback on the project, such as reviewing research materials where they would be able to contribute using their expertise. The function of the Technical Advisory group will be as above, but specifically on the methodological aspects of the Project. Each group shall meet at times and dates agreed by the parties, or in the absence of agreement, specified by the Department. The Contractor’s representatives on each group shall report their views on the progress of the Project to the Steering Committee in writing if requested by the Department. The Contractor’s representatives shall attend all meetings of the Steering Committee unless otherwise agreed by the Department.

**8. Risk Management**

The Contractor nominates <redacted>, to monitor and update the risk log throughout the life of the project. If an issue arises, they will log it formally through the regular progress reports and discuss its implications with DfE to ensure that we find a mutually agreed solution. Should a serious issue occur the Contractor shall advise DfE of it immediately.

The following risks and their mitigations have been identified on commencement of the project and will be regularly reviewed by both parties throughout the lifespan of the project.

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk description** | **Probability\* (H,M,L)** | **Impact\* (H,M,L)** | **Risk mitigation (countermeasures and contingencies)** |
| Key project staff leave | M | H | CFE and BIT have a number of suitably experienced and qualified staff at all levels (Associate Director, Research Manager, Senior Research Executive). If project staff were to leave, then replacement staff would be assigned and adequately briefed before their predecessor left. |
| Delays or miscommunications as a result of staff being on leave | M | M | CFE should ensure there is a deputy in place who can take over scheduled activities while they’re on leave. Staff should complete comprehensive handovers before leave to ensure key agreements/tasks are communicated. |
| Slippage on agreed milestone timings | M | Varies | Advance notice should be given to DfE where the Contractor believes timings could slip. A project plan with agreed milestones should be regularly reviewed/maintained. |
| Disparate and individualised work patterns of consortium | L | L | Management team of the consortium will be led by the CFE project team who will ensure that the right information is communicated to the appropriate team members. CFE will work closely with BIT to ensure there is appropriate cohesion and synergy. CFE and BIT will have regular catch ups (separate to the KIT calls with DfE) to address any issues and concerns. |
| Irregular contact and poor management of data requests and information from 8 different strands of work | L | H | A contact and task register has been devised by CFE to monitor activity and communication across the strands of work. This will allow them to track requests for information and communication with strand personnel. Deadlines for responses will be detailed in communication and followed up in a timely manner if there is no response. |
| Slippage on agreed timings for comments/ data requests from strand leaders, and low level of strand engagement | M | M | Timescales for comment/responding to data requests will be stated/negotiated with strand leaders at the outset. DfE will be copied into key correspondence with strand leaders. Regular contact with strand leaders will be maintained to ensure slippage is adequately managed. Regular updates will also be communicated through the DfE research team. A strand lead engagement strategy shall be devised to ensure that there is an appropriate level of engagement with strand leads and that they are not inundated with requests from different team members. |
| Evaluation activities inadvertently create burdens on strand leads and/or delivery bodies/participants | M | M | CFE and BIT will ensure that any participation from individuals in the evaluation is light touch and requires minimum burdens at all times. CFE will provide advice and support to each strand lead via a single, named point of contact from the evaluation team. |
| Low levels of participants engage with the evaluation | M | H | CFE will seek to promote the benefits of participating in, and engaging with, the evaluation via delivery partners and other key stakeholders. Stakeholders and beneficiaries will be informed of the research via privacy notices. Where possible strand leaders will be asked to facilitate contact with beneficiaries and stakeholders. |
| Survey fatigue if certain individuals participate in multiple strands | M | M | CFE will design bespoke surveys using Confirmit software and will route respondents so that their survey experience is tailored. Data on individuals will only be collected once, and used on multiple occasions. Surveys will be pre-populated / seeded with data to minimise burden wherever possible. CFE will liaise with delivery partners regarding survey cohorts and determine any overlap between strands. |
| High levels of attrition from the sample (particularly counterfactual samples) resulting in an insufficient longitudinal response | H | H | CFE have experience of undertaking longitudinal research and minimising attrition. We will draw upon this to implement measures to manage records, maintain respondents’ interest in the evaluation by emailing summaries of key findings, subject to the agreement of DfE. CFE will minimise the burden for the respondents’ involvement in longitudinal surveys |
| Difficulty measuring the counterfactual case | M | H | CFE and BIT have extensive experience of designing sophisticated evaluations and of working with multiple stakeholders to recruit counterfactual evaluation on participants. They will make an expert judgement on the feasibility of constructing counterfactuals for the various strands, drawing upon their knowledge and experience of the wider literature. They will construct both a statistical and – where possible – primary counterfactual group, to measure the counterfactual situation for some of the outcomes of the programme. |
| Insufficient sample sizes to robustly capture the effects of the programme. | M | H | CFE have already undertaken some sample size calculations and are confident that the samples will enable them to capture any important effects. This risk will be reviewed on an ongoing basis, particularly to consider in the context of strand level recruitment. |
| The sample of responses to the process evaluation surveys are not representative so not externally valid. | M | M | CFE will conduct sufficient analysis of secondary data sources to be confident that the responses gathered are representative of the populations of interest. They will weight survey data where necessary to ensure it is as representative as possible. |

\*H=high, M=medium, L=low

**9 Data Collection**

The Department seeks to minimise the burdens on Schools, Children’s Services and Local Authorities (LAs) taking part in surveys.

When assessing the relative merits of data collection methods the following issues should be considered;

* only data essential to the project shall be collected;
* data should be collected electronically where appropriate/preferred;
* questionnaires should be pre-populated wherever possible and appropriate;
* schools must be given at least four working weeks to respond to the exercise from the date they receive the request; and
* LAs should receive at least two weeks, unless they need to approach schools in which case they too should receive 4 weeks to respond;

The Contractor shall clear any data collection tools with the Department before engaging in field work.

The Contractor shall check with the Department whether any of the information that they are requesting can be provided centrally from information already held.

**10.** **CONSENT ARRANGEMENTS**

The Department and the Contractor shall agree in advance of any survey activity taking place the consent arrangements that shall apply for each of the participant groups. All participants should be informed of the purpose of the research, that the Contractor is acting on behalf of the Department and that they have the option to refuse to participate (opt out). Contact details should be provided including a contact person at the Department. Children who are 16 or over will usually be able to give their own consent but even where this is so, the Contractor, in consultation with the Department, should consider whether it is also appropriate for parents, guardians or other appropriate gatekeepers (e.g. schools, Local Authorities) to be informed when a child has been invited to participate in research.

End of Schedule One

**ANNEX A**

**LETTER OF INTENT**

<redacted> <redacted> 5 April 2017

**WITHOUT PREJUDICE – NEGOTIATION ONLY**

**SUBJECT TO SIGNED WRITTEN CONTRACT**

**RESEARCH PROJECT: EVALUATION OF THE STEM AND MFL TEACHER SUPPLY AND RECRUITMENT PACKAGES, DEPARTMENT FOR EDUCATION PROJECT NUMBER: EOR/SBU/2016/009**

Further to receipt of your tender submitted on 20 February 2017for the above project and your subsequent discussions and correspondence with the Department, we write to confirm our intention, subject to the satisfactory conclusion of negotiations, to enter into a Contract with your organisation for the proposed work.

The Contract will be based on the Department's Terms and Conditions for Services which were supplied to you with the original tender documentation. The Schedules will be based on the tender documentation together with your tender submission and the result of any subsequent negotiations between the Department and your organisation.

We wish to continue the contract negotiations because various key aspects of the methodology, which are yet to be agreed, will be influenced by the outputs of your proposed inception and scoping work.

The arrangements set out in this letter will end on the date stated below or when the contract is signed by both parties**.** The Department reserves the right to withdraw from proceeding further in developing a formal contract at any time.

This letter of intent authorises your organisation to commit to the following tasks and expenditure until 31st July 2017*,* namely all the tasks listed in the proposal under **Stage 1: Inception and scoping**, and some activity listed under

**Stage 4: Impact evaluation methods** in the proposal, specifically:

## Activity 1.1: Inception meeting.

Task: attend project inception meeting and initial meeting with delivery leads.

Output: a short (c500-1,000 word) summary of the key issues and actions from these meetings.

Date: complete by w/c 3 April 2017.

## Activity 1.2: Evidence Review

Task: complete an evidence assessment to establish what is already known about teacher supply and recruitment shortfalls in physics, maths and MFL, covering current policy and research relevant to teacher recruitment and supply issues via sharply-focussed search parameters and through limiting the searches and databases used to accelerate the process and deliver robust results with more limited time and resources. The review will also inform the baseline to help determine the extent to which the strands within the STEM and MFL packages are likely to increase the supply of maths and physics teachers and upskill existing teachers.

Output: Stand-alone report summarising findings from the evidence review

Date: 26th May 2017

## Activity 1.3: Scoping interviews and documentation review

Task 1: complete up to 15 interviews with (a) representatives from DfE/NCTL with responsibility/ oversight over each of the 12 strands and (b) DfE staff responsible for compiling statistics on teacher recruitment and supply issues. The purpose of the consultations is to capture detailed, descriptive data to apprise the evaluation team of the programmes’ background, strand lead interpretation, selected approaches and areas, key partner agencies and existing monitoring frameworks, and existing data collections. It will be important to fully understand the interventions being delivered to ensure all evaluation tools are tailored accordingly and to avoid repeating work that is already carried out internally within DfE/NCTL.

Task 2: complete a desk-based review of programme documentation covering the wider policy direction underpinning the programme, in particular the DfE’s vision and strategy documents and the NCTL’s proposed portfolios of activities.

Output: Report on results to be included in the Scoping report

Date: 21st July 2017

Dependencies: availability of relevant DfE/NCTL staff during April and May 2017; DfE to provide relevant documentation by 19 April 2017.

## Activity 1.4: Feasibility study of secondary data relational database

Task: conduct a feasibility study to assess whether it is viable to create and maintain a single, annually-updated administration database, identify any barriers to this approach, and to propose an alternative if necessary. The design involves linking administrative and government datasets via shared ID fields, building on the draft model provided in the tender document. The feasibility study will refine and adapt this working model and also assess:

* The scope and nature of any volumetric and trend analysis that can be completed at the programme and individual strand levels;
* The size, nature and coverage of counterfactuals proposed in the tender document, some of which were not specified in the invitation to tender.
* Test the volume of trainees and teachers arriving into the profession via existing training routes, assess the potential for this data as a counterfactual, and compare numbers with those identified in other research (e.g. the Migration Advisory Committee’s Shortage Occupation List) to assess the quality of the model.

Output: Database architecture; draft flat file database for supply to DfE; summary of process/findings to be included in Scoping report.

Date: 21st July 2017

Dependencies: this work is dependent on gaining access to a series of sensitive government datasets, or partial extracts, over the next two to three months.

## Activity 1.5: Evaluation framework development

Task: develop the draft evaluation framework and Theory of Change model submitted in the proposal and the indicator bank which summarises the key metrics to be measured using the evaluation activities. The framework is the foundation for the final design of the process and impact evaluation of the programme and possibly for the individual interventions that comprise the whole programme. The Theory of Change model provides a strategic schematic for the change the overall programme seeks to affect in teacher recruitment. .

Output: Evaluation framework, Theory of Change model and indicator banks to be included in Scoping report.

Date: 21st July 2017

Dependencies: The findings from Activities 1.1 through 1.4 being completed successfully as these will be used to adapt and finalise the framework, model and indicator banks.

## Activities 4.1 to 4.3: Feasibility and design of impact measures

Task: The impact elements of the evaluation should measure the outcomes for both the treatment and a control group. The proposal suggested a set of experimental and non-experimental methods. Wherever possible, CFE and BIT suggest the use of Randomised Control Trials (RCTs) and the exploration into their potential use is covered as part of **Activity 4.1**. RCTs are the best and often simplest way to determine whether an intervention is working and to precisely estimate the size of its effects on outcomes of interest. If RCTs are not feasible due to ethical or implementation concerns, CFE and BIT propose alternative approaches, such as Regression Discontinuity Design (RDD; **Activity 4.2**) and/or Propensity Score Matching (PSM; **Activity 4.3**).

Activities 1.2 through 1.4 will clarify both the known and likely numbers of beneficiaries, and identify how data can be used to describe beneficiaries and any potential counterfactuals. Further discussion between consortium members and NCTL programme leads and/or DfE representatives will help clarify which design or combinations of designs are most suitable on an intervention by intervention basis; and for the programme as a whole.

Output: A discussion of the methods considered and those that are recommended for each strand to be included in the Scoping report.

Date: 21st July 2017.

Dependencies: The findings from Activities 1.1 through 1.4 being completed successfully, as they will be used to inform thinking about the impact methodology.

## Deliverable: Final Scoping Report

CFE will produce a summary report of the main findings from the scoping stage. This will cover:

* An overview of the aspects of teacher recruitment, demand and supply identified in the evidence review *relevant to the delivery of STEM and MFL packages*.
* A final list of appropriate and meaningful metrics collected via primary and secondary for use in the process and impact evaluations of the work.
* A series of decisions about the methods that can reasonably be used to collect these metrics. This includes final recommendations on the use of RCTs and/or other quasi-experimental methods to evaluate impact and the role that primary and secondary data collection methods play in delivering the evaluation.
* A final evaluation framework, Theory of Change model and indicator bank.

## Initial primary data collection

The timing of the individual recruitment packages means that some primary data collection activity for the process evaluation is timetabled between April and July 2017. This work is dependent on learning more about the existing management information and some details of potential counterfactual sample. The following elements of the process evaluation will be conducted by the end of July 2017:

* Begin data collection in April 2017 for the International Recruitment package (STEM & MFL; partial aspect of Activities 3.8 & 3.9); complete qualitative fieldwork with providers and participants, including half (approximately 5 in total) of the qualitative interviews with participants and reporting on this within the timeframe of this Letter of Intent. The dependency for the participant interviews is that participants who have applied but still currently reside overseas are contactable (e.g. via skype or another means).
* Begin fieldwork in June 2017 for Future Teaching Scholars strand (Activity 3.7); complete all design work, fieldwork and tabulation for this element of the process evaluation.
* Deliver draft first stage primary research materials for four packages in late July: Teacher Subject Specialist Training (STEM and MFL; Activity 3.1); Flexible Routes for Career Changers (Activity 3.4); and Paid Internships (Activity 3.8).
* Finally, assuming a) timely access to all of the relevant secondary data from government sources and strand leads; and b) that a relational database is deemed viable, then initial design work on the relational database (Activity 2.1) can also begin alongside preparatory work on the volumetric analysis (Activity 2.2).

The total value of the proposed work up to the end of July 2017 as listed above is <redacted> + VAT. All tasks listed in this letter of intent were costed in the original proposal and none are additional.

## Table 1: Evaluation activity covered within this Letter of Intent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Dependency** | **Completion** | **Total days** | **Cost** |
| Activity 1.1: Inception | DfE to set up initial meetings | 7th April 2017 | <redacted> | <redacted> |
| Activity 1.2: Evidence review | None | 26th May 2017 | <redacted> | <redacted> |
| Activity 1.3: Scoping interviews and documentation review | Contact details of projects leads / DfE staff; provision of policy development documentation | 31st May 2017 | <redacted> | <redacted> |
| Activities 1.4 & 1.6: Feasibility study of secondary data and relational database / constructing a counterfactual | Access to at least partial data for all essential variables from all key government datasets by the end of May 2017 | July 7th 2017 | <redacted> | <redacted> |
| Activity 1.5: Evaluation framework development | Completion of activities 1.2 to 1.4 | 14th July 2017 | <redacted> | <redacted> |
| Activity 2.1: Build of relational database | Completion of activity 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activity 2.2: Volumetric analysis | Completion of activities 1.2 and 1.5 | 31st July 2017 | <redacted> | <redacted> |
| Activities 3.3, 3.4, 3.7, 3.8 Process evaluation survey design and partial fieldwork | Completion of activities 1.2 to 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activities 3.8 & 3.9: Qualitative process evaluation fieldwork with participants and providers | Completion of activities 1.2 to 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activity 4.1: Design of Randomised Control Trials | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.2: Regression Discontinuity Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.3: Propensity Score Matching (PSM) Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Scoping report and updates | Completion of activities 1.2 to 4.3 | Draft 1 to DfE; 21st July 2017 | <redacted> | <redacted> |
| Project management |  | Up to 31st July 2017 | <redacted> | <redacted> |
| Direct costs (transcripts, travel) |  |  |  | <redacted> |

Payments shall be made on 31 May <redacted>and 31 July <redacted>. The cost shall not exceed <redacted>exclusive of VAT. Payment is contingent on the submission of key deliverables identified in the table above.

The Secretary of State will not accept any liability for any costs incurred or committed in excess of the above that have not been agreed in writing in the absence of a written contract signed by both parties. The Department reserve the right to recover or transfer to another provider any materials produced as a result of these pieces of work if we are unable to successfully negotiate a contract.

The main outstanding issues to be negotiated and agreed prior to contract signature are those to be covered in the scoping activity namely:

* A detailed project plan for the first six months of the study, including a stakeholder and strand lead engagement strategy;
* Collation and access to all secondary data necessary for the study and the completion of all confidentiality / data protection documentation; and
* Agreement on the methods for the impact and process evaluation aspects of the evaluation for all strands.

Please arrange for this letter to be signed and dated by a representative who is authorised to sign for and on behalf of your organisation and return a scanned copy to me by email. A scanned copy will then be returned to you when it has been signed for and on behalf of the Department.

Yours sincerely

*Via email*

<redacted>

|  |  |  |
| --- | --- | --- |
| Authorised to sign for and on behalf of the Secretary of State for Education  Signature  **Name in CAPITALS**  <redacted> **Position in Organisation**  <redacted> **Address in full**  Sanctuary Buildings  Great Smith Street  London  SW1P 3BT |  | Authorised to sign for and on behalf of CFE (Research and Consulting) Ltd  Signature  **Name in CAPITALS**  <redacted>  **Position in Organisation**  <redacted>  **Address in full**  Phoenix Yard  Upper Brown Street  Leicester  LE1 5TE |

**ANNEX B**

**LETTER OF INTENT**

<redacted><redacted>26 July 2017

**WITHOUT PREJUDICE – NEGOTIATION ONLY**

**SUBJECT TO SIGNED WRITTEN CONTRACT**

**RESEARCH PROJECT: EVALUATION OF THE STEM AND MFL TEACHER SUPPLY AND RECRUITMENT PACKAGES, DEPARTMENT FOR EDUCATION PROJECT NUMBER: EOR/SBU/2016/009**

Further to receipt of your tender submitted on 20 February 2017for the above project and your subsequent discussions and correspondence with the Department, we write to confirm our intention, subject to the satisfactory conclusion of negotiations, to enter into a Contract with your organisation for the proposed work.

The Contract will be based on the Department's Terms and Conditions for Services which were supplied to you with the original tender documentation. The Schedules will be based on the tender documentation together with your tender submission and the result of any subsequent negotiations between the Department and your organisation.

We wish to continue the contract negotiations because various key aspects of the methodology, which are yet to be agreed, will be influenced by the outputs of your proposed inception and scoping work.

The arrangements set out in this letter will end on the date stated below or when the contract is signed by both parties**.** The Department reserves the right to withdraw from proceeding further in developing a formal contract at any time.

This letter of intent authorises your organisation to commit to the following tasks and expenditure until 31st August 2017*,* including tasks originally set out under the previous letter of intent, issued 5 April 2017.

Tasks set out under the original letter of intent have not all been completed, and the payments will therefore be included under this letter of intent. These are set out below, in addition to tasks which are additional to the original letter of intent.

Note that two tasks under the original letter of intent will not now be carried out until the full contract is awarded, and they have been removed from the list below. These are: 25% of activity 2.1 (build of relational database) and activity 2.2 (volumetric analysis). They will be included in the full contract once this is issued.

## Activities specified in the first letter of intent which will now be included under this letter of intent (full descriptions and dates included in letter of intent issued on 5 April 2017):

## Activity 1.1: Inception meeting.

## Activity 1.2: Evidence Review

## Activity 1.3: Scoping interviews and documentation review

## Activity 1.4: Feasibility study of secondary data relational database

## Activity 1.5: Evaluation framework development

## Activities 4.1 to 4.3: Feasibility and design of impact measures

## Initial primary data collection

* Begin data collection for the International Recruitment package (STEM & MFL; partial aspect of Activities 3.8 & 3.9)
* Begin fieldwork for Future Teaching Scholars strand (Activity 3.7)
* Deliver draft first stage primary research materials for four packages in late July: Teacher Subject Specialist Training (STEM and MFL; Activity 3.1); Flexible Routes for Career Changers (Activity 3.4); and Paid Internships (Activity 3.8)

## Initial design work on the relational database (Activity 2.1) (75% of activity to be complete)

## Additional activities specified under this letter of intent:

## Technical advisory group meeting

Task: attend a meeting with members of the technical advisory group.

Output: presentation materials which will summarise the feasibility report

Date: 23rd August 2017.

## Initial primary data collection

The timing of the individual recruitment packages means that some primary data collection activity for the process evaluation is timetabled between April and August 2017. This work is dependent on learning more about the existing management information and some details of potential counterfactual sample. Some of this activity is covered under the letter of intent issued on 5th April 2017 as outlined above. In addition, the following elements of the process evaluation will be conducted by the end of August 2017:

* Complete year 1 process evaluation fieldwork in August 2017 for the Future Teaching Scholars strand (Activities 3.8 and 3.9 in contractor’s bid) comprising 5 interviews with strand participants and 5 interviews with providers.
* Finalise first stage primary research materials for, and complete year 1 process evaluation survey fieldwork, in August 2017 for the Paid Internships strand (Activity 3.8 in contractor’s bid) comprising a census of one cohort of strand participants.
* Finalise first stage primary research materials for three packages in August 2017: Teacher Subject Specialism Training (STEM and MFL; Activities 3.1 and 3.8); and Flexible Routes for Career Changers (Activities 3.4 and 3.8 in contractor’s bid).

The total value of the proposed work up to the end of August 2017 as listed above is <redacted>+ VAT. All tasks listed in this letter of intent were costed in the original proposal and none are additional.

## Table 1: Evaluation activity covered within this Letter of Intent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Dependency** | **Completion** | **Total days** | **Cost** |
| Activity 1.1: Inception | DfE to set up initial meetings | 7th April 2017 | <redacted> | <redacted> |
| Activity 1.2: Evidence review | None | 26th May 2017 | <redacted> | <redacted> |
| Activity 1.3: Scoping interviews and documentation review | Contact details of projects leads / DfE staff; provision of policy development documentation | 31st May 2017 | <redacted> | <redacted> |
| Activities 1.4 & 1.6: Feasibility study of secondary data and relational database / constructing a counterfactual | Access to at least partial data for all essential variables from all key government datasets by the end of May 2017 | July 7th 2017 | <redacted> | <redacted> |
| Activity 1.5: Evaluation framework development | Completion of activities 1.2 to 1.4 | 14th July 2017 | <redacted> | <redacted> |
| Activity 2.1: 75% build of relational database | Completion of activity 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activities 3.3, 3.4, 3.7, 3.8 Process evaluation survey design and partial fieldwork | Completion of activities 1.2 to 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activities 3.8 & 3.9: Qualitative process evaluation fieldwork with participants and providers | Completion of activities 1.2 to 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activity 4.1: Design of Randomised Control Trials | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.2: Regression Discontinuity Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.3: Propensity Score Matching (PSM) Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Scoping report and updates | Completion of activities 1.2 to 4.3 | Draft 1 to DfE; 21st July 2017 | <redacted> | <redacted> |
| Technical advisory group meeting | DfE to establish technical advisory group and to set up meeting | 23rd August 2017 | <redacted> | <redacted> |
| Year 1 process evaluation fieldwork for the Future Teaching Scholars strand | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Finalise first stage primary research materials, and complete year 1 process evaluation survey fieldwork, for the Paid Internships strand | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Finalise first stage primary research materials for three packages: Teacher Subject Specialism Training (STEM and MFL); and Flexible Routes for Career Changers | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Project management |  | Up to 31st August 2017 | <redacted> | <redacted> |
| Direct costs (transcripts, travel) |  |  |  | <redacted> |

Payment shall be made on 31st August of <redacted>. The cost shall not exceed <redacted>exclusive of VAT. Payment is contingent on the submission of key deliverables identified in the table above.

The Secretary of State will not accept any liability for any costs incurred or committed in excess of the above that have not been agreed in writing in the absence of a written contract signed by both parties. The Department reserve the right to recover or transfer to another provider any materials produced as a result of these pieces of work if we are unable to successfully negotiate a contract.

The main outstanding issue to be negotiated and agreed prior to contract signature are those to be covered in the scoping activity namely:

* Agreement on the methods for the impact and process evaluation aspects of the evaluation for all strands.

Please arrange for this letter to be signed and dated by a representative who is authorised to sign for and on behalf of your organisation and return a scanned copy to me by email. A scanned copy will then be returned to you when it has been signed for and on behalf of the Department.

Yours sincerely

*Via email*

<redacted>

|  |  |  |
| --- | --- | --- |
| Authorised to sign for and on behalf of the Secretary of State for Education  Signature  **Name in CAPITALS**  <redacted> **Position in Organisation**  <redacted> **Address in full**  Sanctuary Buildings  Great Smith Street  London  SW1P 3BT |  | Authorised to sign for and on behalf of CFE (Research and Consulting) Ltd  Signature  **Name in CAPITALS**  <redacted>  **Position in Organisation**  <redacted>  **Address in full**  Phoenix Yard  Upper Brown Street  Leicester  LE1 5TE |

**LETTER OF INTENT**

<redacted><redacted>31 August 2017

**WITHOUT PREJUDICE – NEGOTIATION ONLY**

**SUBJECT TO SIGNED WRITTEN CONTRACT**

**RESEARCH PROJECT: EVALUATION OF THE STEM AND MFL TEACHER SUPPLY AND RECRUITMENT PACKAGES, DEPARTMENT FOR EDUCATION PROJECT NUMBER: EOR/SBU/2016/009**

Further to receipt of your tender submitted on 20 February 2017for the above project and your subsequent discussions and correspondence with the Department, we write to confirm our intention, subject to the satisfactory conclusion of negotiations, to enter into a Contract with your organisation for the proposed work.

The Contract will be based on the Department's Terms and Conditions for Services which were supplied to you with the original tender documentation. The Schedules will be based on the tender documentation together with your tender submission and the result of any subsequent negotiations between the Department and your organisation.

We wish to continue the contract negotiations because various key aspects of the methodology are yet to be agreed.

The arrangements set out in this letter will end on the date stated below or when the contract is signed by both parties**.** The Department reserves the right to withdraw from proceeding further in developing a formal contract at any time.

This letter of intent authorises your organisation to commit to the following tasks and expenditure until 30th September 2017*.* **This letter supersedes the two previous letters of intent issued on 5th April 2017 and 26th July 2017.**

## Activities which will be included under this letter of intent (activity numbers map onto the original contractor proposal):

## Activity 1.1: Inception meeting

## Activity 1.2: Evidence review

## Activity 1.3: Scoping interviews and documentation review

## Activity 2.1: Initial design work on the relational database

## Feasibility study of secondary data and relational database/constructing a counterfactual (activities 1.4 & 1.6)

## Evaluation framework development (activity 1.5)

## Activity 4.1: Design of Randomised Control Trials

## Activity 4.2: Regression Discontinuity Design

## Activity 4.3: Propensity Score Matching (PSM) Design

* Scoping report of scoping/inception stage of evaluation

## Initial primary data collection:

* + Design of topic guides and fieldwork for year one qualitative process evaluation fieldwork for the Future Teaching Scholars strand (comprising 5 depth interviews with beneficiaries and 5 depth interviews with Regional Training Centres)
  + Design of survey and fieldwork for year 1 process evaluation online survey fieldwork, for the Paid Internships strand, comprising a census of one cohort of participants
  + Design of two International Recruitment (STEM) topic guides, and year one process evaluation interviews with school networks
  + Partial design of two topic guides for the Flexible Routes strand (DfE requested that this be discontinued)

**Above activity to be complete by 31 August 2017.**

## Updates to the scoping report based on DfE feedback.

## Design of primary year one research materials for the Teacher Subject Specialism Training (STEM and MFL) strand, including three topic guides and two surveys, to be signed off by DfE.

* Design of year one qualitative research materials for the international recruitment (STEM) strand, including two topic guides.
* Design of year one qualitative research materials for the Undergraduates with QTS (STEM and MFL) strand, including three main topic guides (and variants for MFL).

## Recruitment activity for the Teacher Subject Specialism Training (STEM and MFL) strand (50% of qualitative recruitment achieved and 100% of survey recruitment) including all initial contact.

* Recruitment activity for the Paid Internships qualitative interviews, including all initial mail outs and recruitment of 7 interviews.
* Initial analysis for the Paid Internships beneficiary survey.

## Initial primary data collection:

* + Completion of survey fieldwork for the school leader survey for the Paid Internships strand.

## Above activity to be complete by 30th September 2017.

The total value of the proposed work up to the end of September 2017 as listed above is <redacted>.

## Table 1: Evaluation activity covered within this Letter of Intent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Dependency** | **Completion** | **Total days** | **Cost** |
| Activity 1.1: Inception | DfE to set up initial meetings | 7th April 2017 | <redacted> | <redacted> |
| Activity 1.2: Evidence review | None | 26th May 2017 | <redacted> | <redacted> |
| Activity 1.3: Scoping interviews and documentation review | Contact details of projects leads / DfE staff; provision of policy development documentation | 31st May 2017 | <redacted> | <redacted> |
| Activities 1.4 & 1.6: Feasibility study of secondary data and relational database / constructing a counterfactual | Access to at least partial data for all essential variables from all key government datasets by the end of May 2017 | July 7th 2017 | <redacted> | <redacted> |
| Activity 1.5: Evaluation framework development | Completion of activities 1.2 to 1.4 | 14th July 2017 | <redacted> | <redacted> |
| Activity 2.1: build of relational database | Completion of activity 1.4 | 31st July 2017 | <redacted> | <redacted> |
| Activity 4.1: Design of Randomised Control Trials | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.2: Regression Discontinuity Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Activity 4.3: Propensity Score Matching (PSM) Design | Completion of activities 1.2 to 1.3 | 14th July 2017 | <redacted> | <redacted> |
| Scoping report | Completion of activities 1.2 to 4.3 | Draft 1 to DfE; 21st July 2017 | <redacted> | <redacted> |
| Year 1 process evaluation fieldwork for the Future Teaching Scholars strand | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Finalise first stage primary research materials, and complete year 1 process evaluation survey fieldwork, for the Paid Internships strand | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Year 1 process evaluation topic guide design (partial) for the Flexible Routes strand | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Year 1 process evaluation topic guide design for International Recruitment (STEM) | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Year 1 process evaluation interviews with International Recruitment (STEM) school networks | Fieldwork materials signed off with DfE | 31st August 2017 | <redacted> | <redacted> |
| Scoping report updates | Completion of scoping report | 30th September 2017 | <redacted> | <redacted> |
| TSST recruitment activity for 50% of qualitative interviews (STEM & MFL) including all initial mail outs | Fieldwork materials signed off with DfE | 30th September 2017 | <redacted> | <redacted> |
| TSST school leader fieldwork, including survey design, sampling, mail outs, fieldwork management and data collection | Access to target sample of eligible teachers and recruitment copy text signed off. Fieldwork materials signed off with DfE | 30th September 2017 | <redacted> | <redacted> |
| Design of year one qualitative research materials for the international recruitment (STEM) strand, including two topic guides | Fieldwork materials signed off with DfE | 30th September 2017 | <redacted> | <redacted> |
| Design of year one qualitative research materials for the Undergraduates with QTS (STEM and MFL) strand | Fieldwork materials signed off with DfE | 30th September 2017 | <redacted> | <redacted> |
| Recruitment activity for the Paid Internships in-depth interviews, and design of year 1 process evaluation qualitative materials | Fieldwork materials signed off with DfE. Access to target sample of eligible teachers and recruitment copy text signed off. | 30th September 2017 | <redacted> | <redacted> |
| Initial analysis for the Paid Internships survey | Completion of survey fieldwork. | 30th September 2017 | <redacted> | <redacted> |
| Project management up until 31st August |  |  | <redacted> | <redacted> |
| Project management up until 30th September |  |  | <redacted> | <redacted> |
| Direct costs (transcripts, travel) up until 31st August |  |  |  | <redacted> |
| Direct costs (transcripts, travel) up until 30th September |  |  |  | <redacted> |

Payments shall be made on 31st August of <redacted>and on 29 September of <redacted>. The cost shall not exceed <redacted>exclusive of VAT. Payment is contingent on the submission of key deliverables identified in the table above.

The Secretary of State will not accept any liability for any costs incurred or committed in excess of the above that have not been agreed in writing in the absence of a written contract signed by both parties. The Department reserve the right to recover or transfer to another provider any materials produced as a result of these pieces of work if we are unable to successfully negotiate a contract.

The main outstanding issue to be negotiated and agreed prior to contract signature are those to be covered in the scoping activity namely:

* Agreement on the methods for the impact and process evaluation aspects of the evaluation for all strands.

Please arrange for this letter to be signed and dated by a representative who is authorised to sign for and on behalf of your organisation and return a scanned copy to me by email. A scanned copy will then be returned to you when it has been signed for and on behalf of the Department.

Yours sincerely

*Via email*

<redacted>

|  |  |  |
| --- | --- | --- |
| Authorised to sign for and on behalf of the Secretary of State for Education  Signature  **Name in CAPITALS**  <redacted> **Position in Organisation**  <redacted> **Address in full**  Sanctuary Buildings  Great Smith St  London  SW1P 3BT |  | Authorised to sign for and on behalf of CFE (Research and Consulting) Ltd  Signature  **Name in CAPITALS**  <redacted> **Position in Organisation**  <redacted>  **Address in full**  Phoenix Yard  Upper Brown Street  Leicester  LE1 5TE |

**Schedule Two**

**1 Eligible expenditure**

1.1 The Department shall reimburse the Contractor for expenditure incurred for the purpose of the Project, provided that:-

(a) the expenditure falls within the heading and limits in the Table below; and

1. the expenditure is incurred, and claims are made, in accordance with this Contract.

**Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Project Milestone** | **Payment Amount** | **Payment Date** |
| 1 | Complete the work outlined in the letters of intent issued on 31 August, detailed in Annex C | <redacted> | 29 September 2017 |
| 2 | Submission of draft annual report 2017/18 to DfE | <redacted> | 21 March 2018 |
| 3 | Completion of all planned fieldwork up to October 2018 | <redacted> | 9 November 2018 |
| 4 | Submission of draft annual report 2018/19 to DfE | <redacted> | 20 March 2019 |
| 5 | Completion of all planned fieldwork up to October 2019 | <redacted> | 8 November 2019 |
| 6 | Submission of draft annual report 2019/20 to DfE | <redacted> | 18 March 2020 |
| 7 | Completion of all planned fieldwork up to October 2020 | <redacted> | 6 November 2020 |
| 8 | Submission of draft annual report 2020/21 to DfE | <redacted> | 17 March 2021 |
| 9 | Completion of all fieldwork | <redacted> | 25 June 2021 |
| 10 | Submission of first draft Final Report 2021 | <redacted> | 18 December 2021 |
| 11 | Sign of all final outputs | <redacted> | 18 March 2022 |

Expenditure for the financial year 2017-2018 shall not exceed <redacted>exclusive of VAT.

Expenditure for the financial year 2018-2019 shall not exceed <redacted>exclusive of VAT.

Expenditure for the financial year 2019-2020 shall not exceed <redacted>exclusive of VAT.

Expenditure for the financial year 2020-2021 shall not exceed <redacted>exclusive of VAT.

Expenditure for the financial year 2021-2022 shall not exceed <redacted>exclusive of VAT.

Total Project expenditure shall not exceed **£860,958** exclusive of VAT.

2 The allocation of funds in the Table may not be altered except with the prior written consent of the Department.

3 The Contractor shall maintain full and accurate accounts for the Project against the expenditure headings in the Table. Such accounts shall be retained for at least 6 years after the end of the financial year in which the last payment was made under this Contract. Input and output VAT shall be included as separate items in such accounts.

4 The Contractor shall permit duly authorised staff or agents of the Department or the National Audit Office to examine the accounts at any reasonable time and shall furnish oral or written explanations of the accounts if required. The Department reserves the right to have such staff or agents carry out examinations into the economy, efficiency and effectiveness with which the Contractor has used the Department's resources in the performance of this Contract.

1. Invoices shall be submitted on the invoice dates specified in the Table, be detailed against the task headings set out in the Table and must quote the Department’s Order Number. **The Purchase order reference number shall be provided by the department when both parties have signed the paperwork.** The Contractor or his or her nominated representative or accountant shall certify on the invoice that the amounts claimed were expended wholly and necessarily by the Contractor on the Projects in accordance with the Contract and that the invoice does not include any costs being claimed from any other body or individual or from the Department within the terms of another contract.
2. Invoices shall be sent to the **Department for Education, PO Box 407, SSCL, Phoenix House, Celtic Springs Bus. Park, Newport, NP10 8FZ**. The Department undertakes to pay correctly submitted invoices within 10 days of receipt. The Department is obliged to pay invoices within 30 days of receipt from the day of physical or electronic arrival at the nominated address of the Department. Any correctly submitted invoices that are not paid within 30 days may be subject to the provisions of the Late Payment of Commercial Debt (Interest) Act 1998. A correct invoice is one that: is delivered in timing in accordance with the contract; is for the correct sum; in respect of goods/services supplied or delivered to the required quality (or are expected to be at the required quality); includes the date, supplier name, contact details and bank details; quotes the relevant purchase order/contract reference and has been delivered to the nominated address. If any problems arise, contact the Department's Project Manager. The Department aims to reply to complaints within 10 working days. The Department shall not be responsible for any delay in payment caused by incomplete or illegible invoices.

**7** The Contractor shall have regard to the need for economy in all expenditure. Where any expenditure in an invoice, in the Department's reasonable opinion, is excessive having due regard to the purpose for which it was incurred, the Department shall only be liable to reimburse so much (if any) of the expenditure disallowed as, in the Department's reasonable opinion after consultation with the Contractor, would reasonably have been required for that purpose.

**8** If this Contract is terminated by the Department due to the Contractor's insolvency or default at any time before completion of the Projects, the Department shall only be liable under paragraph 1 to reimburse eligible payments made by, or due to, the Contractor before the date of termination.

If this Contract is terminated by the Department by exercising the break clause set out in Clause 10, the Department shall be liable under paragraph 1 to pay to the Contractor for all expenditure incurred by the Contractor for the purpose of the Project (and for the avoidance of doubt, including all costs associated with time spent by the Contractor and its Sub-contractors) up to the date of termination, irrespective of whether, at the date of termination, the Project Milestone to which the work relates has been completed and termination of the Contract shall be without prejudice to any rights, remedies or obligations accrued under the Contract prior to termination and nothing in the Contract shall prejudice the right of either Party to recover any amount outstanding at the time of such termination.

**9** On completion of the Project or on termination of this Contract, the Contractor shall promptly draw-up a final invoice, which shall cover all outstanding expenditure incurred for the Project. The final invoice shall be submitted not later than 30 days after the date of completion of the Projects.

**10** The Department shall not be obliged to pay the final invoice until the Contractor has carried out all the elements of the Projects specified as in Schedule 1.

At the end of each financial year the evaluation for each specific teacher recruitment and retention strand (referred to hence as “strand”) will be reviewed in the context of government and/or departmental policy. If the design of a strand no longer reflects current policy plans at that time, the evaluation of that strand may be terminated with effect at the end of that financial year by notice in writing by the department following the termination process laid out in Clause 8 of schedule 2 above.

**11** It shall be the responsibility of the Contractor to ensure that the final invoice covers all outstanding expenditure for which reimbursement may be claimed. Provided that all previous invoices have been duly paid, on due payment of the final invoice by the Department all amounts due to be reimbursed under this Contract shall be deemed to have been paid and the Department shall have no further liability to make reimbursement of any kind.

End of Schedule Two

**SCHEDULE THREE**

1 **Contractor's Obligations**

1.1. The Contractor shall promptly and efficiently complete the Project in accordance with the provisions set out in Schedule One.

1.2. The Contractor shall comply with the accounting and information provisions of

Schedule Two.

1.3. The Contractor shall comply with all statutory provisions including all prior and subsequent enactments, amendments and substitutions relating to that provision and to any regulations made under it.

1.4. The Contractor shall inform the Department immediately if it is experiencing any difficulties in meeting its contractual obligations.

2 **Department's Obligations**

2.1. The Department will comply with the payment provisions of Schedule Two provided that the Department has received full and accurate information and documentation as required by Schedule Two to be submitted by the Contractor for work completed to the satisfaction of the Department.

2.2 The DfE shall, at its own expense, provide the Supplier with access to all relevant personnel, documents or other materials and data or other information in its possession which is necessary for the performance of the Project, in sufficient time to enable the Supplier to provide the Project in accordance with any timetable, Critical Step or other target for progress or completion agreed in writing between the parties.

2.3 The DfE shall use its reasonable endeavours to ensure the accuracy of all data or other information provided to the Supplier in the course of this Contract.

3 **Changes to the Department's Requirements**

3.1. The Department shall notify the Contractor of any material change to the

Department's requirement under this Contract

3.2. The Contractor shall use its best endeavours to accommodate any changes to the needs and requirements of the Department provided that it shall be entitled to payment for any additional costs it incurs as a result of any such changes. The amount of such additional costs to be agreed between the parties in writing

4 **Management**

4.1. The Contractor shall promptly comply with all reasonable requests or directions of the Project Manager in respect of the Services.

4.2. The Contractor shall address any enquiries about procedural or contractual matters in writing to the Project Manager. Any correspondence relating to this Contract shall quote the reference number set out in the Recitals to this Contract.

5. **Contractor's Employees and Sub-Contractors**

5.1. Where the Contractor enters into a sub-contract with a supplier or contractor for the purpose of performing its obligations under the Contract, it shall ensure that a provision is included in such a sub-contract which requires payment to be made of all sums due by the Contractor to the sub-contractor within a specified period not exceeding 30 days from the receipt of a valid invoice.

5.2. The Contractor shall take all reasonable steps to satisfy itself that its employees or any approved sub-contractors (or their employees) are suitable in all respects to perform the Project.

5.3. The Contractor shall immediately notify the Department if they have any concerns regarding the propriety of any of its sub-contractors in respect of work/services rendered in connection with this Contract.

5.4. The Contractor, its employees and sub-contractors (or their employees), whilst on Departmental premises, shall comply with such rules, regulations and requirements (including those relating to security arrangements) as may be in force from time to time.

5.5. The Contractor shall ensure the security of all the Property whilst in its possession, during the supply of the Project, in accordance with the Department's reasonable security requirements as required from time to time.

5.6. If the Department notifies the Contractor that it considers that an employee or sub-contractor is not appropriately qualified or trained to perform the Project or otherwise is not performing the Project in accordance with this Contract. then the Contractor shall, as soon as is reasonably practicable, take all such steps as the Department considers necessary to remedy the situation or, if so required by the Department, shall remove the said employee or sub­contractor from performing the Project and shall provide a suitable replacement (at no cost to the Department).

5.7. The Contractor shall take all reasonable steps to avoid changes of employees or sub-contractors assigned to and accepted to perform the Project under the Contract except whenever changes are unavoidable or of a temporary nature. The Contractor shall give at least four week's written notice to the Project Manager of proposals to change key employees or sub-contractors

6. **Ownership of Intellectual Property Rights and Copyright**

6.1. Ownership of Intellectual Property Rights including Copyright, in any guidance, specifications, instructions, toolkits, plans, data, drawings, databases, patents, patterns, models, designs or other materials prepared by or for the Contractor on behalf of the Department for use, or intended use, in relation to the performance by the Contractor of its obligations under the Contract shall belong to the Contractor

6.2 The Contractor hereby grants to the Department a non-exclusive licence without payment of royalty or other sum by the Department in the Copyright to:

6.2.1 do and authorise others to do any and all acts restricted by the Act as amended from time to time or replaced in whole or part by any statute or other legal means in respect of any Copyright Work in the United Kingdom and in all other territories in the world for the full period of time during which the Copyright subsists; and

6.2.2 exercise all rights of a similar nature as those described in Clause 6.1 above which may be conferred in respect of any Copyright Work by the Laws from time to time in all other parts of the world.

6.3 Each party will at the request and reasonable expense of the other execute all such documents and do all such acts as may be reasonably necessary in order to vest in the other the rights granted to the other under this Clause 6.

6.4 Background IPR used in the performance of this contract shall remain the property of the party introducing it.

**7. Data Protection Act**

7.1 With respect to the parties' rights and obligations under this Contract, the parties agree that the Department is the Data Controller and that the Contractor is the Data Processor. For the purposes of this Clause 7, the terms "Data Controller", Data Processor", "Data Subject", "Personal Data", "Process" and "Processing shall have the meaning prescribed under the DPA.

7.2 The Contractor shall:

7.2.1 Process the Personal Data only in accordance with instructions from the Department (which may be specific instructions or instructions of a general nature as set out in this Contract or as otherwise notified by the Department to the Contractor during the period of the Contract);

7.2.2 Process the Personal Data only to the extent, and in such manner, as is necessary for the provision of the Services or as is required by Law or any Regulatory Body;

7.2.3 Implement appropriate technical and organisational measures to protect the Personal Data against unauthorised or unlawful processing and against accidental loss, destruction, damage, alteration or disclosure. These measures shall be appropriate to the harm which might result from any unauthorised or unlawful Processing, accidental Loss, destruction or damage to the Personal Data and having regard to the nature of the Personal Data which is to be protected;

7.2.4 Take reasonable steps to ensure the reliability of any Contractor Personnel who have access to the Personal Data;

7.2.5 Obtain prior written consent from the Department in order to transfer the Personal Data to any Sub-contractors or Affiliates for the provision of the Services;

7.2.6 Ensure that all Contractor Personnel required to access the Personal Data are informed of the confidential nature of the Personal Data and comply with the obligations set out in this Clause 7;

7.2.7 Ensure that none of Contractor Personnel publish, disclose or divulge any of the Personal Data to any third party unless directed in writing to do so by the Department;

7.2.8 Notify the Department within five Working Days if it receives:

7.2.8.1 a request from a Data Subject to have access to that person's

Personal Data; or

7.2.8.2 a complaint or request relating to the Department's obligations under the Data Protection Legislation;

7.2.9 Provide the Department with full cooperation and assistance in relation to any complaint or request made, including by:

7.2.9.1 providing the Department with full details of the complaint or request;

7.2.9.2 complying with a data access request within the relevant timescales set out in the Data Protection Legislation and in accordance with the Department's instructions;

7.2.9.3 providing the Department with any Personal Data it holds in relation to a Data Subject (within the timescales required by the Department); and

7.2.9.4 providing the Department with any information requested by the Department;

7.2.10 Permit the Department or the Department's Representative (subject to reasonable and appropriate confidentiality undertakings), to inspect and audit the Contractor's data processing activities (and/or those of its agents, subsidiaries and Sub-contractors) and comply with all reasonable requests or directions by the Department to enable the Department to verify and/or procure that the Contractor is in full compliance with its obligations under this Contract;

7.2.11 Provide a written description of the technical and organisational methods employed by the Contractor for processing Personal Data (within the timescales required by the Department); details of which shall not breach copyright, confidentiality or IPR; and

7.2.12 Not Process or otherwise transfer any Personal Data outside the European Economic Area. If, after the Commencement Date, the Contractor (or any Sub-contractor) wishes to Process and/or transfer any Personal Data outside the European Economic Area, the following provisions shall apply:

7.2.12.1 the Contractor shall submit a request for change to the Department which shall be dealt with in accordance with any Change Control Procedure.

7.2.12.2 the Contractor shall set out in its request for change details of the following:

1. the Personal Data which will be Processed and/or transferred outside the European Economic Area;

(b) the country or countries in which the Personal Data will be Processed and/or to which the Personal Data will be transferred outside the European Economic Area;

(c) any Sub-contractors or other third parties who will be Processing and/or transferring Personal Data outside the European Economic Area; and

(d) how the Contractor will ensure an adequate level of protection and adequate safeguards (in accordance with the Data Protection Legislation and in particular so as to ensure the Department's compliance with the Data Protection Legislation) in respect of the Personal Data that will be Processed and/or transferred outside the European Economic Area;

7.2.12.3

7.2.12.4

(a)

(b)

in providing and evaluating the request for change, the parties shall ensure that they have regard to and comply with then-current Department, Government and Information Commissioner Office policies, procedures,

guidance and codes of practice on, and any approvals processes in connection with, the Processing and/or transfers of Personal Data outside the European Economic Area and/or overseas generally; and

the Contractor shall comply with such other instructions and shall carry out such other actions as the Department may notify in writing, including:

incorporating standard and/or model clauses (which are approved by the European Commission as offering adequate safeguards under the Data Protection Legislation) in this Contract or a separate data processing agreement between the parties; and

procuring that any Sub-contractor or other third party who will be Processing and/or transferring the Personal Data outside the European Economic Area enters into a direct data processing agreement with the Authority on such terms as may be required by the Department, which the Contractor acknowledges may include the incorporation of standard and/or model clauses (which are approved by the European Commission as offering adequate safeguards under the Data Protection Legislation.

7.3 The Contractor shall comply at all times with the Data Protection Legislation and shall not perform its obligations under this Contract in such a way as to cause the Department to breach any of its applicable obligations under the Data Protection Legislation.

**8. Department's Data**

8.1 The Contractor shall employ appropriate organisational, operational and technological processes and procedures to keep the Department's Data safe from unauthorised use or access, loss, destruction, theft or disclosure. The organisational, operational and technological processes and procedures adopted are required to comply with the requirements of ISO/IEC 27001 as appropriate to the services being provided to the Department.

8.2 The Contractor shall not delete or remove any proprietary notices contained within or relating to the Department's Data.

8.3 The Contractor shall not store, copy, disclose, or use the Department's Data except as necessary for the performance by the Contractor of its obligations under this Contract or as otherwise expressly authorised in writing by the Department.

8.4 To the extent that the Department's Data is held and/or processed by the Contractor, the Contractor shall supply that the Department's Data to the Department as requested by the Department in the format specified by the Department as agreed with the Consultant.

8.5 The Contractor shall take responsibility for preserving the integrity of the Department's Data and preventing the corruption or loss of the Department's Data.

8.6 The Contractor shall ensure that any files containing the Department's Data are stored on the Contractor's secure servers and/or secured IT equipment. The Contractor shall ensure that the Department's Data relating to the project is segregated from other data on their IT systems.

8.7 The Contractor shall not keep the Department's Data on any laptop or other removable drive or device unless that laptop, other removable drive or device is protected by being fully encrypted and password protected, and the use of the device or laptop is necessary for the provision of the services set out in the Contract. Laptops should have full disk encryption using either a CESG (Communications Electronic Security Group) CAPS approved product or alternatively a product that complies with the FIPS 140-2 Standard. USB devices used for transferring the Department's Data should be encrypted to the FIPS 140-2 Standard.

8.8 The Contractor shall keep an audit trail of where the Department's Data is held, including hardware, laptops, drives and devices.

8.9 The Contractor shall ensure that the Department's Data is stored in locked cabinets.

8.10 The Contractor shall ensure that the Department's Data is securely removed from their systems and any printed copies securely destroyed at the end of this work, or on termination of the contract. In complying with this clause, electronic copies of the Department's Data shall be securely destroyed by either physical destruction of the storage media or secure deletion using appropriate electronic shredding software, using a minimum setting of US DOD overwriting standard (7 passes). Any hard copy shall be destroyed by cross-cut shredding and secure re-cycling of the resulting paper waste.

8.11 The Contractor shall perform secure back-ups of all the Department's Data and shall ensure that up-to-date back-ups are stored off-site. The Contractor shall ensure that such back-ups are available to the Department at all times upon request.

8.12 The Contractor shall ensure that any of the Department's Data to be sent between the Contractor's offices/staff, and/or the sub-contractors, and/or any other third party are sent by CD or DVD and are fully encrypted and password protected. The Contractor shall ensure that the password for files is sent separately from the data to the named recipient of the data. The Department's Data shall be transferred by a secure courier or registered postal service (special delivery) and not by e-mail or on USB pens.

8.13 If the Department's Data is corrupted, lost or sufficiently degraded as a result of the Contractor's Default so as to be unusable, the Department may:

8.13.1 require the Contractor (at the Contractor's expense) to restore or procure the restoration of the Department's Data shall do so as soon as practicable and/or

8.13.2 itself restore or procure the restoration of the Department Data, and shall be repaid by the Contractor any reasonable expenses incurred in doing so

8.14 If at any time the Contractor suspects or has reason to believe that the Department's Data has or may become corrupted, lost or sufficiently degraded in any way for any reason, then the Contractor shall notify the Department immediately and inform the Department of the remedial action the Contractor proposes to take.

**9. Warranty and Indemnity**

9.1. The Contractor warrants to the Department that the obligations of the Contractor under this Contract will be performed by appropriately qualified and trained personnel with reasonable skill, care and diligence and to such high standards of quality as it is reasonable for the Department to expect in all the circumstances. The Department will be relying upon the Contractor's skill, expertise and experience in the performance of the Project and also upon the accuracy of all representations or statements made and the advice given by the Contractor in connection with the performance of the Project and the accuracy of any documents conceived, originated, made or developed by the Contractor as part of this Contract. The Contractor warrants that any goods supplied by the Contractor forming part of the Services will be of satisfactory quality and fit for their purpose and will be free from defects in design,

material and workmanship.

9.2. Without prejudice to any other remedy, if any part of the Project is not performed in accordance with this Contract then the Department shall be entitled, where appropriate to:

9.2.1. require the Contractor promptly to re-perform or replace the relevant part of the Project without additional charge to the Department; or

9.2.2. assess the cost of remedying the failure ("the assessed cost") and to deduct from any sums due to the Contractor the Assessed Cost for the period that such failure continues.

9.3. The Contractor shall be liable for and shall indemnify the Department in full against any expense, liability, loss, claim or proceedings arising under statute or at common law in respect of personal injury to or death of any person whomsoever or loss of or damage to property whether belonging to the Department or otherwise arising out of or in the course of or caused by the performance of the Project.

9.4. Without prejudice to any other exclusion or limitation of liability in this Contract, the liability of the Contractor for any claim or claims under this Contract shall be limited to such sums as it would be just and equitable for the Contractor to pay having regard to the extent of his responsibility for the loss or damage giving rise to such claim or claims etc. and in all cases shall be up to a maximum value of the amount payable under this contract (or £1 million) except for those liabilities which cannot be limited by law.

9.5. All property of the Contractor whilst on the Department's premises shall be there at the risk of the Contractor and the Department shall accept no liability for any loss or damage howsoever occurring to it.

9.6. The Contractor shall ensure that it has adequate insurance cover with an insurer of good repute to cover claims under this Contract or any other claims or demands which may be brought or made against it by any person suffering any injury damage or loss in connection with this Contract. The Contractor shall upon request produce to the Department, it's policy or policies of insurance, together with the receipt for the payment of the last premium in respect of each policy or produce documentary evidence that the policy or policies are properly maintained.

**10. Termination**

10.1. This Contract may be terminated by either party giving to the other party at least 30 days’ notice in writing.

10.2. In the event of any breach of this Contract by either party, the other party may serve a notice on the party in breach requiring the breach to be remedied within a period specified in the notice which shall be reasonable in all the circumstances. If the breach has not been remedied by the expiry of the specified period, the party not in breach may terminate this Contract with immediate effect by notice in writing.

10.3. In the event of a material breach of this Contract by either party, the other party may terminate this Contract with immediate effect by notice in writing.

10.4. This Contract may be terminated by the Department with immediate effect by notice in writing if at any time:-

10.4.1. the Contractor passes a resolution that it be wound-up or that an application be made for an administration order or the Contractor applies to enter into a voluntary arrangement with its creditors; or

10.4.2. a receiver, liquidator, administrator, supervisor or administrative receiver be appointed in respect of the Contractor's property, assets or any part thereof; or

10.4.3. the court orders that the Contractor be wound-up or a receiver of all or any part of the Contractor's assets be appointed; or

10.4.4 the Contractor is unable to pay its debts in accordance with Section 123 of the Insolvency Act 1986; or

10.4.5 there is a change in the legal or beneficial ownership of 50% or more of the Contractor's share capital issued at the date of this Contract or there is a change in the control of the Contractor, unless the Contractor has previously notified the Department in writing. For the purpose of this Sub-Clause 10.4.5 "control" means the power of a person to secure that the affairs of the Contractor are conducted in accordance with the wishes of that person by means of the holding of shares or the possession of voting power; or

10.4.6 the Contractor is convicted (or being a company, any officers or representatives of the Contractor are convicted) of a criminal offence related to the business or professional conduct; or

10.4.7 the Contractor commits (or being a company, any officers or representatives of the Contractor commit) an act of grave misconduct in the course of the business; or

10.4.8 the Contractor fails (or being a company, any officers or representatives of the Contractor fail) to fulfil his/their obligations relating to the payment of Social Security contributions; or

10.4.9 the Contractor fails (or being a company, any officers or representatives of the Contractor fail) to fulfil his/their obligations relating to payment of taxes;or

10.4.10 the Contractor fails (or being a company, any officers or representatives of the Contractor fail) to disclose any serious misrepresentation in supplying information required by the Department in or pursuant to this Contract.

10.5 Nothing in this Clause 10 shall affect the coming into, or continuance in force of any provision of this Contract which is expressly or by implication intended to come into force or continue in force upon termination of this Contract.

**11. Status of Contractor**

11.1 In carrying out its obligations under this Contract the Contractor agrees that it will be acting as principal and not as the agent of the Department.

11.2 The Contractor shall not say or do anything that may lead any other person to believe that the Contractor is acting as the agent of the Department.

**12. Freedom of information**

12.1 The Contractor acknowledges that the Department is subject to the requirements of the FOIA and the Environmental Information Regulations and shall assist and cooperate with the Department to enable the Department to comply with its information disclosure obligations.

12.2 The Contractor shall and shall procure that its Sub-contractors shall:

12.2.1 transfer to the Department all Requests for Information that it receives as soon as practicable and in any event within two Working Days of receiving a Request for Information;

12.2.2 provide the Department with a copy of all Information in its possession, or power in the form that the Department requires within five Working Days (or such other period as the Department may specify) of the Department's request; and

12.2.3 provide all necessary assistance as reasonably requested by the Department to enable the Department to respond to the Request for Information within the time for compliance set out in section 10 of the FOIA or regulation 5 of the Environmental Information Regulations.

12.3 The Department shall be responsible for determining in its absolute discretion and notwithstanding any other provision in this Contract or any other agreement whether any Information is exempt from disclosure in accordance with the provisions of the FOIA or the Environmental Information Regulations.

12.4 In no event shall the Contractor respond directly to a Request for Information unless expressly authorised to do so by the Department.

12.5 The Contractor acknowledges that (notwithstanding the provisions of Clause 13) the Department may, acting in accordance with the Ministry of Justice's Code of Practice on the Discharge of the Functions of Public Authorities under Part 1 of the Freedom of Information Act 2000 (”the Code"), be obliged under the FOIA, or the Environmental Information Regulations to disclose information concerning the Contractor or the Project:

12.5.1 in certain circumstances without consulting the Contractor; or

12.5.2 following consultation with the Contractor and having taken their views into account;

12.5.3 provided always that where 12.5.1 applies the Department shall, in accordance with any recommendations of the Code, take reasonable steps, where appropriate, to give the Contractor advanced notice, or failing that, to draw the disclosure to the Contractor's attention after any such disclosure.

12.6 The Contractor shall ensure that all Information is retained for disclosure and shall permit the Department to inspect such records as requested from time to time.

**13.**  **CONFIDENTIALITY**

13.1 Except to the extent set out in this clause or where disclosure is expressly permitted elsewhere in this Contract, each party shall:

13.1.1 treat the other party's Confidential Information as confidential and safeguard it accordingly; and

13.3.2 not disclose the other party's Confidential Information to any other person without the owner's prior written consent.

13.2 Clause 13 shall not apply to the extent that:

13.2.1 such disclosure is a requirement of Law placed upon the party making the disclosure, including any requirements for disclosure under the FOIA, Code of Practice on Access to Government Information or the Environmental Information Regulations pursuant to clause 12 (Freedom of Information);

13.2.2 such information was in the possession of the party making the disclosure without obligation of confidentiality prior to its disclosure by the information owner;

13.2.3 such information was obtained from a third party without obligation of confidentiality;

13.2.4 such information was already in the public domain at the time of disclosure otherwise than by a breach of this Contract; or

13.2.5 it is independently developed without access to the other party's Confidential Information.

13.3 The Contractor may only disclose the Department's Confidential Information to the Contractor Personnel who are directly involved in the provision of the Services and who need to know the information, and shall ensure that such Contractor Personnel are aware of and shall comply with these obligations as to confidentiality.

13.4 The Contractor shall not, and shall procure that the Contractor Personnel do not, use any of the Department's Confidential Information received otherwise than for the purposes of this Contract.

13.5 At the written request of the Department, the Contractor shall procure that those members of the Contractor Personnel identified in the Department's notice signs a confidentiality undertaking prior to commencing any work in accordance with this Contract.

13.6 Nothing in this Contract shall prevent the Department from disclosing the

Contractor's Confidential Information:

13.6.1 to any Crown Body or any other Contracting Department. All Crown Bodies or Contracting Authorities receiving such Confidential Information shall be entitled to further disclose the Confidential Information to other Crown Bodies or other Contracting Authorities on the basis that the information is confidential and is not to be disclosed to a third party which is not part of any Crown Body or any Contracting Department;

13.6.2 to any consultant, contractor or other person engaged by the Department or any person conducting an Office of Government Commerce gateway review;

13.6.3 for the purpose of the examination and certification of the Department's accounts; or

13.6.4 for any examination pursuant to Section 6(1) of the National Audit Act 1983 of the economy, efficiency and effectiveness with which the Department has used its resources.

13.7 The Department shall use all reasonable endeavours to ensure that any government department, Contracting Department, employee, third party or Sub-contractor to whom the Contractor's Confidential Information is disclosed pursuant to clause 13 is made aware of the Department's obligations of confidentiality.

13.8 Nothing in this clause 13 shall prevent either party from using any techniques, ideas or know-how gained during the performance of the Contract in the course of its normal business to the extent that this use does not result in a disclosure of the other party's Confidential Information or an infringement of IPR.

13.9 The parties acknowledge that, except for any information which is exempt from disclosure in accordance with the provisions of the FOIA, the content of this Contract is not Confidential Information. The Department shall be responsible for determining in its absolute discretion whether any of the content of the Contract is exempt from disclosure in accordance with the provisions of the FOIA.

13.10 Subject to Clause 13.9, the Contractor hereby gives his consent for the Department to publish the Contract in its entirety, including from time to time agreed changes to the Contract, to the general public.

13.11 The Department may consult with the Contractor to inform its decision regarding any redactions but the Department shall have the final decision in its absolute discretion.

13.12 The Contractor shall assist and cooperate with the Department to enable the Department to publish this Contract.

**14. Access and Information**

14.1 The Contractor shall provide access at all reasonable times to the Department's internal auditors or other duly authorised staff or agents to inspect such documents as the Department considers necessary in connection with this Contract and where appropriate speak to the Contractors employees.

**15. Transfer of Responsibility on Expiry or Termination**

15.1 The Contractor shall, at no cost to the Department, promptly provide such assistance and comply with such timetable as the Department may reasonably require for the purpose of ensuring an orderly transfer of responsibility upon the expiry or other termination of this Contract.

The Department shall be entitled to require the provision of such assistance both prior to and, for a reasonable period of time after the expiry or other termination of this Contract.

15.2 Such assistance may include (without limitation) the delivery of documents and data in the possession or control of the Contractor which relate to this Contract, including the documents and data, if any, referred to in the Schedule.

15.3 The Contractor undertakes that it shall not knowingly do or omit to do anything that may adversely affect the ability of the Department to ensure an orderly transfer of responsibility.

**16. Amendment and variation**

16.1 No amendment or variation to this Contract shall be effective unless it is in writing and signed by or on behalf of each of the parties hereto. The Contractor shall comply with any formal procedures for amending or varying contracts that the Department may have in place from time to time.

**17. Assignment and Sub-contracting**

17.1 The benefit and burden of this Contract may not be assigned or sub­ contracted in whole or in part by the Contractor without the prior written consent of the Department. Such consent may be given subject to any conditions which the Department considers necessary. The Department may withdraw its consent to any sub-contractor where it no longer has reasonable grounds to approve of the sub-contractor or the sub-contracting arrangement and where these grounds have been presented in writing to the Contractor.

**18. The Contract (Rights of Third Parties) Act 1999**

18.1 This Contract is not intended to create any benefit, claim or rights of any kind whatsoever enforceable by any person not a party to the Contract.

**19. Waiver**

19.1 No delay by or omission by either Party in exercising any right, power, privilege or remedy under this Contract shall operate to impair such right, power, privilege or remedy or be construed as a waiver thereof. Any single or partial exercise of any such right, power, privilege or remedy shall not preclude any other or further exercise thereof or the exercise of any other right, power, privilege or remedy.

**20. Notices**

20.1 Any notices to be given under this Contract shall be delivered personally or sent by registered post or by facsimile transmission to the Project Manager (in the case of the Department) or to the address set out in this Contract (in the case of the Contractor). Any such notice shall be deemed to be served, if delivered personally, at the time of delivery, if sent by post, forty-eight hours after posting or, if sent by facsimile transmission, twelve hours after proper transmission.

**21. Dispute resolution**

21.1 The Parties shall use all reasonable endeavours to negotiate in good faith and settle amicably any dispute that arises during the continuance of this Contract.

21.2 Any dispute not capable of resolution by the parties in accordance with the terms of Clause 21 shall be settled as far as possible by mediation in accordance with the Centre for Dispute Resolution (CEDR) Model Mediation Procedure.

21.3 No party may commence any court proceedings/arbitration in relation to any dispute arising out of this Contract until they have attempted to settle it by mediation, but any such mediation may be terminated by either party at any time of such party wishing to commence court proceedings/arbitration.

**22. Law and Jurisdiction**

22.1 This Contract shall be governed by and interpreted in accordance with English Law and the parties submit to the jurisdiction of the English courts.

**23. Discrimination**

23.1 The Contractor shall not unlawfully discriminate within the meaning and scope of any law, enactment, order, or regulation relating to discrimination (whether in race, gender, religion, disability, sexual orientation or otherwise) in employment.

23.2 The Contractor shall take all reasonable steps to secure the observance of Clause 24.1 by all servants, employees or agents of the Contractor and all suppliers and sub-contractors employed in the execution of the Contract.

**24. Safeguarding children who participate in research**

24.1 The Contractor will put in place safeguards to protect children from a risk of significant harm which could arise from them taking part in the Project. The Contractor will agree these safeguards with the Department before commencing work on the Project. In addition, the Contractor will carry out checks with the Disclosure and Barring Service (DBS checks) on all staff employed on the Project in a Regulated Activity. Contractors must have a DBS check done every three years for each relevant member of staff for as long as this contract applies. The DBS check must be completed before any of the Contractor's work with children in Regulated Activity. Please see employees https://www.qov.uk/crb­criminal-records-bureau-check for further guidance.

**25 Project Outputs**

25.1 Unless otherwise agreed between the Contractor and the Project Manager, all outputs from the Project shall be published by the Department on the Department's research website.

25.2 The Contractor shall ensure that all outputs for publication by the Department adhere to the Department's Style Guide and MS Word Template available to download from: [https://ww](http://www/)w.gov.uk/government/publications/research­reports-quide-and-template

25.3 Unless otherwise agreed between the Contractor and Project Manager, the Contractor shall supply the Project Manager with a draft for comment at least eight weeks before the intended publication date, if applicable as detailed in work schedule, for interim reports, and eight weeks before the contracted end date, for final reports.

25.4 The Contractor shall consider revisions to the drafts with the Project Manager in the light of the Department’s comments. The Contractor shall provide final, signed off interim reports and other outputs planned within the lifetime of the Project to the Department by no later than four weeks before the intended publication date, if applicable as detailed in work schedule, and final, signed off reports and other outputs at the end of the Project to the Department by no later than the contracted end date for the Project.

25.2 Until the date of publication, findings from all Project outputs shall be treated as confidential, as set out in the Clause 13 above. The Contractor shall not release findings to the press or disseminate them in any way or at any time prior to publication without approval of the Department.

25.3 Where the Contractor wishes to issue a Press Notice or other publicity material containing findings from the Project, notification of plans, including timing and drafts of planned releases shall be submitted by the Contractor to the Project Manager at least three weeks before the intended date of release and before any agreement is made with press or other external audiences, to allow the Department time to comment. All Press Notices released by the Department or the Contractor shall state the full title of the research report, and include a hyperlink to the Department's research web pages, and any other web pages as relevant, to access the publication/s. This clause applies at all times prior to publication of the final report.

25.4 Where the Contractor wishes to present findings from the Project in the public domain, for example at conferences, seminars, or in journal articles, the Contractor shall notify the Project Manager before any agreement is made with external audiences, to allow the Department time to consider the request. The Contractor shall only present findings that will already be in the public domain at the time of presentation, unless otherwise agreed with the Department. This clause applies at all times prior to publication of the final report.

End of Schedule Three

Authorised to sign for and on behalf of the Secretary of State for Education

Signature

<redacted>

Name in CAPITALS

<redacted>

Position and Address

<redacted>

Date

28 September 2017

Authorised to sign for and on behalf of the Contractor

Signature

<redacted>

Name in CAPITALS

<redacted>

Position and Address

<redacted>CFE Research

Phoenix Yard

Upper Brown Street

Leicester LE1 5TE

Date

28 September 2017

1. While known as the STEM teacher supply package, it focuses on maths and physics. [↑](#footnote-ref-1)
2. Subject to the candidate passing a degree to an agreed standard, demonstrating their potential ability to be a good teacher closer to graduation from university and meeting statutory ITT requirements. [↑](#footnote-ref-2)
3. These – and two other STEM package strands – were included in an externally commissioned early process evaluation of the programme. The published report can be found here: https://www.gov.uk/government/publications/maths-and-physics-teacher-supply-package [↑](#footnote-ref-3)
4. Unlike some strand of the STEM package, these strands were not part of any earlier externally commissioned process evaluation. [↑](#footnote-ref-4)
5. While recognising that in some strands there are constraints on the possibility of measuring longer term outcomes and impacts for certain strands, as specified in detail in the contract below. [↑](#footnote-ref-5)
6. During the scoping/feasibility phase the Contractor explored the feasibility of evaluating 12 strands of activity. Following the outcomes of this stage of the project the evaluation programme was reduced to 8 strands in total. [↑](#footnote-ref-6)
7. Fieldwork with Cohort 2 began as part of the third letter of intent [↑](#footnote-ref-7)
8. Where impact appears in the fieldwork tables, this indicates where the fieldwork will aim to establish what impacts have arisen over the lifetime of the strand evaluation. [↑](#footnote-ref-8)
9. This involves assessing impact via pre- and post-measures in the treatment group, and comparing this difference to the difference found in pre- and post-measures for a matched comparison group. [↑](#footnote-ref-9)