

Schedule 7**Key Personnel and Key Sub Contractors**

[This schedule shall be finalised at contract fine tuning stage – UEA to advise DfE]

Key Personnel

The individuals listed in the table below are Key Personnel:

| Name | Role | Period of Involvement |
|-------------|-------------|------------------------------|
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Key Sub-Contractors

The Contractor may sub-contract its obligations under the Contract to the Sub-Contractors listed in the table below.

| Key Sub-Contractor Name and Address (if not the same as the registered office) | Registered Office and Company Number | Related Product/Service Description | Sub-contract Price expressed as a percentage of total projected Charges over Term | Role in delivery of the Services |
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Schedule 8

Data, Systems Handling and Security

Definitions

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| "BPSS" | <p>means the Government's Baseline Personnel Security Standard for Government employees available at:</p> <p>www.gov.uk/government/uploads/system/uploads/attachment_data/file/200551/HMG Baseline Personnel Security Standard V3 2 Apr-2013.pdf</p> |
| "CESG" | <p>is the United Kingdom government's national technical authority for information assurance, details of which can be found at:</p> <p>http://www.cesg.gov.uk/Pages/homepage.aspx</p> |
| "Control" | <p>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" are interpreted accordingly;</p> |
| "DFE Assets" | <p>include but are not limited to DFE premises, IT systems and information with a classification up to confidential;</p> |
| "DFE Data" | <p>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:</p> <p>(i) which are supplied to the Contractor by or on behalf of the DFE; or</p> <p>(ii) which the Contractor is required to generate, process, store or transmit pursuant to the Contract; or</p> <p>(b) which are any Personal Data for which the DFE is the Data Controller;</p> |
| "Data Processor", "Personal Data", "Sensitive Personal Data", "Data Subject", "Process", "Processing" and "Data Controller" | <p>shall have the meanings given in the DPA;</p> |
| "IT Security Health Check" | <p>means an assessment to identify vulnerabilities in IT systems and networks which may compromise the confidentiality, integrity or availability of information held on that IT system;</p> |

“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;

“Security Plan”

the Contractor’s security plan.

1. The DFE is the Data Controller and the Contractor is the Data Processor.
2. Both Parties may handle Personal Data and shall comply with their legal obligations under the DPA.
3. The Contractor shall notify the DFE as soon as it becomes aware of any actual or potential data incident or breach of its obligations under the DPA in relation to any Personal Data processed as a consequence of undertaking the Contract.
4. If the Contractor is processing Personal Data as a Data Processor for the DFE as a consequence of undertaking the Contract the Contractor shall:
 - 4.1 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;
 - 4.2 Process the Personal Data only in accordance with instructions from the DFE (which may be specific instructions or instructions of a general nature as set out in the Contract or as otherwise notified by the DFE to the Contractor during the Term);
 - 4.3 implement agreed 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 proportionate 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;
 - 4.4 take reasonable steps to ensure the reliability of any Personnel who have access to the Personal Data;
 - 4.5 obtain the DFE’s prior written consent before transferring Personal Data to any Sub-Contractors or Associated Companies for the provision of the Services;
 - 4.6 ensure that all 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 paragraph 4;
 - 4.7 ensure that no Personnel publish or disclose any Personal Data to any third party unless directed in writing to do so by the DFE;
 - 4.8 notify the DFE within 2 Business Days if it receives:
 - 4.8.1 a request from a Data Subject to have access to that person’s Personal Data;
or
 - 4.8.2 a complaint or request relating to the DFE’s obligations under the DPA;
 - 4.9 provide the DFE with full cooperation and assistance in relation to any complaint or request made, including by:
 - 4.9.1 providing the DFE with full details of the complaint or request;

- 4.9.2 complying with a data access request within the relevant timescales set out in the DPA and in accordance with the DFE's instructions;
 - 4.9.3 providing the DFE with any Personal Data it holds in relation to a Data Subject (within the timescales required by the DFE); and
 - 4.9.4 providing the DFE with any information requested by the DFE;
 - 4.10 permit the DFE or any duly authorised representative of the DFE (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 DFE to enable the DFE to verify and/or procure that the Contractor is in full compliance with its data protection obligations under the Contract;
 - 4.11 provide a written description of the technical and organisational methods employed by the Contractor for processing Personal Data (within the timescales required by the DFE); and
 - 4.12 subject to paragraph 5, not coause or permit the Personal Data to be transferred in or to any Restricted Country.
5. If, after the Effective Date, the Contractor (or any Sub-Contractor) wishes to Process and/or transfer any Personal Data in or to any Restricted Country the Contractor shall:
- 5.1 submit a request for a Variation to the DFE which shall be dealt with in accordance with the Change Control Procedure;
 - 5.2 set out in its request for a Variation:
 - 5.2.1 the Personal Data which will be Processed and/or transferred to a Restricted Country;
 - 5.2.2 the country or countries in which the Personal Data will be Processed and/or to which the Personal Data will be transferred to a Restricted Country;
 - 5.2.3 any Sub-Contractors or other third parties who will be Processing and/or transferring Personal Data to a Restricted Country; and
 - 5.2.4 how the Contractor will adequately protect (in accordance with the DPA and in particular so as to ensure the DFE's compliance with the DPA) Personal Data to be Processed and/or transferred to a Restricted Country.
6. If evaluating the request for a Variation pursuant to paragraph 5:
- 6.1 the Parties shall consider current policies and guidance of the DFE, Government and the Information Commissioner's Office and any approvals processes in connection with, the Processing and/or transfers of Personal Data to a Restricted Country and/or overseas generally; and
 - 6.2 the Contractor shall comply with any instructions which the DFE may notify in writing.
7. Insofar as the Contractor processes Personal Data for its own administrative purposes, whilst undertaking the Contract the Contractor shall comply at all times with the DPA and shall not perform its obligations under the Contract in such a way as to cause the DFE to breach any of its obligations under the DPA.
8. The Contractor shall:
- 8.1 employ appropriate organisational, operational and technological processes and

procedures to keep DFE Data safe from unauthorised use or access, loss, destruction, theft or disclosure as agreed;

- 8.2 not delete or remove any proprietary notices contained within or relating to DFE Data;
- 8.3 preserve the integrity of DFE Data and prevent the corruption or loss of DFE Data;
- 8.4 ensure that any files containing DFE Data are stored on the Contractor's secure servers and/or secured Contractor Equipment;
- 8.5 manage and protect DFE Data relating to the Contract using its IT systems (a dedicated student record management system) so that DFE Data can be securely deleted if required;
- 8.6 not keep DFE Data on any Contractor Equipment unless it is protected by being password protected and its use is necessary for the provision of the Services;
- 8.7 ensure that any hard copy is destroyed by cross-cut shredding and secure re-cycling of the resulting paper waste;
- 8.8 perform secure back-ups of all DFE Data. The Contractor shall ensure that such back-ups are available to the DFE at all times upon request;
- 8.9 not store or host DFE Data outside the United Kingdom or perform any ICT management or support without the DFE's prior written consent;
- 8.10 ensure that any DFE Data sent to any third party is:
 - 8.10.1 sent by CD or DVD;
 - 8.10.2 fully encrypted and password protected, with the password for files sent separately from the data;
 - 8.10.3 carried by a secure courier or registered postal service (special delivery) and not by e-mail or on USB pens.
9. If DFE Data is held and/or processed by the Contractor, the Contractor shall supply DFE Data to the DFE as requested and in the format specified by the DFE.
10. If DFE Data is corrupted, lost or sufficiently degraded as a result of the Contractor's Default so as to be unusable, the DFE may:
 - 10.1 require the Contractor at the Contractor's expense to restore or procure the restoration of DFEs Data as soon as practicable; and/or
 - 10.2 itself restore or procure the restoration of DFE Data and may invoice the Contractor for any reasonable expenses incurred in doing so.
11. If at any time the Contractor suspects or has reason to believe that DFE Data has or may become corrupted, lost or sufficiently degraded in any way for any reason, the Contractor shall notify the DFE immediately and inform the DFE of the remedial action the Contractor proposes to take.
12. The Contractor shall comply, and shall procure that Personnel comply, with DFE's Security Standards as set out in the annexe to this schedule 8 and the Security Plan.
13. The Contractor shall ensure that the Security Plan fully complies with the DFE Security Standards.
14. The DFE shall notify the Contractor of any changes to the DFE Security Standards.

15. If the Contractor believes that a change to the DFE Security Standards will have a material and unavoidable effect on its costs it may submit a request for a Variation in accordance with the Change Control Procedure. Any request must include evidence of the cause of any increased costs and the steps it has taken to mitigate those costs.
16. Until a Variation is agreed pursuant to paragraph 15 the Contractor shall continue to perform the Services in accordance with its existing obligations.
17. The Contractor shall use the latest versions of anti-virus definitions available to check for and delete Malicious Software from the Contractor's ICT.
18. Notwithstanding paragraph 17, if Malicious Software is found, the Parties shall co-operate to reduce the effect of the Malicious Software and, particularly if Malicious Software causes loss of operational efficiency or loss or corruption DFE Data, assist each other to mitigate any losses and to restore the Services to their maximum operating efficiency.
19. Any cost arising out of the actions of the Parties taken in compliance with paragraph 18 shall be borne:
 - 19.1 by the Contractor if the Malicious Software originates from the Contractor's software, any software owned by a third party or DFE Data whilst under the control of the Contractor; and
 - 19.2 by the DFE if the Malicious Software originates from the DFE's software or DFE Data whilst under the control of the DFE.

ANNEXE 1 to Schedule 8

DFE SECURITY STANDARDS

1. The Contractor shall comply with agreed data security standards.
2. As a condition of the Contract, the Contractor must: 1. provide all Services, deliverables and milestones in accordance with Requirements 3, 4 & 5 in the Cyber Essential Certification Equivalence Requirements as expressly stated in the table below - which are separate and distinct from any requirement to comply with the Cyber Essentials Certificate itself; and will use reasonable endeavours to provide them in accordance with Requirements 1 and 2 as soon as reasonably practicable; and 2. be compliant with the cross-government standard GDPR when it comes into effect in May 2018:

Cyber Essential Certification Equivalence Requirements table

Requirement 1. Boundary firewalls and internet gateways

An inventory of authorised and unauthorised devices maintained

Requirement 2. Secure configuration

An inventory of authorized and unauthorized software maintained

Requirement 3. User access control

Secure configurations for all devices developed and managed – Use best endeavors to apply this to the legacy devices that are unmanaged.

Requirement 4. Malware protection

Continuous automated vulnerability assessments and remediation provided for all servers and devices that manage sensitive data (and the same as best practice for all other devices)

Requirement 5. Patch management

Administrative privileges actively managed and controlled, and any access requests assessed and reviewed regularly on a case-by-case basis

3. ~~The Contractor shall comply with GDPR (General Data Protection Regulation) compliance by the date agreed by both Parties. During which,~~ At all times during the performance of its obligations under this Contract, the Contractor ~~they~~ shall employ appropriate organisational, operational and technological processes and procedures to ensure the Department's Data is safe from unauthorised use or access, loss, destruction, theft or disclosure. ~~The Contractor will plan to align with these processes until the GDPR is in place. The Contractor is to continue to maintain those standards of compliance whilst delivering the Services.~~ The Contractor's Contract Manager will oversee this process and ~~provide~~ feedback to the Department as part of as part of monthly KPIs.
4. The Contractor shall apply the Government's Protective Marking Scheme ("GPMS") in respect of any DFE Data it handles in the course of providing the Services. If the Contractor has an existing protective marking scheme it may continue to use this but must map the GPMS against it to ensure the correct controls are applied to DFE Data.

5. Any electronic transfer methods across public space or cyberspace must be protected via encryption which has been certified to FIPS140-2 or certified under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme and the method shall be approved by the DFE prior to being used to transfer any DFE Data. If the transfer, handling removable media or handling of portable ICT Equipment involves bulk personal data the encryption shall be certified under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme.
6. Any portable removable media (including but not limited to pen drives, memory sticks, CDs, DVDs, PDPs and USB devices) used to handle, store or process DFE Data, Personal Data and/or Sensitive Personal Data in connection with the Service, shall be under the configuration management of the Sub-Contractor providing that part of the Service, shall be necessary to deliver the Service, and shall be full-disk encrypted using a product certified to FIPS140-2 or under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme. Should the transfer or handling of portable ICT involve bulk Personal Data the encryption shall be certified under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme.
7. All portable ICT (including but not limited to laptops, PDAs, smartphones) which handle, store or process in any way DFE Data to deliver and support the service, shall be under the configuration management of the Sub-Contractor providing that part of the Service, shall be necessary to deliver the Service, and shall be full-disk encrypted using a product which has been certified to FIPS140-2 or under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme. If the transfer or handling of portable ICT involves bulk Personal Data the encryption shall be certified under a CESSG (e.g. CAPS or CPA) or CESSG-endorsed scheme.
8. All paper documents containing DFE Data shall be:
 - a. securely protected whilst in the Contactor's care and securely destroyed when no longer required using a cross-cutting shredder and/or a professional secure waste paper organisation; and
 - b. transmitted, both within and outside the Contractor's premises, in such a way as to ensure that no unauthorised person has access.
9. At the end of the Term or if ICT fails or becomes obsolete, DFE Data shall be securely cleansed or destroyed using an agreed product or method and in line with agreed data destruction principles. If this is not possible for legal, regulatory or technical reasons the Contractor shall protect the ICT until such time as it can be securely cleansed or destroyed.
10. Access by Personnel to DFE Data shall be confined to Personnel who need to know because their access is essential for the delivery of the Service. All Personnel with direct or indirect access to DFE Data must be subject to pre-employment checks equivalent to or higher than the BPSS.
11. Personnel who handle DFE Data must have annual awareness training in protecting information.
12. The Contractor shall have robust business continuity arrangements and processes including disaster recovery plans and procedures compliant with ISO22301 to ensure that the delivery of the Contract is not adversely affected if there is an incident.
13. Any non-compliance with DFE Security Standards, or any suspected or actual breach of the confidentiality or integrity of DFE Data being handled in the course of providing the Services, shall be immediately escalated to the DFE.
14. The Contractor shall ensure that any systems and hosting environments that are used to hold DFE Data being handled, stored or processed in the course of providing the Services are subject to IT Security Health Checks at least annually. The Contractor shall inform the DFE if there are any results of IT Security Health Checks which are relevant to the Service and shall promptly complete any necessary remedial work which is identified.
15. The Contractor shall keep an audit trail of where the DFE's Data is held, including all ICT. The DFE may audit the Contractor with 24 hours' notice in respect of the Contractor's compliance with

this schedule 8.

16. As a condition of the Contract, the Contractor must provide all Services, deliverables and milestones in accordance with all parts of the following: 1. ANNEXE 2 to Schedule 8, which is entitled *Supplier Assurance Framework Annex 1 - Statement of Assurance Version 1.0 – October 2013* and which is attached to this Contract below; and 2. extracts from an email between the Contractor's Iain Reeman and the DFE's Alex Harris dated the 15 September 2017, which are also attached below:

ANNEXE 2 to Schedule 8



Supplier%20Assuranc
e%20Framework%20A

Extracts from an email between the [REDACTED] dated the 15 September 2017:

Question from [REDACTED] You've stated that you are unsure how to respond to the question regarding boundary protection against untrusted networks because your only WAN connection is to Janet. This question mainly relates to connections to the internet and whether you have a boundary firewall that manages traffic between your network and the internet. Are all internet connections (including those via BYODs) done via Janet? Can you please clarify?

Answer from [REDACTED] We have a boundary firewall between the University network and the Internet (Janet network). We have a second firewall (campus firewall) that manages traffic from the WiFi (including BYOD devices) onto the campus network. BYOD devices are only permitted on the WiFi network.

Question from [REDACTED] In question 1.7 you have indicated that your systems are not protected from malicious and mobile code. Does this mean that you do not have any anti-malware installed on your network?

Answer from Iain Reeman: All managed desktops have anti-malware installed and updates/patching is automated. Regular reports are run on these devices to highlight where patches have not been applied. The network does contain some devices that are not centrally managed, mainly research machines and work is planned to segregate these.

Schedule 9
Commercially Sensitive Information

[This Schedule shall be finalised at contract fine tuning stage] **For UEA to complete as appropriate**

Schedule 10

The Contractor's Solution

Answers to the technical questions as part of the UEA submission

11.01 Please describe and evidence how you will plan and deliver high quality initial training for educational psychologists. Your evidence should include but not limited to:

- Quality assurance of the training will be delivered to the highest standard, supported through appropriate reporting and management board arrangements.
- Resources and funding will be managed including the distribution of trainee course bursaries/salaries.
- How the funded places will be distributed in the East of England?
- Milestones and the steps required to achieve them.
- Key risks, mitigations and contingency plans.
- How delivery failure in any aspect of the training will be managed. For bidders from more than one university, how this will be managed across courses.
- Contract exit proposals.
- Working in partnership with for example other training providers, organisations and employers of educational psychology services.

External and Internal Scrutiny of the Course:

The Doctorate in Educational Psychology is designed to meet the 15 standards of professional competence set by the HCPC (Health and Care Professions Council) and the 9 standards for doctoral programmes in educational psychology set by BPS (British Psychological Society). The combined scrutiny of HCPC which will grant approval and the BPS which accredits the course, will ensure quality assurance for appropriateness of training on the course.

The programme is also designed to be eligible for research based degree status in accordance with QAA (Quality Assurance Agency for Higher Education) and HESA (Higher Education Statistics Agency) guidelines. This requires research components to be larger than taught components i.e. at least 51% of credits must relate to research, and that the piece of supervised research produced will contribute to new knowledge, extend the forefront of the discipline, and merit publication. The pass list from the course will count towards the research degree returns to HEFCE (Higher Education Funding Council for England) as part of the Research Excellence Framework for 2021. This requires the School of Education & Lifelong Learning (EDU) to ensure that high quality standards are maintained across all its doctoral programmes (PhD & EdD), and follow the University's code of practice for research degree programmes which forms part of the UEA quality assurance framework. It covers principles of supervisory practice, examination standards, student feedback and satisfaction, annual progress reporting, appropriate doctoral training and professional/personal development support towards employability.

Staffing and roles:

Academic Course Director – will be a fully qualified, HCPC registered, Educational Psychologist (EP) with appropriate experience, whose main role will be to oversee the effective running of the course. Specifically, s/he will have line management responsibility for the recruitment and retention of

appropriately qualified tutors, and ensure successful delivery of the curriculum and learning outcomes required by the BPS and in compliance with the Standards of Education and Training stipulated by the HCPC, and achievement by trainees of the Standards of Proficiency required by the HCPC. Through close liaison with stakeholders, service users, and the contractual arrangements with the relevant government agencies, the course director will also ensure recruitment of trainees compliant with contractual obligations and that enrolled trainees have access to appropriate and successful professional practice placements in all three years of their training. S/he will be supported by the PMC (detail below) in their duties and obligations towards the course. The course director will also have a personal research profile that will complement and extend the existing research interests within EDU and contribute to the academic and professional domain of educational psychology.

Tutors – will be university based for part of the week and for the rest week work as EPs for local authorities (LAs) or independently. They will be experienced chartered psychologists actively involved in their employing LAs or other practice. They will be able to provide trainees with learning opportunities in terms of teaching, research, professional support and tutorial guidance. All tutors will be involved in research and development activities in schools, communities and other organisations. They will work with placement supervisors to monitor progress of the trainee (details under management of placement section).

Research Supervisors – will be university based, research active members of staff drawn from relevant social science schools to match the research areas being investigated in years 2 and 3. EDU, as part of the Faculty of Social Sciences is experienced in supporting research students with co-supervisions across disciplinary boundaries. Where necessary and possible, supervisors will be drawn from EDU, School of Psychology, School of Social Work and the Doctorate in Clinical Psychology (part of the Medical School).

Administrators – will support the course in everyday administration including admissions, placements, board/committee organisation, and the accreditation and approval process for the course.

Committees/Boards:

Exam Board: The board will consist of an external academic examiner, also an experienced EP, the course director, tutors and supervisors. The Board will meet annually. The remit of the board will be to assess the progress of students from years 1 to 2, and 2 to 3, and assess the quality of feedback on student assessments and provide formative guidance for the development of the course.

Programme Management Committee (PMC): The PMC will consist of the staff leading, teaching and supervising on the course, and representatives of placement providers and regional employers. It will thus bring together practising EPs and employers and academic staff as active partners in the programme. It will have oversight of the development and implementation of the programme including HCPC approval and BPS accreditation, and the delivery and quality assurance, including placement learning and employment destinations. It will receive regular reports on key metrics, trainee progress and the KPIs set out in the contract. The PMC will also be informed of how the course aligns with the university's research degree regulations and quality assurance framework by receiving reports on trainee feedback and annual progress from the School's Post Graduate Research (PGR) Director. We anticipate that the PMC will meet 3 times a year.

Fitness to Practice Board (FPB): The FPB will consist of staff and employers and will be called upon to make judgements of fitness to practice (more below). It will provide advice on future employment prospects, including pre-placement or pre-employment health checks that may be required by placement providers/employers. These arrangements parallel those already in place for the Doctorate in Clinical

Psychology (located within the School of Medicine).

Trainee support and mentoring:

Each trainee will be supported across all three years of training by the tutor, through pastoral and academic support. The tutor have oversight of all aspects of their university and placement based training and professional development, with reference to the BPS/HPC standards. Close monitoring of trainee progress and the relationship built between the tutor and the trainee, will help identify emerging issues at an early stage and address these. There will be a 'cause for concern' process to manage and monitor trainee progress, particularly those relating to professional practice and standards. Where a trainee's progress continues to cause significant concern, the fitness to practice procedure will be used, either to bring the student to the appropriate standard or to manage their exit from the programme. The cause for concern process and the FPB are key elements in maintaining high professional standards.

Management of Placements:

In year 1, the university will discuss with local placement providers, the opportunities and numbers of trainees they can support for each placement. In the first part of year 1, trainees will observe/shadow an experienced EP and in the latter part of the year, will be supervised by their tutor during placement. Tutor and trainee will meet on a regular basis to discuss what tasks the trainee needs to complete.

The Practice Placement Partnership Framework (PPPF) will be adopted to provide support for trainees in placements in years 2 and 3. A qualified and experienced EP, practicing in the placement site will be appointed as placement supervisor. The placement supervisor in collaboration with the tutor, is expected to support the trainee to complete placement tasks by providing opportunities and supervision, to advance their competencies. Three way meetings between trainee, tutor and placement supervisor will be held every term to monitor progress with placement experiences.

For placements in years 2 and 3, the course will seek to be part of the SEEL (South East and East London) Consortium. The course director will work closely with fellow training partners, LAs, schools, private establishments, to secure placements in the Eastern Region. EDU have been liaising with Norfolk County Council, Bedford, Central Bedfordshire, Essex, Peterborough and Luton, who have provided written support in anticipation of the course being set up, in the form of recruitment, teaching and supervision, placement and possible future employment. The support of the Regional PEP in liaising with the SEEL consortium has also been secured. UEA Careers Service will also support trainees in their applications to the growing number of private educational psychologist services.

Financial Administration:

Resources and funding will be managed through the Faculty of Social Sciences Finance Office, headed by the Faculty Finance Manager (Management Accountant). The Faculty Finance team already manage the distribution of bursary payments from the DFE to trainee teachers and a range of studentship and scholarship payments. The team are therefore familiar with the processes of Grant Agreements and financial reporting. The University has in place financial systems for the receipt of and accounting for funding allocations and for the BACS transfer of bursary payments to students. Systems will be put in place to enable the appropriate authorisation and auditing of bursary payments, including systems for checking that trainees are engaging with the course before payments are made. Key reporting points and payment dates will be included in the implementation plan.

We will work with Year 2 and Year 3 placement providers to determine whether they wish to pay trainees directly or wish to transfer funds to the University in order for us to process payments on their behalf. Our systems will enable us to offer either option.

Trainee Records and Monitoring:

As registered students of UEA, all trainees will be managed through our centralised Student Record System (SITS provided by Tribal). The records for these trainees will include attendance monitoring. The tutor will be responsible for monitoring trainee engagement as well as for maintaining and monitoring a training record that captures the learning opportunities completed by the trainee (with reference to the BPS standards).

UEA regularly provides management reports from SITS, for example the HESA report and reports to DFE on Initial Teacher Trainees. The systems will be configured to provide the reports required by DFE (included in the attached implementation plan).

EDU will develop documentation and systems for recording and monitoring trainee progress on placements. These will be shared with placement supervisors, who will receive training on their use on an annual basis (or at the start of each placement). The tutor will be responsible for ensuring that the placement supervisor completes and submits the required documentation.

UEA has in place, systems for managing both short-term and longer-term student absences that may require temporary suspension of studies. These are monitored by central University committees and the Postgraduate Research Service, who ensure consistency and that academic standards are maintained.

Project Implementation Plan:

Attached to our documentation is a detailed project implementation plan, covering the period 31 May 2017 (announcement of the outcome) to September 2021 (completion of intake 1). The implementation plan will be overseen in its early phases by a Project Board, consisting of key current UEA staff. The PMC will take over the monitoring and oversight of the implementation plan during 2017/18 as staff are recruited and partnerships with employers formed. The project implementation plan combines methodologies, breaking down activities into areas that broadly follow the trainee lifecycle (recruitment and selection of trainees and course delivery) and other dependencies (staff plan).

There are milestones highlighted within the project implementation plan, these include HCPC approval and BPS accreditation, contract start date, start of recruitment, trainees joining the course, reporting points and end of academic year. Assumptions have been made in respect of monitoring and reporting required by DFE and these will be refined if the bid is successful. Some dates (for example school term dates) are not yet available, so assumptions have been made based on previous dates.

Risk Register:

Attached to our documentation is a Risk Register, which the Project Board and then the PMC will review and update regularly. The Risk Register identifies risks, assigns responsibility for monitoring and managing the risk, indicates the monitoring process that will allow us to trigger mitigating actions and what the mitigation or action plan would be. The Risk Register covers factors such as the KPIs set by the Department, programme delivery and placement provision.

In accordance with the draft terms and conditions (section 25) we would draft an exit management plan within three months of the effective date of the contract and review the plan on an annual basis through the PMC.

11.02 Please describe and evidence how you will successfully manage the design and delivery of the ITEP course content, plus the programme delivery to Intakes for a intake for 2018. Your evidence should include but not be limited to:

- Quality assurance and HCPC accreditation.

- Awarding body (ies).
- Maintaining up to date course curriculum to reflect changes in policy direction, the needs of employers of educational psychology services and service users.
- Milestones and the steps required to achieve them.
- Key risks, mitigations and contingency plans
- Trainee support.
- Management of resources and funding.
- A range of experiences to support the training content.
- Supervision arrangements both academic and practice placement.
- Working in partnership with other training providers, organisations and employers of educational psychology services to improve ITEP courses.
- Monitor and achieve satisfaction ratings that exceed 90% of trainees rating the programme good or above.

Quality Assurance:

The Programme Management Committee (PMC), comprising the academic staff delivering the programme, the Programme Director, representatives of placement providers / employers and trainees, will oversee the design and content of the course. This membership will ensure that the design of training is informed by the latest research, changes in policy as well as the needs of the profession and employers, helping to ensure that it remains current.

The PMC will ensure that the design and content of the course and learning opportunities meet the 15 standards of professional competence set by the Health and Care Professions Council (HCPC) and the 9 standards for doctoral programmes in educational psychology set out by the British Psychological Society (BPS). The doctoral award will be made by UEA, with the programme meeting the requirements of QAA and HESA in respect of doctoral training. The School of Education & Lifelong Learning (EDU) will maintain coherence and quality across all its doctoral programmes (including PhD & EdD), and follow the University's code of practice for research degree programmes which forms part of the UEA quality assurance framework. It covers principles of supervisory practice, examination standards, student feedback and satisfaction, annual progress reporting, appropriate doctoral training and professional/personal development support towards employability. At UEA all postgraduate research courses are governed by a structure stretching from school to faculty and to the university levels.

The standards of the programme will therefore be assured through

- the University's internal approval, validation and review procedures
- joint HCPC approval and BPS accreditation (anticipated spring-summer 2018)

The course will also be supported by an Exam Board which will comprise an external academic examiner, also an experienced EP, the course director, tutors and supervisors. The remit of the board will be to assess the progress of students from years 1 to 2, and 2 to 3, and assess the quality of feedback on student assessments and provide formative guidance for the development of the course.

Course content and structure:

In terms of content and ethos, the course is designed with the principles of critical psychology, critical pedagogy and social justice at its core. At the core of the course is the importance placed on equality and diversity, and the goal of promoting inclusion and anti-discriminatory practices to serve the needs of mostly vulnerable children and young adults who will use the service of trained EPs. These and other issues that are likely to be of growing importance to the field of educational psychology will inform the course content as the programme develops.

All elements of the course are designed to complement each other – placement experience, university taught components and research components – and trainee success will depend on all components being successfully mastered. The learning outcomes tied to each taught component/module, placement experience as well as the final thesis, will demonstrate how the standards required by HCPC and BPS will be met. The course although located in the School of Education & Lifelong Learning, will closely collaborate with lead academics in the Doctorate in Clinical Psychology, the School of Psychology and the School of Social Work. There is a depth of expertise and research experience in these programmes and schools and we will continue to seek opportunities to share good practice and teaching opportunities across them. The lead academics of the Doctorate in Clinical Psychology have already been involved in guiding aspects the course and providing input on thesis options, drawing on their experience. Potential overlaps in taught components between the proposed course and existing courses like the Doctorate in Clinical Psychology are being considered. The School of Social Work already provides a day long advanced doctoral training in 'researching vulnerable children and populations', an adaptation of which has been agreed as part of the research module of the proposed course.

The course will work to a model of approximately 220 days per year, excluding weekends, holidays and statutory days. The placement days will be mapped to school term days. In years 1-2-3, the approximate distribution of timetabled, university days will be 105-45-45; independent research days will be 45-45-45; and days in placement 70-130-130.

180 credits each year x 3 years (10 hrs of work for each credit, approx. 1,800 hours of study each year).

Year 1 – 4 taught modules totalling 180 credits (including placement) with 8 assignments accounting for 25,000 words (averaging 3000 words per 20 credits). The four modules will be: Child in Context; Critical Perspectives on Consultation, Assessment & Intervention; Professional Practice: Working with Organisations, Families and Individuals (placement & taught component); Doing Research with Children and Young People. Learning outcomes on each module are tied to HCPC and BPS standards.

Year 2 – 2 taught modules totalling 180 credits (including placement) with 2 assignments on reflective practice reports accounting for 8000 words each and work towards thesis – research proposal of 5000 words, ethics application; begin systematic review of research in chosen topic. The two modules will build on year 1 modules - Professional Practice: Therapeutic Intervention & Inclusion; Advanced Research Methods and Analysis.

Year 3 – Most interaction with trainees during timetabled university time will be one-to-one supervision and student presentations of work in progress. Completion of systematic review and thesis main focus. Thesis: Work towards the thesis will be completed across years 2 and 3 and be undertaken on independent study days and not overlap with practice placement time; 20,000 word systematic review of research + 20,000 word empirical study. Viva voice examination to include both components.

Key pieces of assessment in each of the three years indicate important milestones for trainees to achieve. Each year will build on and return to, key concepts and ideas critical to the work of educational psychologists and the contexts in which they will work, which would be introduced in year 1. In year 1 semester 1, assignments are shorter pieces, gradually increasing in size and reducing in quantity as the course progresses. This reflects the expectation that students will gain greater independence in studying areas relevant to their interest and work placement experience. In years two and three, there will be a shift to a greater professional identity and increased work placement component. These years are divided largely between work placement, independent research time, and time at university involving one-to-one supervisory meetings, workshops and student-led presentations on their work-in-progress. There will be far less lecture/seminar based input in the final two years. Invited practitioner speakers will offer input drawing on their practice/expertise.

In year 1 feedback is offered through formative one-to-one tutorials and summative assessment pieces. Year 1 will build the core professional competencies required that will be continuously tested and expanded through the placement experiences of all three years.

The tutor will play a key role in the trainee's programme, agreeing a professional development plan with them in Year 1, which will be shared with the placement supervisor at the transition into Year 2 and Year 3, and which will be monitored on a regular basis through tutorials with the tutor in Year 1 and through the three way meetings between trainee, tutor and placement supervisor in Years 2 and 3.

In addition to face-to-face contact, trainees, tutors and placement supervisors will also maintain contact via telephone, email or Skype while on placements, as necessary.

We anticipate that the tutor will remain as the research supervisor in most cases except where the topic of research necessitates a different research supervisor being allocated. The supervision of research will be governed by the university's code of practice for research degrees.

Student satisfaction:

Currently the doctoral supervision ratings for the EDU are high, consistently over 90% in the last two national PRES (Post Graduate Experience Survey) reports from 2013 and 2015.

EDU will seek to continue to maintain these high satisfaction scores with the new trainees on the proposed course. We will monitor student satisfaction annually, through formal and informal systems.

Placement supervisors training and support:

It will be the role and responsibility of the tutor to monitor and review the learning opportunities made available to the trainee both in taught sessions and on placement. Where issues emerge, the tutor will work with trainee and placement supervisor (where appropriate) to formulate a remedial plan.

Support for placement supervisors will be provided in the following ways:

- In the summer term of Year 1 we will provide training for those supervising trainees as placement supervisors in Year 2 and will offer refresher training during Year 2, in preparation for Year 3 placements. The training/refresher days at the university will be a combination of lectures, discussions and workshops. The course director will be responsible for the organisation of this day.
- The Professional Development Plan will be shared with each placement supervisor in Years 1, 2 and 3 to ensure that they are aware of the requirements.
- Regular meetings between tutor and the placement supervisor to discuss trainee progress will include setting expectations.
- We will draft a range of documentation for placement supervisors to record trainee progress.

Placement arrangements:

In year 1, the university will discuss with local placement providers, the opportunities and numbers of trainees they can support for each placement. In the first part of year 1, trainees will observe/shadow an experienced EP and in the latter part of the year, will be supervised by their tutor during placement. Tutor and trainee will meet on a regular basis to discuss what tasks the trainee needs to complete.

The Practice Placement Partnership Framework (PPPF) will be adopted to provide support for trainees in placements in years 2 and 3. A qualified and experienced EP, practicing in the placement site will be appointed as placement supervisor. The placement supervisor in collaboration with the tutor, is expected to support the trainee to complete placement tasks by providing opportunities and supervision, to advance their competencies. The trainee will submit this work both to the placement supervisor (as part of their case work) and to the tutor (anonymised) as evidence of their practice. Three way meetings

between trainee, tutor and placement supervisor will be held every term to monitor progress with placement experiences.

For placements in years 2 and 3, the course will seek to be part of the SEEL (South East and East London) Consortium. The course director will work closely with fellow training partners, LAs, schools, private establishments, to secure placements in the Eastern Region. EDU have been liaising with Norfolk County Council, Bedford, Central Bedfordshire, Essex, Peterborough and Luton, who have provided written support in anticipation of the course being set up, in the form of recruitment, teaching and supervision, placement and possible future employment. The support of the Regional PEP in liaising with the SEEL consortium has also been secured. UEA Careers Service will also support trainees in their applications to the growing number of private educational psychologist services.

Employability:

We anticipate a near 100% employment status for graduates from the course. Upon successful completion of the defence of their thesis, which will follow similar timelines of courses in the country, the course will ensure that the pass list of graduates is registered with the HCPC to allow graduates to start practising as EPs immediately thereafter. With the shortage of EPs in the Eastern Region (currently about 25% short), we anticipate that graduates will be able to secure employment in a range of institutions and organisations. UEA Careers Service will also support trainees in their applications to the growing number of private educational psychologist services.

Risk Management:

We attach a risk register below.

Resources and Funding:

Trainees will be encouraged to make full use of the range of resources available to them in the shape of the full suite of library resources including e-books/e-journals, and physical resources such as dedicated, bookable PGR workspace, and the wider research environment with a full programme of doctoral seminars, doctoral conferences, advanced doctoral training, and personal and professional development courses. There are bookable computer labs which will be used for research training purposes.

Risk Log

| Risk | Responsibility | How Mitigated | Mitigation |
|--|--------------------------------------|--|--|
| Failure to receive HECPC approval | Project Board, IMC, Course Director | Monitoring by Project Board, Programme Director and PMC prior to visit | Mock submission, drawing on experience elsewhere at UEA; actions taken to address any shortfall in meeting HECPC approval criteria; resubmission for HECPC approval. |
| Failure to receive BPS accreditation | Project Board, IMC, Course Director | Monitoring by Project Board, Programme Director and PMC prior to visit | Mock submission, drawing on experience elsewhere at UEA; actions taken to address any shortfall in meeting BPS approval criteria; resubmission for BPS approval. |
| Failure to gain full UEA course approval | Head of School | Tracking of course approval through process; close liaison with PCR Service and with Chairs of approving committees; liaison with Executive Dean | Resubmission of proposals to meet approval criteria; withdrawal from the contract |
| Withdrawal of HECPC accreditation | Course Director, IMC | Routine programme monitoring and quality assurance with reference to HECPC requirements | Actions to address any issues / shortfall in HECPC criteria |
| Withdrawal of BPS accreditation | Course Director, IMC | Routine programme monitoring and quality assurance with reference to BPS requirements | Gain placements through private establishments and outside the Eastern Region |
| Failure to gain sufficient placements | Course Director, IMC | Close working with SEEL consortium | Identify other placements in region using existing networks and through private establishments; have sufficient placement offers to immediately replace any lost provision; have in place an adaptable model to replace any offer holders who withdraw |
| Withdrawal of a placement provider Year 1 | Course Director, IMC | Regular meetings and contact between the course director and local placement sites | UEA Corporate Information Systems team to invoke business continuity procedures |
| Withdrawal of a placement provider Years 2 or 3 | Course Director, IMC | Close working with LA's in the Eastern Region | Liaison between trainees, programme team and IMC / Course Director to ensure issues are addressed |
| Failure to recruit to target (10) | Course Director, IMC | Monitoring of application, offer and acceptance data on a weekly basis throughout the recruitment period | Support for applications, including support from the UEA Careers Centre |
| Technical issues | PCR Service (head of) | Liaison between NCTL and UEA following award of contract | Ongoing contact with and support for alumni to informally address any issues |
| Poor outcomes from the annual survey of final year trainees | Course Director, IMC | Internal UEA monitoring of trainee experience through periodic questionnaires and staff/student liaison fora. | Depending on conviction, offer a place to the next applicant on reserve list |
| Trainees do not find employment at the end of the programme | Course Director | Tutorials with trainees in the final year of the course to track applications and job offers | Depending on conviction, offer a place to the next applicant on reserve list |
| Trainees do not remain in employment as educational psychologists for two years (24 months free) following the programme | Course Director | Review of convictions | Liaison with NCTL to discuss the circumstances following consideration by Fitness to Practice Board and a decision that the trainee should withdraw |
| Applicant declares a criminal conviction at selection stage | Fitness to Practice Board | Review of information provided through DBS | See funding agreement |
| Applicant is found to have an undeclared criminal conviction during the selection stage | Fitness to Practice Board | University Tutor regular contact with student | Recruit temporary staff to fill post and advertise for new staff |
| Trainee gains a criminal conviction during the programme | University Tutor and Course Director | Regular and routine meetings between University Tutor and trainee; feedback / cause for concern process from Placement Supervisor | Recruit temporary staff to fill post |
| Key members of academic teaching staff leave the University | Course Director | notification of intention to leave by member of teaching team | See funding agreement |
| Long term absence of academic staff due to illness, compromising ability to deliver programme or provide research supervision | Course Director | monitoring of staff absences in accordance with normal contractual arrangements | As with withdrawal of placement; ensure that there are sufficient placement agreements in place to find an alternative placement can be found quickly |
| Trainee withdrawals from the programme (e.g. following criminal conviction, medical issues, poor performance, unsuitability, other personal circumstances) | University Tutor and Course Director | Regular and routine meetings between University Tutor and trainee; feedback / cause for concern process from Placement Supervisor will highlight any emerging issues and provide an opportunity for intervention | Practice Placement Partnership Framework makes provision for short period of placement to be spent elsewhere; UEA will ensure this can happen through other regional LA's, and through existing networks of placements |
| Trainee unable to provide appropriate range of learning opportunities | Course Director | Regular meetings and contact between placement providers and Course Director | UEA to develop contingency plans for the completion of the programme for trainees already on course (in accordance with UEA and QAA requirements) or to transfer to new provider |
| Early termination of the contract by UEA | PMC | Internal decision to withdraw from the training programme | UEA to develop contingency plans for the completion of the programme for trainees already on course (in accordance with UEA and QAA requirements) or to transfer to new provider |
| Changes to Local Authority and school funding for educational psychology services, which will impact on the availability of placements | PMC | Regular monitoring and close working with local LA's | Seek new placement opportunities through private routes |
| Insufficient qualified or quality applications received from a diverse range of applicants, limiting capacity to recruit a diverse cohort of students | Course Director, IMC | Regular and routine monitoring of applications through the application period; monitoring of profile of the long and short list; review of interview and selection criteria to ensure equality of opportunity for all applicants | Look for opportunities to encourage applicants from more diverse range of applicants |
| South East, East and London Consortium not willing to fund the programme | PMC / Project Board | Project Board to receive reports on negotiations / liaison with SEEL and UEA | Establish a network of placement partnerships with local authorities and other providers of EP services |
| Inability to recruit sufficient trainees additional to the contract for the course to low volume | Head of School | Monitoring of application, offer and acceptance data; budget and staff monitoring | review marketing and recruitment strategy |

11.03 Please provide details and evidence of how you will plan and deliver high quality and sufficient distribution of practice placements throughout the course. Year 1:

We anticipate that these placements will all be within the Eastern Region. In year 1, the university will discuss with local placement providers, the opportunities and numbers of trainees they can support for each placement. Placements will be allocated by the university to all trainees in year 1. The process of allocation will be made known to all, with particular attention to the fairness of allocations. In year 1, the emphasis will be on giving all trainees exposure to a range of placement sites to increase the diversity of learning opportunities. Tutor and trainee will meet on a regular basis to discuss what tasks the trainee needs to complete. The role of the tutor is to make sure that the trainees allocated to them are learning from a range of diverse opportunities and they will report this to the course director.

Placements early in year 1 may involve more observation and shadowing of a qualified and experienced EP and in the later part of the year, placement experience will involve a more active participation, in a range of situations and sites. These will be overseen by the tutor through their placement visits. They will discuss regularly, what tasks the trainee needs to complete and register this through placement documentation. The tutor is expected to support the trainee to complete tasks by providing opportunities and supervision, to advance their competencies.

Years 2 & 3:

The Practice Placement Partnership Framework (PPPF) will provide the guidelines for supporting trainees in placements, particularly in years 2 and 3. For placements in years 2 and 3, the course will seek to be part of the SEEL (South East and East London) Consortium. We will work closely with fellow training partners, local authorities, schools, to secure placements in the Eastern Region, for trainees. Several local authorities have communicated their support for the course in terms of helping with recruitment, teaching and supervision, placement and possible future employment. We have been liaising with Norfolk County Council, Bedford, Central Bedfordshire, Essex, Peterborough, Luton, and they have provided written support in anticipation of the course being set up. We also have the support of the Regional PEP in liaising with the SEEL consortium.

Practice Placement Arrangements (as outlined in the PPPF):

At the end of year 1, trainees and their tutors will have a sense of competencies and development needs (HCPC/BPS standards) that have been addressed and those that will need to be addressed or developed. This competencies and needs analysis will be noted and communicated to the placement provider.

A qualified and eligible (qualified EP with minimum two years' work experience) placement supervisor will co-ordinate trainee's practice in conjunction with the tutor to ascertain placement requirements. Together, the trainee, placement supervisor and tutor will devise the trainee's professional development plans.

Guidelines on placement will be set out by the university, based on HCPC SETs and BPS requirements.

Placement provider will provide trainee with information on policies, procedures and practices with which to comply (for example, Safe guarding, Lone Working, etc.).

Trainee will provide the placement provider with DBS checks completed by university, through the university's DBS service.

Child protection training will have been provided to the trainee by the university prior to placement and an advanced learning opportunity is expected to be provided by the placement provider.

Supervision and monitoring:

A supervision contract will be agreed on, by university and placement provider, before the start of placement. Supervision arrangements will adhere to BPS accreditation criteria (eg. a minimum level of formal supervision of one half hour per day on placement). Records of supervision will be monitored by the university.

The 3 way review meetings will take place termly. The TEP Placement Plan outlined in the PPPF will be used for this purpose to evidence the plan and actions taken.

The placement supervisor is expected to observe trainee and offer clear and specific feedback as well as more general formative feedback.

The trainee will submit work both to the placement supervisor (as part of their case work) and to the tutor (anonymised) as evidence of their practice.

The range of placement experiences will be balanced to be appropriate in terms of time, complexity and breath of work. Supplementary placement where necessary may be organised by the university.

The university will organise each year, a briefing/training session which all placement supervisors will be expected to attend. These will be evaluated by trainees and certificates of attendance will be supplied in keeping with HCPC requirements.

The days required for placement will be maintained over the three years (300 in all). Trainees will keep a record of time spent on placement and notify university and placement provider in case of absence due to ill health. Absences will be supported by a programme led by tutor, to allow trainee to compensate for lost learning opportunities

Research and placement:

Thesis supervision will be provided by the university (may or may not be the same as university tutor). The thesis data collection and analysis is expected to be carried out in study time, separate to the practice placement time. Where there may be a high degree of overlap between the placement and the thesis, data collection may be carried out during placement time but analysis and writing up will be expected to be done during the independent research time.

All research must have prior ethics clearance through submission of research plan and appropriate documents signalling informed consent, to the Research Ethics Committee of EDU.

The process outlined in appendix 3 of the PPPF document will be followed in cases where problems arise regarding placement practice. In all cases, a collegiate approach will be encouraged with open communication between the parties involved to allow for a quick and professional resolution.

12.01 Please provide details and evidence as to how you will support the central ITEP application process run by the Association of Educational Psychologists (AEP). Evidence should include but not be limited to:

- Ensuring a fair, open and transparent recruitment process
- How you will recruit 10 places while retaining high quality candidates from a diverse range of experiences
- Ensure all successful candidates meet the entrance criteria laid out in the ITEP Applicants Handbook and understand fully the conditions of funding (EPFT scheme contract).
- How you will have the capacity of support the full application process and support trainees during

the process/post selection.

- Working in partnership with AEP.
- How will you ensure that the trainees will remain on the course for 90% to go on to employment.

Attracting and retaining the right applicants:

We outline the various stages and processes envisaged to attract and retain the right applicants to UEA's course.

Advertising:

EDU will work with the AEP in advance of the course commencing to ensure that the course can be advertised through the Association for Educational Psychologists website (<http://www.aep.org.uk>) This will ensure that UEA will be registered to appear as an option before the application process for the 2018 intake begins.

As a course that will be part of a national funded scheme, the Association of Educational Psychologists will manage the on-line application process (with specific residency criteria to apply for the scheme): <http://www.aep.org.uk/training>. This application process outlines the conditions of the EPFT funding to all applicants at the time of application.

To ensure that the course recruits the 10 funded places and more, it will also be advertised through the UEA website and via other external sites used to advertise PhD and PGR opportunities nationally and internationally, e.g. www.findaphd.com, www.prospects.ac.uk and www.jobs.ac.uk.

Eligibility requirements:

The course will adopt the full set of minimum eligibility requirements specified by the DFE (see below). Our admissions screening process will check for compliance with the minimum eligibility requirements before the shortlisting process begins.

* 2:1 (or minimum 2:2 where there is extensive and appropriate experience) or above in a UG psychology degree OR a conversion course OR a psychology-based masters degree.

To be eligible for the EPFT funding scheme, applicants, must also have:

- * Minimum 1 year full time (37 hrs a week or equivalent of part time) paid employment experience of working with children/young people within education, health, social care, youth justice, childcare or community setting
- * Must be eligible to work in England for the duration of the course and for at least 2 years afterwards
- * Must be UK resident. Non-UK applicant must have been living in the UK at the time of application for at least 6 months and be able to provide proof of residency
- * Must have a good command of written and spoken English. If English isn't the first language, applicants must provide recent evidence of meeting the required standard – IELTS overall grade of 7.0 with a minimum of 7.0 in each sub test.

Recruitment process:

UEA will adhere to the application timetable set by the AEP.

In keeping with national trends, we estimate that the course may be oversubscribed, particularly because of the lack of similar courses in the Eastern Region. The selection and evaluation criteria outlined below

will allow the best candidates to be identified for funded places on the course.

We envisage a competitive recruitment process that will assess and evaluate applicants for their suitability and level of preparedness for a place on the course. This will be a 3 stage sifting process of (i) shortlisting applications that meet the DFE criteria, (ii) a ranking of verified applications based on the appropriateness of their experience and academic background, and (iii) a final interview and task based assessment of shortlisted applicants in person. For example potential approaches are: a group task with two observers (whole group or individual, broad theme or scenario) and individual task (presentation, reflection, etc.). The task might be a video scenario or a topic list is given in advance.

The criteria for shortlisting and evaluation of applicants will be designed to assess their preparedness to undertake the course on five parameters – academic background and experience; collegiality & ability to work with others; critical thinking and response; understanding and commitment to the EP profession and future role; communication skills.

Particular attention will be paid to the final composition of the intake to ensure a suitably diverse range of candidates are selected, through appropriate shortlisting and interview, to sustain optimal learning conditions for those on the course.

The university's PGR admissions office will administer the process and support the academic lead - the course director, and the selection panel members drawn from local authorities and prospective employers, for the entire application, recruitment and offer process. The PGR admissions office is experienced and already set up to direct queries, answer and support enquiries from national and international, prospective and current applicants.

Successful candidates will be immediately instructed about DBS check processes and requirements to ensure that candidates will be ready to begin placement experience within the first semester. UEA has an experienced student disclosure service which will process enhanced disclosures with the DBS.

Safeguarding:

In line with HCPC and DFE requirements, acceptance on the course will be conditional on a satisfactory DBS certificate. As part of the offer letter, the PGR Admissions Office will write to offer holders, asking them to self-disclose any issues that may appear on a DBS certificate, with a deadline for doing so. Any matters disclosed in this way will be referred to the Educational Psychology Fitness to Practice panel, comprised of academic staff and representatives of employers. The Panel will determine whether the offer holder can progress to the course on a case-by-case basis, with reference to the likelihood that the individual would be employable in an Educational Psychologist role. The Panel will be timed to ensure that any offer holders who are rejected at this stage can be replaced (the timing is described further in the implementation plan). At the point that an offer is made, applicants will also be asked by the University's Student Disclosure Service (which already coordinates the DBS process for trainee teachers, nurses and other professionals) to commence the DBS process. The Student Disclosure Service will track the DBS application and will flag any DBS certificates that contain information. Applicants will be required to show the original of the DBS certificate and this information will be checked against any self-disclosure already provided. The Fitness to Practice Panel will consider any instances where the information provided through self-disclosure varies from information contained on the DBS certificate.

Deferrals and withdrawals: Successful candidates, should they need to defer their place, will be allowed to do so up to a year provided UEA is still running the course. If a successful candidate withdraws within the first month of registration, their place may be offered to those on the reserve list.

Retaining applicants:

The course will have an inbuilt, informal and formal, evaluation and feedback process to encourage open, two-way communication and thus retain applicants. The course will be included in the existing feedback and monitoring systems in place for other PGRs in the School of Education and Lifelong Learning. Once every quarter, there will be a formal opportunity for students to offer opinions, suggestions, critique to improve the course for themselves and future intakes of students. Meeting notes will be circulated to all intake members to allow them an opportunity to respond in writing or in person. All student feedback will be directed to the course leader for response and action, and followed up by the School's PGR Director.

An annual anonymous feedback opportunity at the end of each year will also be offered to candidates.

Along with all other postgraduate research students at UEA, the students on this course will be anonymously surveyed biennially through the PRES (Post graduate research experience survey) and results analysed and responded to, at the course level.

Employment:

We anticipate that there will be a near 100% employability for students graduating, as is the case nationally. In particular, we anticipate that the shortage of EPs in the Eastern Region will absorb the graduates both for the placement during the course and after graduation. Several local authorities have pledged support for the course in terms of supporting recruitment, teaching and supervision, placement and possible future employment – in particular, Norfolk County Council, Bedford, Central Bedfordshire, Essex, Peterborough, Luton, who have already provided written support in anticipation of the course being set up.

12.02 Please provide details on how you will monitor and manage the collection of data/information requested by DFE. Evidence should include but not limited to:

- Progress against key performance indicators
- Monthly reports to the DFE on updates on recruitment, deferrals, placements, course leavers and destination data.
- Actions taken to address any causes of concern raised by trainees/employers/regulators.
- Providing feedback and lessons learned following each recruitment process.
- Participating, on request, to the ITEP National Steering Group, and associated national policy developments affecting the direction of future training the profession.
- Support the implementation of any review of training agreed recommendations.

Reporting and course management:

The Programme Management Committee will have oversight of course management and will receive and review management information reports linked to the key metrics set out in the contract and linked to BPS and HCPC criteria. The data to inform these reports will be collected and managed by UEA's Postgraduate Research Service (PGR Service), using the UEA central student record system. The PGR Service already supports monitoring mechanisms across UEA and delivers reports which meet the needs of various funding bodies, including UK Research Councils (UKRC). University Tutors will play a key role in the monitoring of student progress. Through regular meetings with trainees and Placement Supervisors they will identify emerging issues. A framework of reporting documentation will be put in

place to collect data on student progress. This will be supplemented by regular and periodic monitoring of data held within the student record system, such as volume of applications, equality profile of applicants, number and location of placements.

The exam board will consist of an external academic examiner, also an experienced EP, the course director, tutors and supervisors. The Board will meet annually. The remit of the board will be to assess the progress of students from years 1 to 2, and 2 to 3, and assess the quality of feedback on student assessments and provide formative guidance for the development of the course.

Contract management:

We will provide monthly reports to DFE on all aspects of student progress through the life course of the project. Actions taken to address cause for concern will be taken and reported. A summary report on feedback and lessons learned from each recruitment process will be provided. We will support the implementation of any review of training recommendations.

Our student record system:

The course will be supported by an administrative team that is experienced in dealing with doctoral students and their progression. The PGR office is part of the monitoring mechanism set up within UEA to meet the requirements and standards of various funding bodies including the UKRC (UK Research Councils). At every stage of the course, there will be regular and periodic monitoring of student progress as is currently the case for all doctoral students. The PGR MIR (Management Information Report) will be adapted to supply monthly reports to meet DFE demands. Matters relating to numbers recruited in each intake, deferrals or withdrawals, can be routinely reported.

The monitoring system will account for individual student attendance rates, course work and assessment submissions. Procedures already in place for the annual progress reporting which involves a face to face meeting of students and supervisory teams with the aim of reviewing progress, setting goals and identifying training needs will be adapted for this course. The review of every student's report and actions taken will continue under the oversight of the School's PGR Director.

Placement procedures:

The Practice Placement Partnership Framework (PPPF) will provide the guidelines for supporting trainees in placements, particularly in years 2 and 3. In year 1, the university will discuss with local placement providers, the opportunities and numbers of trainees they can support for each placement. A qualified and experienced EP who works for the placement provider will be assigned to the trainee as supervisor. They will meet on a regular basis to discuss what tasks the trainee needs to complete. The supervisor is expected to support the trainee to complete said task by providing opportunities and supervision, to advance their competencies. The trainee will submit this work both to the field work supervisor (as part of their case work) and to the university (anonymised) as evidence of their practice.

For placements in years 2 and 3, the course will seek to be part of the SEEL (South East and East London) Consortium once the results of the tender are announced. We will work closely with fellow training partners, local authorities, schools, to secure placements in the Eastern Region, for trainees. Several local authorities have communicated their support for the course in terms of helping with recruitment, teaching and supervision, placement and possible future employment. We have been liaising with Norfolk County Council, Bedford, Central Bedfordshire, Essex, Peterborough, Luton, and they have provided written support in anticipation of the course being set up. We also have the support of the Regional PEP in liaising with the SEEL consortium. UEA Careers Service will also support trainees in their applications to the growing number of private educational psychologist services.

Reporting and action taken in response to complaints/concerns:

UEA has complaints procedures that are both informal and formal in status. We are cognisant of the complexities that may arise when students are employed as well as in training. UEA has experience of managing these situation and of working with providers/employers. Drawing on this experience, we will put in place, procedures to deal with matters relating to placement learning so that problems that may arise are spotted early and responded to appropriately, bearing in mind the needs of both trainees and employers. We will therefore work with the principle of addressing issues and concerns in a collegial way that addresses both sets of needs and maintains our obligations to trainees while preserving important relationships with employers. We will adopt procedures outlined in Appendix 3 of the PPPF.

Exam board and opportunity to discuss lessons learnt across each year – from recruitment to placement, assessment, supervisory arrangements, employment.

The School would welcome any opportunity to be part of ITEP National Steering Group and any other national steering group or association of course directors whose purpose is to improve the provision and training of EPs.

Appendix 1 – Implementation Plan

UEA response to question 11 and 12

Points of clarification 11.01• Can you please clarify what the strategic approach is to distributing the Practice Placements?

Strategic priorities to distributing placements are:

- 1) to offer diversity of learning opportunity in keeping with HCPC SETs and BPS requirements and
- 2) aim to meet needs of schools, LAs and EPs in the Eastern Region.

In year 1, the aim of placements is to offer trainees exposure to a broad range of situations and sites in which EPs typically practice. The Eastern Region has a wide mix of urban and rural sites and we will seek placements in both types of locations. Before the start of each year, the university (responsibility of course director) will discuss with local placement providers and EPs, the opportunities and numbers of trainees they can support for each placement. We will attempt to match the opportunities arising locally with the need to offer each trainee as broad a range of situations and sites as possible. The University Tutor's role is to ensure that trainees are learning from diverse opportunities and they will be required to report to the course director on this. Where the placements are not felt to be sufficiently diverse to satisfy training needs, we will seek additional placements to supplement placement training.

In years 2 and 3, practice placements will be distributed through the SEEL consortium, to which we will seek to belong. Our understanding of the consortium's working is that it seeks to distribute placements in such a manner as to balance trainees' top 3 preferences for placement locations and the needs of the

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LAs that contribute to the consortium through bursaries. In addition, our conversations with LAs in the region indicate that there is a desire and a demand to retain trainees in the region and they have given written assurances of willingness to support the course in securing placements and future employment. (More details in other answers below).

Can you please clarify/expand the exit strategy?

The course will not be viable without the funded places for trainees and will close when the contract ends. UEA is investing in this programme in anticipation of securing the next tender, so that by the time the contract for the first intake (September 2018 starters) expires, we would be in a good position to secure the contract for the next intake/s. As set out in the Invitation to Bid documentation, a detailed exit plan will be submitted within 3 months of securing the tender, and will tie in with the obligations specified as part of the contract.

At this point in the process, we can state the following:

- UEA will maintain key staff and administrative support for the course until the end of the contract.
- Trainees will be informed of the end of contract and standards of teaching and supervisory support will be maintained for the last intake in keeping with UEA Student Charter and Code of Practice for postgraduate programmes. Where necessary, supervisory support will be maintained through the provision of temporary contracts with staff as is current practice for staff who retire or leave the university in the course of the final thesis preparation.
- In terms of retaining student records and transfer of data, the course will fulfil its obligations to all bodies like the HCPC and BPS and will retain core information in accordance with the UEA records retention policy for registered students.
- For trainees who may have had to take a break in the course of their studies due to extenuating circumstances (maternity, bereavement, ill health, etc.), and are therefore out of sync with their intake, the university will put in place arrangements to supplement their training, whether through taught sessions, supervisions or placements, so that they are able to continue with the degree (even if the course may have closed by then). Key to these arrangements will be setting up agreements with the employers to maintain their bursaries/salaries to enable them the opportunity to successfully complete the course. On the part of the university, we will seek to find child psychology placements with the help of the Doctorate in Clinical Psychology course, and their placements, to afford the same opportunities for the trainee to acquire the required competencies. All of these arrangements will be scrutinised by the Programme Management Committee (PMC) before the course is due to be closed.

Can you please clarify what the plans are for engaging with those who have been cited in the proposal for now and throughout the contract?

To design the course and to bid for the current tender, we have been building links with the following regional stakeholders who will be crucial to the success of the course. Currently, the following Principle

Educational Psychologists from local authorities in the Eastern Region have expressed a willingness to both offer placements from trainees on the course, as well as contribute to the teaching on the course: Norfolk County Council (James Thatcher & Nick Hammond); Bedford (Tim Long); Essex County Council (Ros Somerville); Peterborough City Council (Kobie Botha); Luton (Linda Delmar); Central Bedfordshire Council (Claire Harvey). We are also in contact with the NAPEP Regional Lead (Malcolm Taylor, Thurrock) who supports this course in principle. Many potential partners have expressed support for the course which they also see as helping to build capacity in the region in terms of sharing research and expertise through participation in the course.

If we are successful with the tender we hope to return to these and other councils to build our partnership with them. A variety of stakeholders will be involved in the Programme Management Committee (PMC) and are being, and will continue to be involved in the development of the course. We anticipate that the context in which the course and the trainees will work will continue to be fluid and that the course will need to be responsive to changes to remain successful. In year 0 (2017/18) therefore, the course director will be engaged with the detailed co-ordination and planning for the course with the stakeholders. At this stage, we anticipate that we will seek to develop relations with stakeholders to address the following areas:

- Approximate placements they will be able to support for the first intake in years 1, 2 and 3, including the range of opportunities and any needs specific to their authority
- Understand budgetary limits and other constraints that may be specific to each authority
- -Their current experience with supporting trainees for other university courses in the South and East and how they would be able to extend this to the new trainees and to the specifics of this particular course
- Specific support they can offer in terms of serving on recruitment panels, Fitness to Practice Board, and offering special teaching and workshop sessions for trainees
- Experience of tutorial and supervisory support for EPs, and possibilities of working with UEA supervisory training

In addition, the School of Education and Lifelong Learning runs a successful PGCE course for primary and secondary trainees in the region. This programme works with a vast network of primary and secondary schools with whom we have maintained excellent working relationships over the years. UEA also has extensive experience of building, maintaining and managing partnerships with external stakeholders through Nursing, Allied Health Professions, Medical Education and Social Work. As the course develops in close collaboration with the Doctorate in Clinical Psychology and the the School of Social Work, it is well positioned to draw on this wealth of experience.

11.03• Clarify the Thesis submission date

We anticipate that the thesis submission will be in early June (between 5-12 June), and the vivas to be held in early July (5-12 July). We are aware that pass lists need to be promptly reported to the HCPC to allow trainees to start employment in the following autumn and will seek to hold all vivas within a week

in early July to allow time for minor amendments to be completed in time for the final copy of the thesis to be submitted.

Clarify what the Practice Placements will be in year 1 and how these will be ready in time

Once the tender is secured, the university will set in place, agreements with a range of sites to ensure that there are no delays with securing practice placements. As set out in our project plan, one of the main responsibilities of the course director in year 0 (2017/18) will be to build relationships with local placement providers. We anticipate that we will have provisional placement allocations in place before the start of the course, in spring 2018. Local LAs have reiterated their support (orally and through email correspondence) for supplying placement supervision from the very first year of the course and we do not anticipate any major obstacles in this regard.

DBS checks for trainees will have been completed at the start of the course. Where necessary, we will seek out additional placement opportunities drawing upon our existing network of schools for PGCE teacher training placements. Both sets of placements in year 1 will be arranged to fit with the school year, i.e shorter placements in term 1 and 2 and the 10 week block placement in June-July.

Clarify how the deferral process will work after the contract ends (if the trainee cannot complete within 3 years)

By 'deferral' we are referring to the process of offering excellent candidates who may be temporarily prevented from joining the course, the option of taking up a place in the following year. This is in anticipation of future contracts being awarded to UEA for training subsequent intakes. Trainees will not be able to defer their place on the course to the following year if the course contract ends before the 3 years required to finish the degree.

To avoid confusion, we would like to also discuss 'intercalation' here. This term is used by UEA to indicate occasions where students may need to take a break from their studies due to extenuating circumstances (maternity, illness, bereavement, etc.). In such cases, we will follow our code of practice to support the student once they are fit to return to study and allow them to complete in due course. More details were outlined under the exit strategy query earlier.

12.01• Clarify how the Fitness to Practice Group links to HCPC's fitness to practice

The Fitness to Practice procedures that apply for the duration of the course are distinct from the HCPC fitness to practice processes, which come into play once the trainee is registered to practice. For the duration of the course itself, there are two kinds of fitness to practice triggers – one from the academic side, for example failure to complete academic work, and the other from the placement side, which may pertain to matters such as inappropriate conduct, etc. At UEA, professional courses (like the Doctorate in Clinical Psychology) use Fitness to Practice Boards (FPBs) to investigate trainees' progress where there is a cause for concern during the course of their programme. The model we have proposed for this

course maps against these same processes and the matter will in most cases be dealt within the university. HCPC may be notified where appropriate.

Expand on your relationships with employers

As noted earlier in this document, we have started building close partnerships with the local authorities in the region as they are likely to be the principle employers. Our conversations with them have reinforced the findings of the Association of Educational Psychologists (AEP) which estimates local shortages to be at least 25%. At the same time that statutory Special Educational Needs (SEN) assessments are up 43% in Norfolk alone in 2015/16. Other LAs in the region face similar shortages of EPs. Currently our conversations with them have been very supportive and amicable.

In terms of placement support for years 1, 2 and 3, we have assurances from local LAs that lead us to believe that we will not have trouble securing placements for the Sept 2018 intake (in the first instance). This bodes well for future employment of the trainees, and the course will continue to build on these partnerships which will be vital for the success of the course.

We will also include employers in the recruitment panels, on Fitness to Practice Boards and most importantly, the Programme Management Committee (PMC) as covered in the tender documentation.