<table>
<thead>
<tr>
<th>Item</th>
<th>Research</th>
<th>Consultancy</th>
<th>Contract Research</th>
<th>Normal KTPs</th>
<th>Shorter KTPs</th>
<th>EU &amp; Overseas Project</th>
<th>CPD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed &amp; signed PAF</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>2. Costing in excel &amp; in PDF (where still &amp;/or Dean signature is required):</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>3. Where the staff receives is to be the summary costing</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>4. Where the staff has been signed by the Dean when additional payments noted</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>5. Official award letter and/or contract with T &amp; C's &amp; VAT requirements.</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>6. Funding body/budget/ application page which includes costs/schedule 1</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>7. Application</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>8. Payment details (method &amp; timescale)</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td>9. Signed partnership/consortium agreement</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
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<td>10. Signed joint commitment statement</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
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<tr>
<td>11. Reference no. of credit check* from shared log</td>
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<td>IA</td>
<td>Y</td>
<td>Y</td>
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<td>IA</td>
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<tr>
<td>12. HESA code noted &amp; checked</td>
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<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>13. Company type noted on PAF &amp; checked</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>14. Company type noted on PAF &amp; checked</td>
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<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
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<tr>
<td>15. Main award including duration dates</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
</tr>
<tr>
<td>16. Signed contract with the co. that are paying GCU the funds</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
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<td>17. Payment method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Signed contract with the co. that are receiving the funds</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
<td>IA</td>
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<td>19. Payment method</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Any additional comments:

Checklist sign by RE representative: [Signature]

Date: 26/9/13

Key:
- Y Paperwork required
- N Paperwork not required
- IA If applicable
* Credit checks are required for non-public funding bodies where value is in excess of £1,000 net of VAT.
1. PRINCIPAL INVESTIGATOR
   Name: Martin Kettle
   School: HLS Dept: HCS
   Tel No: 8819

2. TITLE of PROPOSAL
   SSSC for the Development of an Accredited Learning Pathway for Chief Social Work Officers

3. START and END DATES (where known)
   from 23/07/13 to 28/03/14

4. ARE THERE ANY IPR/CONFIDENTIALITY ISSUES (N)
   If yes, please state (see guidance notes)

5. DOES THIS PROPOSAL PRESENT A CONFLICT OF INTEREST (N)
   If yes, please state here any potential conflict of interest which may arise or be perceived to arise in undertaking this project.

6. COMPANY TYPE (please tick one box for each funding body, which confirms the company type)
   (Definitions can be found within the guidance notes at www.gcu.ac.uk/rie/riedocuments)

<table>
<thead>
<tr>
<th>Company location:</th>
<th>Scottish</th>
<th>Other UK</th>
<th>Non-UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>SME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Company</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Company</td>
<td></td>
<td></td>
<td>Y</td>
</tr>
</tbody>
</table>

7. PRINCIPAL INVESTIGATOR
   SIGNED PRINCIPAL INVESTIGATOR

8. PROPOSAL APPROVED by EXECUTIVE DEAN of SCHOOL
   SIGNED DEAN of SCHOOL (or nominated other)
   (confirming application is in line with School strategy)

9. PROPOSAL APPROVED by RIE
   SIGNED on BEHALF of RIE (confirming all aspects of financial and contractual compliance with University and funding body requirements).

10. UNIVERSITY AUTHORISATION
    (to submit a proposal externally)
    (nominated signatory for and on behalf of the University)

   Date 26/9/13
COMMERCIAL ACTIVITIES
CONSULTANCY, CONTRACT (COMMISSIONED) RESEARCH
& OTHER SERVICES

(please tick one) Consultancy Y ☐ Contract Research ☐ Other Services ☐

Tender document for bid ☐ ☐ – please supply this for review by RIE  Risk Assessment attached [Y]

1. EXTERNAL CLIENT CONTACT DETAILS (address for correspondence)

Contact Name  Fiona Clark  Address  ...Senior Adviser, Workforce Development and Planning

Organisation  Scottish Social Services Council, Compass House, 11 Riverside Drive, Dundee DD1 4NY

Email/telephone  01382 207218  Fiona.Clark@sssc.uk.com

2. COSTING

Please attach either a completed consultancy summary spreadsheet, or contract research summary spreadsheet. These can be found within the University fEC costing model spreadsheet at www.gcu.ac.uk/rie/riedocuments

Important: Proposals will only be approved if a University authorised costing is submitted. This costing model must be completed with and formally approved by RIE.

fEC of activity (contract research only) £
Total income for activity £36,391
Total costs for activity £28,356
Surplus £8,035 / 22%
Overhead rate applied 80%

Please attach any other relevant project description documents. It is the responsibility of the PI to inform RIE when a project is successful in order that the contractual stage (see 3 below) can be completed. Please quote RIE ID No. in all correspondence.

3. CONTRACTUAL REQUIREMENTS TO SUPPORT ACTIVITY

Important: Please attach proposed draft agreement with client if any, or alternatively seek advice from RIE. The University will not allow projects to commence until a contract is agreed and signed by both the external partner and the University. RIE will complete an internal form for project acceptance.

Client supplied agreement or contract ☐ ☐ - please supply this for review by RIE

Please supply any project description documents and letter/email from the client commissioning the work.

RIE Advice needed re: (tick as required)
University standard terms and conditions for provision of consultancy and technical services [ ]
GCU contract or sub contract [ ]
GCU Confidentiality Agreement [ ]
Intellectual property rights disclosure/ licensing agreement [ ]
Expert witness contract [ ]
Other [ ] (please state) ............................................

Notes: A definition of contract research and consultancy can be found within the “University Requirements for the Conduct of Commercial Activities, which can be found at www.gcu.ac.uk/rie/riedocuments
For help in preparing costings please complete an RIE costing request form (which can also be found at www.gcu.ac.uk/rie/riedocuments ) and/or contact RIE.
### Project Risk Register

<table>
<thead>
<tr>
<th>No.</th>
<th>GCU Strategic Goal</th>
<th>Specific Risk Description</th>
<th>Impact (i.e. severity)</th>
<th>Likelihood</th>
<th>Gross Risk Score AS PER MATRIX (1 - 9)</th>
<th>Mitigation Actions, Procedures/Controls in Place</th>
<th>Residual Risk Score AS PER MATRIX (1 - 9)</th>
<th>Early Warning Mechanism</th>
<th>2. Actions Planned</th>
<th>Risk Owner</th>
<th>Control Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,7</td>
<td>Provide clear detail of the project risk, and then using the table below evaluate the impact and likelihood of this risk without any controls in place.</td>
<td>H</td>
<td>M</td>
<td>5</td>
<td>List all mitigating actions, procedures and controls which will then impact on the gross risk score to create a revised residual risk score.</td>
<td>5</td>
<td>List early warning mechanisms and other planned future actions which enhance the management of this risk, providing timelines where appropriate.</td>
<td>Name</td>
<td>Name(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Resources insufficient to provide satisfactory service</td>
<td>M</td>
<td>L</td>
<td>6</td>
<td>There is sufficient spread of resources on the contract to allow reallocation if one or two people are not available. In addition, other personnel are available outside of the team to support where necessary.</td>
<td>6</td>
<td></td>
<td>Dr Martin Kettle</td>
<td>Marty Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Client not satisfied with service</td>
<td>M</td>
<td>L</td>
<td></td>
<td>A very experienced and highly qualified group of academics with the necessary complementary skills to provide a professional service.</td>
<td></td>
<td></td>
<td>Dr Martin Kettle</td>
<td>Marty Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Contract leaves GCU and/or the PI vulnerable to litigation or financial loss</td>
<td>H</td>
<td>L</td>
<td>8</td>
<td>Contract reviewed and accepted by RIE</td>
<td>8</td>
<td></td>
<td>Dr Martin Kettle</td>
<td>Marty Wright</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Is the pricing sufficient to provide a suitable return?</td>
<td>M</td>
<td>L</td>
<td>6</td>
<td>Pricing based on RIE costing spreadsheet and outputs salary recharge, 20% overhead and 23% surplus</td>
<td>6</td>
<td>50% payable at mid point and 50% on completion</td>
<td>Dr Martin Kettle</td>
<td>Marty Wright</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Project Risk**

---

**GCU Strategic Themes**

1. Globally Networked  
2. Excellence in Education  
3. Excellence in Research  
4. Delivering for Business, the Public and Voluntary Sectors  
5. Valuing our People  
6. Committed to the Common Good  
7. Sustainability

---

This risk assessment form must be completed and submitted with every Research, Innovation and Enterprise (RIE) Proposal Approval Form for Commercial Proposal authorisation.

Signed: Principal Investigator  
Signed: Executive Dean / Head of Function

In signing this form the Dean of School or Head of non-School University Function confirms an assessment of risk in relation to the proposed activity has been appropriately undertaken.
## RISK REGISTER

### # STRATEGIC GOAL

<table>
<thead>
<tr>
<th>SPECIFIC RISK</th>
<th>IMPACT (i.e. severity)</th>
<th>LIKELIHOOD</th>
<th>GROSS RISK SCORE AS PER MATRIX (1-9)</th>
<th>MITIGATION ACTIONS, PROCEDURES/CONTROLS IN PLACE</th>
<th>RESIDUAL RISK SCORE AS PER MATRIX (1-9)</th>
<th>1. EARLY WARNING MECHANISMS</th>
<th>2. ACTIONS PLANNED</th>
<th>RISK OWNER</th>
<th>CONTROL OWNER / CO OWNERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide clear detail of the project risk, and then using the table below evaluate the impact and likelihood of this risk without any controls in place.</td>
<td>H</td>
<td>M</td>
<td></td>
<td>List mitigating actions, procedures and controls which will then impact on the gross risk score to create a revised residual risk score.</td>
<td></td>
<td></td>
<td>5</td>
<td>List early warning mechanisms and other planned future actions which enhance the management of this risk, providing timelines where appropriate.</td>
<td>Name(s)</td>
</tr>
<tr>
<td>Resources Insufficient to provide satisfactory service</td>
<td>M</td>
<td>L</td>
<td></td>
<td>There is sufficient spread of resources on the contract to allow reallocation if one or two people are not available. In addition, other personnel are available outside of the team to support where necessary.</td>
<td></td>
<td></td>
<td></td>
<td>If no or more members of the team are not able to contribute the PI will reassign actions to existing or new team members</td>
<td>Dr Martin Kettle</td>
</tr>
<tr>
<td>4, 5</td>
<td></td>
<td></td>
<td></td>
<td>This is a very experienced and highly qualified group of academics with the necessary complementary skills to provide a professional service.</td>
<td></td>
<td></td>
<td></td>
<td>A mechanism of early and regular contact with the client has been formalised to identify potential problems and manage client expectations on an ongoing basis</td>
<td>Dr Martin Kettle</td>
</tr>
<tr>
<td>4, 7</td>
<td></td>
<td></td>
<td></td>
<td>Pricing based on RIE costing spreadsheet and outputs salary recharge, 80% q/head and 22% surpluses.</td>
<td></td>
<td></td>
<td></td>
<td>50% payable at mid point and 50% on completion</td>
<td>Dr Martin Kettle</td>
</tr>
</tbody>
</table>

### Overall Project Risk

#### Major Themes
- Networked Excellence in Education
- Research for Business, the Public and other People
- Committed to the Common Good

### Impact
- High
- Medium
- Low

### Likelihood
- High
- Medium
- Low

---

This risk assessment form must be completed and submitted with every Research, Innovation and Enterprise (RIE) Proposal Approval Form for Commercial Proposal authorisation.

Signed: Principal Investigator
Signed: Executive Dean / Head of Function

In signing this form the Dean of School or Head of non-School University Function confirms that an assessment of risk in relation to the proposed activity has been appropriately undertaken.
DATE: 12/09/13

FOR THE ATTENTION OF: Professor Valerie Webster

SSSC for the Development of an Accredited Learning Pathway for Chief Social Work Officers

Dear Valerie,

Please find enclosed the following documents

- PAF, Signed by the PI - to be signed by the Vice Dean
- Costing spreadsheet
- Risk Assessment, Signed by the PI - to be signed by the Vice Dean
- No credit check is required as this is a public organisation

The contract extension is being finalised between RIE and the client, the Scottish Social Services Council

Please note that the expected start date has been passed by almost two months prior to the date of this documentation and against normal guidance for processing commercial contracts. The reasons for this are as follows:

The client has only last week agreed terms with RIE, not having delivered their initial draft until the middle of August. RIE turned it around in about a week and the client has only last week responded, accepting our proposed changes.

Despite the above, the client insists on retaining the original start date as they had asked (insisted) that some initial desk based information gathering work be carried out in July.

Whilst these actions are contrary to our guidelines everything has been done with best intentions to keep the client happy with potential reputational risk associated with not complying with the client's request to commence work, a client with whom we are building considerable new collaborative links.

Other potential associated risks are financial loss if the client does not pay for work to date and lack of professional indemnity cover which only becomes relevant when contracts are signed.

With regard to the former, the potential financial loss relates to approximately £2,000 of salary recharge and with regard to the latter, no actual reports have been submitted to the client, thus minimizing the potential of litigation for work done.

We are, however aware of the issues associated with non-compliance and will work with RIE and Finance in a series of workshops planned for 2013/14 associated with the submission of PAF, Risk and Costing, details of which will be submitted to SMG in October 2013. In addition to introducing new procedures, including the completion of a GCU Risk Register, the workshops will emphasise that predated documents will not be accepted without significant mitigating circumstances.

I will be happy to discuss this further as necessary.

Kind regards,
Bill

Bill Campbell
Dear Bill

I am aware that the SSSC do tend to be slow to get final agreement round contracts but usually want initial desk work started while the negotiations are underway. This is usually due to their wishing to be fair to the University as well as their timeline. We have in the past had to return payment for work undertaken pre-contract signing in exactly these circumstances. The previous examples were actual data collection and consultancy activity. My understanding is that this has only been prep work. RIE can advise if we can proceed.

I would be obliged if the impact and issues surrounding this practice could be made clear to the Department and the discipline so that we do not find ourselves here again. Including starting work, all be it desk work prior to agreement with the SSSC.

If RIE feel we cannot accept payment for the prep work I am happy to authorise the return of the £2000.

Valerie

Professor Valerie Webster
### Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Actual Cost to University</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCU Staff</td>
<td>12,167</td>
</tr>
<tr>
<td>GCU Travel &amp; Subsistence</td>
<td>1,700</td>
</tr>
<tr>
<td>GCU Equipment</td>
<td></td>
</tr>
<tr>
<td>Description:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

### Other Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct staff costs</td>
<td>3,656</td>
</tr>
<tr>
<td>Focus groups</td>
<td>500</td>
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<tr>
<td>Dissemination conference</td>
<td>600</td>
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</tbody>
</table>

### Costs before Overheads

**£18,623**

### Overheads

**HLS**

<table>
<thead>
<tr>
<th>School/Dept. Rate (%)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>School/Dept. Rate (£)</td>
<td>9,733</td>
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</table>

### Total Actual Costs

**£28,356**

### Price Charged / Income

**£36,391**

### Surplus / Deficit (£)

**£8,035**

Costing Approved by RIE: ___________________________
Date: ___________________________

### Additional Payments / PD T’fer

**£0**

### Final Surplus To School/Dept.

**£8,035**
### GCU Staff Costs

<table>
<thead>
<tr>
<th>Current Salary point</th>
<th>Current Salary</th>
<th>Number of Days Working on Project</th>
<th>Calculated Base Salary Cost</th>
<th>Superannuation</th>
<th>National Insurance</th>
<th>Total Salary Cost</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>43</td>
<td>£44,607</td>
<td>17.5</td>
<td>£3,548</td>
<td>£568</td>
<td>£4,606</td>
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<tr>
<td>2</td>
<td>49</td>
<td>£53,233</td>
<td>8</td>
<td>£1,936</td>
<td>£310</td>
<td>£2,513</td>
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<td>3</td>
<td>43</td>
<td>£44,607</td>
<td>3</td>
<td>£608</td>
<td>£97</td>
<td>£694</td>
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</table>

**Total Staff Costs**

$£12,167$

### Price Calculator

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<th>Daily Rate</th>
<th>Number of Days Worked</th>
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<tbody>
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<td>£</td>
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<tr>
<td>6</td>
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<td>0</td>
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</table>

**Total**

$£0$
### Additional Payments to Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Personal Development Account</th>
<th>Additional Salary Payment (inclusive of 12% NI Contribution)</th>
<th>Pension Contribution (AVC's)</th>
<th>Personal Development Account Code</th>
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<tr>
<td></td>
<td>£</td>
<td>£</td>
<td>£</td>
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</table>

**Sub-Total**

**Total Payments to Staff**

**Payments to Staff Authorised by Dean**

**Date**

### Staff Time Recharges

<table>
<thead>
<tr>
<th>Name</th>
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**Sub-Total**

**Total Charges**

12,167
Tender submitted for project:
Scoping of Accreditation of Chief Social Work Officers

Project Team Leader: Martin Kettle
Programme Lead MSc in Social Work
0141 331 8819
martin.kettle@gcu.ac.uk

Co-leader of project Stephen Webb
Professor in Social Work (01/08/13)

Project Start Date: July 2013

Project End Date: March 2014
# Contents

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# Appendices

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Executive Summary

In delivering this proposal it is recognised that there is already a substantial body of work on which to draw, including statutory guidance for Chief Social Work Officers (CSWO) and the Scottish Social Sector’s Council’s (SSSC) ‘Step into Leadership’ framework. This proposal builds on the expertise of Glasgow Caledonian University in learning and teaching at Scottish Credit and Qualification Framework (SCQF) levels 11 and 12, and extensive experience in delivering projects in relation to Recognition of Prior (informal) Learning (RP(i)L), Work based Learning (WBL) and social work. As such the team view the proposal as an ideal research and development fit, which will require minimum lead-in time, and is particularly well placed to complete it within the challenging timescale that has been set.
1. Summary of Service Specification

Mandatory requirements

Mandatory 1  Production of benchmark competences/standards for leadership pathway for CSWOs at SCQF level 11
Mandatory 2  Report with:
  • options appraisal of the range of methods for CSWOs to provide evidence that they have met the competences
  • options appraisal for the assessment, accreditation of the learning pathway
  • scoping of potential means of supporting candidates
  • scoping of potential links to existing formal and informal learning

Mandatory 3  Consultation with key stakeholders

Mandatory 4  Final report outlining the agreed process for assessment of candidates, accreditation and quality assurance of the learning process; recommendations for supporting CSWOs through the learning pathway; and links to existing formal and informal learning.

Performance requirements

Performance Mandatory 1  The accredited learning pathway for CSWOs will meet the quality assurance requirements of QAA Scotland.

Performance Mandatory 2  The learning pathway must be designed to build on existing guidance and support the complex role of the CSWO in maintaining professional social work values which focus on outcomes for vulnerable children and adults while meeting corporate expectations of them as strategic managers in a local authority.

Performance Mandatory 3  The potential for partnership arrangements must be fully explored in all aspects of the service requirements.

Performance Mandatory 4  The links with competences for other senior public service roles should be articulated while making sure that the award clearly recognises what sets the CSWO role apart from these.
Performance Mandatory 5  All work must be compliant with the Codes of Practice for social service workers.

Performance Mandatory 6  All written reports must meet SSSC corporate standards for content quality, style, layout and accessibility.

2. **GCU: Excellence in Education**

Glasgow Caledonian University (GCU) welcomes this exciting and innovative opportunity presented by the Scottish Social Services Council (SSSC). GCU would be pleased to be selected as the preferred partner to fulfill the specification of the SSSC project, which aims to scope the accreditation of Chief Social Work Officers (CSWO).

GCU has previously worked with SSSC on accreditation related projects (Whittaker 2007, 2008) and recognises this project is a further step in SSSC’s mission to clearly demonstrate that the entire workforce are properly trained, appropriately qualified and effectively regulated.

CSWOs are the most senior level of Social Work personnel. As such they must fulfill key leadership roles at a time when public confidence, now more than ever, needs to be boosted by the affirmation that those serving as leaders in the Public Sector do have the necessary knowledge and skills to fulfill their role. CSWOs need to demonstrate that they promote the highest standards and values. They need to evidence that they improve and enhance the performance of a diverse workforce across a wide range of Social Services, which in turn informs their overall level of performance.

GCU has a mission that complements that of the SSSC, making them natural partners. By promoting the ‘common good’ and an institution-wide ‘transformative’ model of Widening Participation, GCU strives to provide an outstanding inclusive learning environment, underpinned by curiosity and research (GCU2013).

GCU aims to share knowledge and expertise; to work in partnership to deliver economic and social benefit to the communities it serves, and to create successful global graduates and citizens. GCU does this by providing flexible routes into and through programmes (articulation, credit transfer, recognition of prior (informal) learning (RP(i)L), part-time study, blended learning and work-based learning). These pedagogical approaches to accreditation have been developed at GCU with partner agencies, including the Higher Education Academy, and will form an integral part of this scoping exercise, having been shown to motivate and reward and impact positively on an individual’s performance, as well as facilitate the development of graduate attributes (critical thinking, reflection, self confidence and inquisitiveness) (Suliman 2006). In this respect GCU has extensive experience in supporting learners in the workforce,
developing their educational and professional expertise through routes utilizing Recognition of Prior Learning (RPL).

As well as flexible routes to accreditation, GCU offers a range of Masters Degree Programmes and flexibility in terms of end award (Post Graduate Certificate; Diploma or Degree). There is also a choice between the programmes offered by the School of Health and Life Sciences (MSc Advanced Practice; MSc Public Health; MSc Public Health and Social Action) and the School for Business and Society (MBA, MSc Leadership and Management of Public Services). The scoping exercise will consult CSWOs and will use their unique learning experiences to generate a range of options, both in relation to mode of learning and supports required. For example, it may be that for a number of CSWOs recent formal learning may be limited. Hence, consideration of mentoring schemes may be appropriate. This is an area that GCU has extensive experience.

It is also entirely feasible that the scoping exercise will ascertain that there are CSWOs whose experience equates to Doctoral level (SCQFF 12) learning. GCU’s Graduate Centre offers Professional Doctorate programmes and the GCU RPL policy permits transfer of 240 credits (50% of total) made up of formal credits being transferred from other Higher Education Institutions and/or informal learning SCQFF12 Level.

GCU’s experience in the delivery of above programmes places it in the unique position in relation to being able to create, validate and accredit a bespoke learning pathway. This would lead to an award at SCQFF level 11 for current or prospective CSWOs, if the scoping exercise determines that there is a consensus among those surveyed, the reference group of key stakeholders and the SSSC concurs.

3 Resources, Expertise and testimonials

GCU has the expertise at Corporate and School level to deliver this project to its specifications.

The Project will be jointly led by Martin Kettle; Programme Lead for the MSc Social Work, and Professor Stephen Webb, when he joins GCU on August 1st 2013. The Project will be hosted by the School of Health and Life Sciences (HLS), within which the Department of Health and Community Sciences (HCS) offers the BA (Hons) and MSc Social Work Degree Programmes. These programmes provide high quality Social Work Education, as reflected in the Sunday Times Table for Social Work Higher Education in the UK. HCS also hosts an MSc framework in Advanced Practice and a Professional Doctorate.

The HLS Executive Dean, Professor Nicky James and the Head of Department, Ms Jean Greig both fully support the tender.
The Project will receive expert advice from Professor Ruth Whittaker, Head of GCU’s Centre for Learning Enhancement and Academic Development (LEAD) and from Vince Mills, Director of The Scottish Centre for Work Based Learning, which is part of LEAD. Professor Whittaker, LEAD and the Centre for WBL exemplify GCU’s current commitment to learner-centred education, a concept that will be further strengthened in GCU’s newest Strategy for Learning (formerly Learning, Teaching and Assessment Strategy), through a commitment to personalising education. Dr Brian Ellis is the Masters Framework Coordinator for the School of Health and Life Sciences and he also leads the Professional Doctorate programmes accessed by Health, Social Care and Nursing Professionals and works closely with the other doctoral programmes and their leaders e.g. Justice, Welfare and Policy.

The operationalisation of all Recognition of Prior (informal) Learning (SCQF 7-12) and the delivery of WBL at Master’s level within HLS and HCS is coordinated by Marty Wright, Senior Lecturer, who has developed expertise of the educational potential these approaches can harness across social and health care professions. She will support the development of the methodological approaches, data analysis and mapping of the CSWO evidence to the SCQF descriptors, drawing upon extensive work undertaken to integrate RPL as a key route into all programmes at GCU.

Testimonials
Dr Watson was the Principal Investigator on a 2 year project funded by the Moffat Foundation and delivered by the Princess Royal Trust for Carers. The Project was completed in August 2010.

Pearse McCusker is currently working on the evaluation of an embedded Citizen’s Advice Bureau service within a CMHT in Glasgow, in collaboration with North Glasgow Service User Research Group.

A testimonial in relation to these two projects can be obtained from Professor Tim Kelly School of Education, Social Work & Community Education; University of Dundee; 01382 381534 or email educsocwk@dundee.ac.uk

An additional testimonial can be obtained from Florence Burke Director for Scotland; Princess Royal Trust for Carers; Charles Oakley House; 125 West Regent Street; Glasgow, G2 2SD T: 0141 285 7927 E: fburke@carers.org

4 Proposed approach to satisfy the specification

A mixed methods approach will be used. A combination of questionnaires, 1:1 interviews, case studies and focus groups in three(3) locations to ensure not only are all Scotland’s local authorities represented, but that existing CSWO, their deputies and other senior managers are given the opportunity to express a view on the qualifications for role and the merits of recognising learning and experiences.
Central to the GCU approach to the scoping exercise would be to build upon the framework for corporate and strategic leaders offered by the SSSC’s Step into Leadership website, with the focus on the six capabilities of

- Vision
- Creativity and innovation
- Self-leadership
- Collaborating and influencing
- Motivating and inspiring
- Empowering

Using this as a guiding principle, the scoping exercise would create a pathway for individuals holding the post of CSWO, to not only confirm their presents skills and competencies but to enable them to enter a learning environment, that will also enhance these with the aim of creating strong organisational and professional partnerships conducive to their own learning and delivery of service. It will be the aim of the scoping exercise to show how RPL has the potential to confirm that those who hold the post of CSWO, but do not presently hold a qualification for that role, can obtain it in a transparent, intellectually stimulating and relevant manner. This developmental approach is supported by the work of Werquin (2010) and Colardyn and Bjornavold (2004), whereby validation of RPL for employees in a post without qualification illustrates their ability to do the job, and so legitimizes existing knowledge and skills, while keeping the job at the forefront. This keeping the ‘job’ at the forefront of the accreditation process is envisaged as a key factor in ensuring that the accreditation process is relevant and real to CSWOs. In this respect, our approach to the scoping exercise is consistent with current pedagogical debates which emphasise the importance of framing ‘learning in and for’ the real world. Therefore, central to the scoping exercise is enabling the development of WBL, which although negotiated and designed with the employer, is essentially learner-centered and work related (Dewar & Walker 1999). In this respect it is anticipated that the scoping exercise, by profiling the CSWOs and demonstrating evidence of role achievement, will enhance the investment and commitment of CSWOs and other key stakeholders to the accreditation process.

Phase 1:
Starting with a CSWO and leadership focus, it is envisaged that a key aspect of the scoping process would be to create a baseline of both level of training / qualification (including short course) and experience of CSWOs, in order to determine what might contribute to a formal RPL claim and subsequent academic award. Tynjala et al (2003) suggest that experience and expertise are sufficient and equally valid as means of knowledge production. Therefore evidence created by CSWOs will be analysed by the project team to establish a base line for the nature and type of accreditation process required. The collation of this material would be obtained using online an questionnaire delivered to all 32 current CSWOs in Scotland.
Phase 2:
The scoping exercise requires gaining in-depth perspectives from CSWOs to explore their preferred routes to accreditation. In particular, how their formal and experiential learning could be carried forward in terms of qualification. An example of this scoping of views would be to determine which qualification CSWOs would feel best reflected their professional status and expertise. In this respect CSWOs may have a preference as to whether the qualification is located in a general social work or management context. To this end, it is envisaged formal contact would be made with all current CSWOs and the Chief Social Work Advisor to the Scottish Government.

In addition to the above it would be crucial to develop a matching process between the CSWO experience and learning, and the formal legislative requirements of the CSWO role. The statutory sources for this are identified in the specification document. This documentation would be used to develop a competency framework for the role of the CSWO, which would then be used as a benchmark both for what they are required to undertake in their role, but also as a basis to be matched against future RPL claims. Comparability with other senior public service roles will be included.

Phase 3 of the scoping exercise would be to review what higher education institutions, particularly GCU, are able to provide in order to create a relevant and valid path for CSWOs. This would entail an examination of RPL, LLL and WBL processes that can determine credit worthiness of the CSWOs’ experience and learning, and lead to the development of formal qualification at SCQF at level 11 and beyond. This part of the scoping exercise would be used to look at developing partnerships to ensure CSWOs are able to complete their accreditation and qualification in the most appropriate environment and location.

5 Project Team:

Martin Kettle, Lecturer & Programme Leader, MSc Social Work
Stephen Webb, Professor in Social Work
Pearse McCusker, Lecturer & Programme Leader, BA (Hons) Social Work
Janice West / David Watson, Independent Social Work consultants
Marty Wright, Senior Lecturer in Nursing/ RPL Advisor

Project Advisory team:

Professor Ruth Whittaker
Vince Mills
Brian Ellis
6 Proposed Timetable & Activity Plan

Phase 1 (July- September)  
Develop relationships and pathways with potential RPL providers across Scotland  
Develop competency framework from documentary evidence  
Establish online questionnaire and gain GCU ethical approval  
Distribute questionnaires to CSWOs  
Develop contacts and RPL partnerships at GCU  
Establish contact with all 32 CSWOs

Phase 2 (September- December)  
Interview all CSWOs and compile learning profiles to identify mode of delivery and supports to candidates  
Match CSWOs’ competencies with mapped experience  
Start scoping potential learning pathways  
Focus Groups (3)  
Draft competency framework

Phase 3 (January- March)  
Data analysis and report  
Appraise options for potential routes and supports re: RPL and level SCQF 11 for CSWOs  
Completed documentation for SSSC, including exemplars of potential RPL and qualification pathways for CWSOs.

7 Prices to be charged

Total gross value of contract including VAT £43 670  
(see Appendix 3 for detailed-breakdown of costs)

8 Summary

Experiential and constructivist ideas of learning are not new. There is a body of evidence spanning decades supporting the claims that effective, valuable and developmental learning for people in work actively occurs through the medium of work, through experience, interaction / engagement with others (CoP), especially when the learning is engaged with critically and reflectively Dewey 1929; Kolb 1984; Schon 1983; Brookfield

As a pedagogical approach it provides a strongly student-orientated, process-driven versus content-driven curriculum. The process is experiential and facilitative with University lecturers raising awareness of theories and constructs and the learners practically apply theories and constructs in a workplace setting, so broadening their underlying knowledge and understanding (Solomon 2004).

RPL use is growing for admission as well as advanced standing. GCU is creating accredited WBL programmes with employers and other stakeholders (work contexts). Both hold considerable value from a lifelong learning perspective, both hold great interest from international and national work policy perspective and both have significant potential as flexible tools for driving the Social Work workforce education standards upwards. Both recognise and reward past and present ‘good’ service delivery within the Social Services sector (Werquin 2010).

Acting as incentives, RPL and WBL have the potential to motivate, capture and then keep capturing future knowledge creation, acquisition, utilisation, transfer and indeed aspiration for CSWOs and the social care workforce as a whole. This project specification will serve to initiate the journey for CSWOs to achieve the formal accreditation, commensurate with their roles and responsibilities.

9 References


### Appendix 1

**Dr Brian M. Ellis**

*Curriculum Vitae*

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<td>2002 PhD: University of Dundee</td>
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<td>1993 MSc: University of Edinburgh</td>
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<td>1985 BA: Open University</td>
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<td>1976 Diploma in Teaching: Jordanhill College of Education</td>
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<td>2009 FCPod Med: Fellow of College of Podiatric Medicine</td>
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<td>1981 FChS: Fellow of Society of Chiropodists &amp; Podiatrists</td>
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<td>1974 Certificate in Local Analgesia</td>
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<td>2003-04 Queen Margaret University</td>
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**TEACHING EXPERIENCE**

Professional Doctoral - Project Development, Design and Management

Undergraduate teaching - Inter-Professional Learning

**CURRENT RESEARCH AND SCHOLARLY ACTIVITIES**

**ADVANCED/PROFESSIONAL PRACTICE**

2013 – Currently Supervising 8 Doctoral students (1 PhDs & 7 ProfDs)

2007-10- Member of Senate

2007-10 Member of the management team for the cross school Professional Doctorate

2006-10-Member of the Graduate Board

2006 ExaminEd PhD (1) & MPhil(1)

2006-10 Member of Higher Degrees Committee

2006-10 Director of National Centre for Sport Medicine

**Research Training**

2007 UKGrad – Training the Trainers

2007 How to be an Effective Researcher

2007 UK Grad School

2006 How to be an Effective Researcher (Training the trainers)

**External Examining**

2008- Professional Doctorate, Manchester Metropolitan University
2007-2011 Non Medical Prescribing, University of Cumbria
2002-07  BSc (Hons) Podiatry, University of Plymouth
2000-04  BSc (Hons ) Podiatry Salford University
1998-01  MSc in Clinical Biomechanics/Clinical Practice, Salford University
1997-01  BSc (Hons) Podiatry University College London

Other Scholarly Activities

2010- Member of the Scottish Podiatric Surgery Steering Group

2006 -10 School of Health & Social Care; Postgraduate Framework Coordinator with responsibility for all taught postgraduate students within the School

1990- I have led 15 curriculum planning teams covering BSc, BSc (Hons), MSc & ProfD, and acted as Programmes Convener/Member of validation/review Panels; chaired 12 panels, member of a further 20 panels.

2004-05 Centre for Change and Innovation – member of group reviewing dermatological services for Scotland

2002-04 Member of Specialty Advisor Board on Podiatric Surgery, Royal College of Surgeons, Edinburgh

RECENT PUBLICATIONS

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<tr>
<td>2012</td>
<td>Ellis, B.</td>
<td>A 5-Year intermediate Audit of the Impact of a Professional Doctorate Programme in Health &amp; Social Care. 3rd International conference on Professional Doctorates 2-3rd April 2012, Florence, Italy</td>
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<td>2009</td>
<td>Neale’s disorders of the Foot</td>
<td>Author of a chapter 5 on Vascular diseases. Elsevier</td>
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<tr>
<td>2008</td>
<td>Ellis MJH &amp; Ellis B Evaluating WWW based foot care information for individuals with diabetes <em>Diabetic Foot</em> Vol 9 No 1.pp38-48</td>
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<td>2006</td>
<td>Neale’s disorders of the Foot , Author of a chapter 5 on Vascular diseases Elsevier</td>
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<td>2005</td>
<td>Roche PA, Belch JJF, Ellis B, Raza Z, McCaldin D, Pain, Self Efficacy and Walking Behaviours in Peripheral Arterial Disease; pilot results. <em>International Association for the Study of Pain</em>, Satellite Symposium, August 17th - 19th Cairns, Australia</td>
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<td>2005</td>
<td>Sime L, Philips S, Ellis B. McHardy K Microvascular complications and risk of developing diabetic foot ulcer: Implications for targeting podiatry resources. <em>Diabetes UK</em>, (awarded first prize for best preventative poster)</td>
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**RESEARCH/EDUCATIONAL GRANTS**

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<td>2012</td>
<td>Mills, D, Ellis, S, Granat, M, Dall, P, Ellis, B, Grant, M, The influence of dog ownership on objective measures of free-living physical activity and sedentary behaviour in community-dwelling older adults. ISAZ (International Society for Anthrozoology) Waltham Collaborative Research Award. $45,000,</td>
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<td>2010</td>
<td>Ellis B, Gallagher H, £45,000. Development and delivery of three national ultrasound education programmes -1st &amp; 2nd Trimester screening &amp; AAA screening. NES.</td>
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<td>2008</td>
<td>Ellis B, Ballinger C, Skelton D, Grant M, £9,800 Development of specialist M-Level &quot;Falls&quot; module. NES.</td>
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<td>2007</td>
<td>Ellis B, Lee R, &amp; Henderson A, £20,000, Development of blended learning in medical ultrasound. NES</td>
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<td>2006</td>
<td>Ellis B, £1500, The effect of hyperoxia on nitric oxide pathway. School of Health &amp; Social Care. GCU.</td>
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<td>2003</td>
<td>Roche P &amp; Ellis B, £1000, Barriers to compliance with walking exercise in patients with peripheral arterial disease: a pilot study into the role of pain, medical and psychosocial factors. Queen Margaret University.</td>
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**CONSULTANCY AND OTHER RELEVANT ACTIVITIES**

1998- Director of Dr William M. Scholl Podiatric Research and Development Fund
Martin Kettle  
Curriculum Vitae

Lecturer in Social Work (0.6)  
A422, School of Health and Life Sciences  
Glasgow Caledonian University  
Cowcaddens Road  
Glasgow  
G4 0BA

T: 0141 331 8819  
E: Martin.kettle@gcu.ac.uk

Service Manager (0.4)  
Research and Development  
South Lanarkshire Council

Current Position
Split post working between Glasgow Caledonian University (GCU) (seconded) and South Lanarkshire Council (SLC), where I am a service manager responsible for research and evaluation work.

Academic and Professional Qualifications

Current
Professional Doctorate, Glasgow Caledonian University
Undertaking a grounded theory study of role development in child protection social workers. Masters level achieved - currently in data gathering phase.

2007
MSc in Local Government Management Studies, University of Strathclyde

2003
M Phil Child Protection Studies, University of Dundee

2000
Diploma Child Protection Studies, University of Dundee

1993
Certificate Child Protection Studies, University of Dundee

1981
BA (Hons) Applied Social Studies. 1st Class, University of Bradford  
Certificate of Qualification in Social Work, University of Bradford

Employment

2009 - Present
Lecturer (0.6) GCU on MSc and BA Social Work programmes, GCU  

Service Manager (0.4) South Lanarkshire Council (SLC)  
Responsibility for the research and evaluation agenda – see below for details.
2005-2009
Child and Family Services Manager- South Lanarkshire Council
Responsible for fieldwork services in respect of children and families across the authority, as well as a range of management responsibilities, including quality assurance in child protection and involvement in, and chairing of, significant case reviews.

2003- 2005
Professional Adviser- Scottish Executive
Worked on the Child Protection Reform Programme, responsible for working with agencies across Scotland, in particular the revised Scottish guidance on Child Protection Committees.

2001-2003
Area Services Manager, Glasgow City Council.
Responsible for service delivery of all fieldwork social work services across a large area of the city.

1999- 2001
Assistant Director (Children and Families Affected by Parental Substance Misuse), Aberlour Child Care Trust, Stirling.
Responsible for development and management of a range of services, particularly focussed on residential services for women with dependency issues and their children. During this time I was a member of the group that wrote *Getting Our Priorities Right- Good Practice Guidance for Working with Children and Families Affected by Parental Substance Misuse* (Scottish Executive 2005).

1981- 1999
Various posts as social worker, senior social worker and area manager in Strathclyde Region, Glasgow City Council.
Generic management responsibilities with emphasis on child protection

**Research activity**

**Current**
An evaluation of the delivery of the personalisation agenda within South Lanarkshire Council
An evaluation of staff development programme on a move to an outcomes focus in South Lanarkshire Council
An evaluation of practice learning within residential homes for older adults in South Lanarkshire Council
Completing Researcher Development Initiative funded by the ESRC

**Completed**
An evaluation of the child protection response of the Emergency Service within South Lanarkshire Council
An evaluation the NQSW experience within South Lanarkshire

**Publications**

2011

Pending
Researcher Development Initiative funded by the ESRC
Current interests/other relevant information
Service evaluation, personalisation, the experience of Newly Qualified Social Workers, risk assessment and risk management.
Pearse McCusker
Curriculum Vitae

Programme Leader, BA (Hons) Social Work Degree &
Joint Course Leader, PGC Mental Health Social Work (MHO) Award
A422, School of Health and Life Sciences
Glasgow Caledonian University
Cowcaddens Road
Glasgow G4 0BA

T: 0141 331 8828
E: pearse.mccusker@gcu.ac.uk

Academic and Professional Qualifications

Current
PhD, Glasgow Caledonian University, commenced October 2012

2010-2011
Postgraduate Certificate in Learning and Teaching in Higher Education
with Distinction, Glasgow Caledonian University

2007-2008
Postgraduate Certificate in Social Work Management
Glasgow School of Social Work, University of Strathclyde

2002-2003
Mental Health Social Work Award (MHO)
West of Scotland Consortium for Education in Social Work

2001-2002
Post Qualifying Award in Social Work Part 1
West of Scotland Consortium for Education in Social Work

1999-2000
Masters in Social Work, University of Glasgow

1997-1999
Postgraduate Diploma in Social Work, University of Glasgow

1990-1993
BA (Hons) Degree Media Studies (2:1), University of Ulster

Employment

Current
Programme Leader BA (Hons) Social Work Degree & Joint Course Leader
PGC Mental Health Social Work (MHO) Award, GCU.

2005-2009
Social Work Practice Team Leader, community mental health team,
Glasgow. Line management responsibility for social workers and mental
health officers (MHOs) providing statutory interventions under Mental
Health (C&T) (Scotland) Act 2003/other relevant legislation.

2003-2005
Social worker and MHO in community mental health team.

2001-2003
Social worker in tertiary-level mental health project aimed at preventing
service users becoming homeless and ‘lost’ to services across North
Lanarkshire Local Authority area.
1999 – 2001  Social worker in adult community care team.

Research Activity

September 2012 – July 2013  Researcher & presentation organiser - Community-based treatment orders: Emerging findings from across the UK. A five part presentation at the International Academy of Law and Mental Health, July 2013, Amsterdam, in collaboration with English and Scottish partners.

May 2012 – May 2013  Mental Distress: Is social work education up to the mark? Lead researcher - Higher Education Academy grant funded (£6952) project to develop learning and teaching on mental health/mental distress across social work degrees at GCU, with the aim of improving students’ readiness for practice.

2010 – July 2011  Longitudinal action research project evaluating effectiveness of social work skills teaching in developing and enhancing students’ skills, knowledge and values. Accepted for publication.


Publications

Accepted for publication  McCusker, P. 2013. Harnessing the potential of Constructive Developmental Pedagogy to achieve transformative learning in social work education, Journal of Transformative Education.

2011  

*Other roles*

2011
Fellow of Higher Education Academy

2005 – Present
General Member of Mental Health Tribunal for Scotland.
Decision-making role at tribunal hearings for applications under Mental Health (Care & Treatment) (Scotland) Act 2003.
Dr David Watson
Curriculum Vitae

Senior Lecturer in Social Work
A241
School of Health and Life Sciences
Glasgow Caledonian University
Cowcaddens Road
Glasgow
G4 0BA

T: 0141 331 3188
E: D.Watson@gcu.ac.uk

Academic and Professional Qualifications

2003
PhD, Glasgow Caledonian University

2001
Fellow of the Higher Education Academy

1982
MSc, London School of Economics, University of London

1982
Certificate of Qualification in Social Work

1979
BA (Hons), Paisley College of Technology

Employment

2010 - Present
Senior Lecturer & Lead Researcher in Social Work, Glasgow Caledonian University

2008 - 2009
Acting Head of Social Work Division, Glasgow Caledonian University

1992 to 2008
Lecturer, Senior Lecturer and Lead Researcher in Social Work, Glasgow Caledonian University

1979 to 1992
Social Worker and Social Work Manage, Strathclyde Regional Council

Research Activities

2009 -2010
Principal Investigator. Review and develop an articulation between Glasgow Caledonian University BA (Hons) in Social Work and Cardonald College, HNC in Social Care. Greater Glasgow Articulation Programme (GGAP) £10,800

2008 - 2009
Co-Principal Investigator. Evaluating Carer Training Programmes in the Highlands and Islands and Minority Ethnic Communities in Scotland. National Carers Organisation and Scottish Government £12,500

2008
Principal Investigator. A Review of the Literature on Domestic Violence for South Lanarkshire Council: The incidence of domestic abuse,
experiences of service users & gaps in the range of services available and how these could be improved. South Lanarkshire Council. £1,000

2007-2010
Co-Principal Investigator. Preventing Crises for Carers. Moffat Foundation and Princess Royal Trust for Carers. £40,000

2007-2009
Co-Principal Investigator. Evaluating Expert Carer Training Programmes. Princess Royal Trust for Carers. £24,000

2006 – 2008
Co-researcher. Credit Care: Helping Carers Prepare for Re-Entry into the Workforce by Crediting Their Transferable Caring Skills. EQUAL. Work Life Adaptability Partnership (Scotland). £143,000

2006
Principal Investigator: Evaluating South Lanarkshire Practice Learning Teams: Practice That Makes A Difference? SIESW. £4,000

2005 – 2008

2005-2006
Principal Investigator: The Impact of Using Personal Learning Audits as a Means of Preparing Students for Practice, SIESWE. £5,000

Publications - Books
2006

Monographs
2010
West J, Watson D, McAllan W and Kelly T, Evaluating the outcomes of 'Teaching Teams' – A new model for practice learning, SWAP Monograph, Higher Education Academy Subject Centre, Southampton.

Referred Journal Articles
2008

2008

2004

2003
Watson, D. The Development of Total Quality Management in the Public and Personal Social Service: Realities, Limitations and Opportunities within the Modernising Agenda? Local Government Studies, Volume 29 (1).


**Research Reports**


2009  Kelly T, Watson D and West J *Carer Training Programmes in Rural Communities and for Black and Ethnic Minority Communities*. Final Evaluation Report, Glasgow Caledonian University and University of Dundee

2009  Watson D, West J and Kelly T *Caring with Confidence: Lothian Expert Carer Training Pilot Project*, Final Evaluation Report, Glasgow Caledonian University and University of Dundee,

Presentations

2009

2009
Watson D and Marryat J *Evaluating the National Expert Carers (Caring with Confidence) Programme: Challenges & Lessons from the First Year*, Community of Research Exchange, GCU

2009
Watson, D, (Key Note Speaker), *Skill and Values for Practice*, Momentum Skills Staff Conference, Glasgow

2008

2008
West J & Watson D, *Dither use of Personal Learning Audits: Developing an Empowering framework for Practice Learning*, Poster Presentation at School of Nursing, Midwifery and Community Health, GCU.

2006

2006

2004

Consultancy

2010
Reviewer, *Journal of Social Work*

2004 to present
Reviewer, *Social Work Education*

2010
Member of the Organising Committee for the *Getting it Right for Carers Conference*, run at the Glasgow Caledonian University on the 27th of January 2009

2008/9
Reviewer for Leverhumle Research Project Grant
Janice West - BA, CQSW, FHEA
Curriculum Vitae

T: 0780948870
E: janicewest@fastmail.co.uk

Personal Profile.
Highly motivated and experienced teacher and social worker with a wide range of knowledge and expertise built up over a 30+ years in a number of social work and higher education settings.

Key Areas of Expertise.

**Teaching and Curriculum Development**: Taught for 19 years in an HE setting, developing new programmes and modules, working to high quality assurance standards. Key teaching areas include social work law, human growth and development, risk assessment and risk management, social work practice.

**Foster Care Assessments**: Worked as link worker and review officer in local authority social work. Currently producing high quality assessment reports for independent foster care providers.

**Staff Training and Development**: Provided training and development workshops for local authority social work staff and foster carers.

**Evaluation and research**: co-author of several core social work textbooks, evaluation reports and journal articles across a range of subject areas.

Career History

1975-1991 Range of social work roles with local authorities. Focus on child protection, children’s hearings and fostering and adoption services

1991-2004 Lecturer in social work. Wide range of duties including teaching, curriculum development, course management, research and consultancy.

2002-2003 Part time secondment as Learning and Teaching Adviser for Scotland within social work subject area of Higher Education Academy.

2004- 2010 Senior lecturer in social work. As above but with increased emphasis on academic leadership, research and publication and supervision of staff.

Key Achievements

Achieved consistently ‘excellent’ evaluations by students of teaching and support provided.

Designed, commissioned and implemented an innovative online learning environment for students

Awarded funds in successive years by Higher Education Academy to produce high quality learning materials for student and academic staff
Developed and managed a successful part-time, employment based route for DipSW qualification (included significant RPL element). Steered through the validation transition process from DipSW to BA(Hons).

Authored a range of books, journal articles and conference presentations, all peer reviewed (See Appendix)

Devised and delivered high quality training to local authority social work staff and foster carers

Undertook research interviews and co-authored subsequent evaluation reports

**Professional Activities**

1980 – present Curator as item and Reporting Officer, Sheriffdom of Glasgow and Strathkelvin

2007 - 2009 Consultant to Enable Scotland on developing reflective practice

1998 – 2002 Member of Executive Committee, Family Care, Edinburgh


Member of Editorial Board, *Journal of Practice Teaching in Health and Social Care*.

Book reviewer and manuscript reviewer for a number of publishing houses.

2010-present Non-executive director, Aberlour Child Care Trust

**Recent Work Undertaken**

- Provided high quality, well evaluated training to social work and social care staff across Stirling and Clackmannanshire Council areas.
- Supported and mentored team leaders in Clackmannanshire child care services.
- Provided consultancy and direct leadership to the Fostering and Adoption Team in Alloa.
- Production of policy documentation and associated guidance on Staff Supervision, Recording for Professional Purposes and Staff Induction for Clackmannanshire Council
- Contributed to the review of child care services in Alloa.
- Undertook team building work with Clackmannanshire Council Early Years Service
- Conducted a case file audit for West Dunbartonshire Council and provided the follow-up training for senior staff prior to inspection by SCSWIS
- Provided training and consultancy to Fife and Forth Valley Criminal Justice Authority
- Completed research and written account of the 50 year history of Harmony Educational Trust.
- Completed permanency assessments for Fostering Relations, a not for profit fostering agency.

Publications and conference presentations

<table>
<thead>
<tr>
<th>Year</th>
<th>Publication</th>
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</thead>
<tbody>
<tr>
<td>2001</td>
<td><em>Empowerment and Partnerships in Child</em></td>
</tr>
<tr>
<td>Year</td>
<td>References</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
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</table>

**CONFERENCE PRESENTATIONS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Presentations</th>
</tr>
</thead>
</table>


Conference Posters


West J & Watson D “The Impact of Using Personal Learning Audits as a Means of Preparing Students for Practice : A Small-Scale Study” Presentation at JSWEC Conference, Cambridge, July 8-10th 2006


West J and Watson D, The use of Personal Learning Audits: Developing an Empowering framework for Practice Learning, Poster Presentation at School of Nursing, Midwifery and Community Health, GCU May 23rd 2008


2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998-2006</td>
<td><strong>GCU e-learning contributions</strong></td>
</tr>
<tr>
<td>1998</td>
<td>Innovative Teaching Event: &quot;Wiring Social Work Education&quot; (</td>
</tr>
<tr>
<td></td>
<td>'Highly Commended' winner)</td>
</tr>
<tr>
<td></td>
<td>in Practice &quot; ( 'Highly Commended' winner)</td>
</tr>
<tr>
<td>2004</td>
<td>&quot;Clydetown – an Inter-professional approach to e-learning&quot; in E-</td>
</tr>
<tr>
<td></td>
<td>learning at Gcal, April 2004</td>
</tr>
<tr>
<td>2005</td>
<td>&quot;Using Technology in Interprofessional Skills Development&quot; in E-</td>
</tr>
<tr>
<td></td>
<td>learning at Gcal, April 2005</td>
</tr>
<tr>
<td>2006</td>
<td>&quot;Clydetown: The use of audio and video resources within a virtual</td>
</tr>
<tr>
<td></td>
<td>community learning resource&quot;, Runner –up in poster competition at</td>
</tr>
<tr>
<td></td>
<td>Showcase Event, 25th May 2006</td>
</tr>
</tbody>
</table>
Curriculum Vitae – Stephen Webb

A. PERSONAL RECORD

Name
Stephen A. Webb

Education
Polytechnic of Wales  1981-1984
University of Oxford 1986-89

Qualifications
BSc (Hons) Behavioural Sciences, Polytechnic of Wales, 1984.
MSc in Applied Social Studies, University of Oxford, 1989

Present Appointment
Professor of Social Work, Glasgow Caledonian University

Previous Appointment
Professor of Human Sciences and Director of Research Institute for Social Inclusion and Well-being, University of Newcastle, Australia

Dean of Research, Faculty of Education and Arts, University of Newcastle, Australia.

Academic Visit
Professorial Fellow in Social Work, University of Sussex, UK.

Professor in Social Pedagogy, University of Bielefeld, Germany. (DAAD sponsored and funded)

Other Visit Status
Professor in Social Work, Social Work Institute Vytautas Magnus University, Kaunas, Lithuania

Professor in Applied Social Sciences, Institute for Healthcare and Welfare Studies, NHL University, Leeuwarden, Holland.
**Previous Employment**

- Reader in Social Work and Social Policy, University of Sussex (2001-2007)
- Senior Lecturer in Social Work and Social Policy, University of Bradford (1998-2001)
- Head of Social Sciences and Research Director of Centre for Social Research, University of Derby (1994-1998)
- Lecturer in Social Work, University of Dundee (1990-1994)
- Research Assistant, Sociology, University of Keele (1984-1986)

**Membership of Bodies**

- British Association of Social Workers (1990-)
- British Sociological Association (1991-)
B. RESEARCH AND PUBLICATIONS

BOOKS

Authored Books


Edited Books


Major International Reference Works

2012  The Sage Handbook of Social Work, (with M. Gray) Sage, London,


BOOK CHAPTERS

2010

2010

2010

2010

2010

2010

2010

2009

2009

2009


ACADEMIC JOURNAL PAPERS


SELECTED CONFERENCE KEYNOTE ADDRESSES AND PRESTIGIOUS PUBLIC LECTURES

2009  
Key Note Speaker 'The Trouble with Diversity', The Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH), Newcastle, 30 September – 2 October.

2008  

2008  
‘Against Postmodern Ethics in Social Work’, Presentation at International Association of Schools of Social Work (IASSW) conference at Durban, South Africa, August.

2006  

2006  

AUSTRALIAN RESEARCH COUNCIL DISCOVERY GRANTS

2009  
$240,000 - Implementing Evidence-Based Practice: Factors that Influence the Use of Research Evidence by Human Service Professionals: ARC DISCOVERY GRANT (CI) Prof SA Webb; Prof M Gray; Dr DA Plath.

2009  
$160,000 - Changing modes: A study of the knowledge economy of human service research in Australia: ARC DISCOVERY GRANT (CI) Prof SA Webb and Prof M Gray.

C. RESEARCH SPONSORSHIP AND AWARDS

Australian funded research

2011  
$780,000 New South Wales Government, Department of Innovation and Trade, “Community engagement and involvement for carbon capture and storage technologies for reducing high emissions”, 2 year funded project.

2010  
$35 million - CRC for Social Inclusion Research Leader Development. The CRC Program is supported by the Australian Department of Innovation, Industry, Science and Research. The program provides funding to build critical
mass in research ventures between end-users and researchers, in order to
tackle clearly-articulated, major challenges for the end-users. CRCs pursue
solutions to these challenges that are innovative, of high impact and capable of
being effectively deployed by the end-users. Federal, state and local
government have committed to reducing gaps in equity, and problems
associated with marginalisation and social discrimination, by endorsing the goal
of social inclusion. A consortium of academics are proposing a CRC for Social
Inclusion. The CRC will include end-users from federal, state and local
governments and the non-state sector; the latter group will include both
national NGOs and local community-based organisations.

2009 $240,000 - Implementing Evidence-Based Practice: Factors that Influence the
Use of Research Evidence by Human Service Professionals: ARC DISCOVERY
GRANT (CI) Prof SA Webb; Prof M Gray; Dr DA Plath

Implementing research evidence in human services is vitally important in
providing more effective and accountable provision. It promotes an innovation
culture by maximizing technological capability by understanding factors
conducive to change. Nationally, it is significant in three key respects: (1) it is
the first Australian research project to examine the implementation of research
evidence in the human services; (2) it is the first project to conduct a systematic
review in this field; (3) it develops a national policy framework for guiding im-
plementation and identify attainment outcomes in human services. A
multifaceted strategy for policy formation based on audit and feedback will be
proposed.

2009 $160,000 - Changing modes: A study of the knowledge economy of human
service research in Australia: ARC DISCOVERY GRANT (CI) Prof SA Webb; Prof M
Gray; Dr N Kavanagh

Significant national benefits will accrue through this study of the human services
knowledge economy. The creation of human services employing knowledge-
based interventions will address the real needs of Australians in the current
socio-political environment. In investigating how current systems of knowledge
production contribute to the creation of relevant and effective human services,
the research will identify the restraints to innovation in human services and the
structures in which knowledge production is articulated. In modelling an 'ideal-
type' of knowledge transfer conducive to the development of socially
accountable research, it will inform changes needed for effective human service
delivery.

2009 $30,000 New South Wales Government Department + matched funding from
University of Newcastle for CRC for Social Inclusion Bid Development.

UK funded research

1997-98 £15,000K -'Evaluating Training for Trainers in Domestic Violence Project' (grant
holder) funded jointly by Home Office and Derby Safer Cities.
1996-98  £48,000K - ‘Research Training Skills for Adult Vocational Learners’ sponsored by European Social Fund (in partnership with Manchester City College) (Objective 2). (grant holder with P. Abbott)

1995-1997  £84,000K - ‘Research Training Skills for Vocational Learning in Further Education’ sponsored by European Social Fund (in partnership with Manchester City College) (Objective 2). (grant holder with P. Abbott).


D. ACADEMIC AND PROFESSIONAL ESTEEM FACTORS

Journal Editorial Board Memberships


2007- Editorial Board Member of International Journal Social Work and Society published at University of Wuppertal, Germany.


Services to Overseas Research Councils

2009- Australian Research Council, Expert Assessor of International Standing

2007- Reviewer for the Executive Board of the Austrian Science Fund (August 2007) for proposal “Social Work – A Service of General Interest, Implementing Research Evidence” (Prof Dr Joseph Scheipl).

Adviser on policy and other contributions to public service

2006 Encyclopedia of Governance, Naomi Chou (ed.) Sage Reference Publication, Invitation for presentations on concepts of “risk” and “advanced liberalism”.


2002 Advisor to Social Care Institute of Excellence, for the development and implementation of evidence-informed practice, 2002-2004

1995 Member of Advisory Panel to Baroness Faithfull on ‘The Future of Social Work Education in UK’, (in association with CCETSW and Directors of Social Services)

Evidence of esteem from different kinds of user communities


International research collaborations/visiting research posts

2009 Visiting Professor at Department of Social Work, University of Lisbon, Portugal to deliver a series of lectures based on my book Social Work in a Risk Society.

2008 Visiting Professor in Social Pedagogy, Institute for Human Capabilities, University of Bielefeld, Germany, Deutscher Akademischer Austausch Dienst, German DADD Academic Exchange Scheme, German Federal Government.

2006 European Doctorate Supervisor for TISSA PhD Network, Germany, 2006-onwards. Involves supervising 60+ Central and Eastern European PhD students.


2006 European Doctorate Supervisor for TISSA PhD Network, Germany, involving
supervising 60+ Central and Eastern European PhD students.
http://www.tissa.net/

2006

2006
Invitation to lead Specialist Editor and Article for German critical socialist social work and social policy journal *Widerspruche* to celebrate 100th anniversary issue “What is Critical Social Work Today”.

2005

2003

**Significant contributions to national government, professional and academic bodies**

Australian Research Council 'Excellence in Research Australia' (ERA) Human Sciences and Education Research Evaluation Committee, for 2010 and 2012 national research evaluation exercise. Subject specialist for social work and social policy

Peer Reviewer for pilot Australian Research Quality Framework for social work and sociology fields of research, 2008.

Assessor for Thompson Publications, Sage, Routledge and Palgrave Macmillan


MARTHA (Marty) WRIGHT  
MPhil, BSc (Hons), DipN (University of London) RN, RNT

Curriculum Vitae

Senior Lecturer in Nursing  
Glasgow Caledonian University  
School of Health and Life Sciences  
Glasgow Caledonian University  
Cowcaddens Road  
Glasgow  
G4 0BA  

T: 0141 331 8084  
E: m.wright@gcu.ac.uk

Academic Qualifications

Doctoral student: Doctor of Education University of Strathclyde  
currently

Master of Philosophy (Research) Glasgow University

1999

1993

Bachelor of Science (Honours) Health Studies 2:1 Glasgow Caledonian University

1988

Diploma in Nursing (University of London)

Professional Qualifications

1991  
Registered Nurse Teacher; Jordanhill College of Education; University of Strathclyde

1984

Intensive Care Certificate

1982

Orthopaedic National Certificate Glasgow College of Nursing

1982

Registered General Nurse

Current Post

2012

Glasgow Caledonian University  
Senior Lecturer; Business and International Lead

Previous Employment

1999-2011  
Glasgow Caledonian University  
Senior Lecturer

Teaching Experience

Main teaching responsibilities relate to role and skills development alongside innovative practice and practice development models, strategies and processes using all types of pedagogy including work based learning. The student base encompasses Healthcare support workers, pre registration students, newly qualified registered staff through to Advanced and Specialist Practitioners who are now aspiring to demonstrate master’s level skills and thinking. In addition to the skills development the confidence, responsibility and accountability (decision making) that practice development require are major foci of teaching responsibilities. Teaching responsibilities include non medical endoscopy workforce, minor surgery practitioners, work based learning and recognising and
rewarding achievements with academic accreditation (RPL).

**Current Research and Scholarly Activities, Advanced/Professional Practice**

**Doctoral Studies**: The merits of university recognition (accreditation) of the informal and non-formal learning of senior experienced non-graduate nurses (RNFL). Narrative methodology and methods.

2012 / 13 Professional Bodies views on RPL as part of preparation for profession (QAA funded)

2011 Data Collection. Use of electronic attendance monitoring as a tool to support student retention. (NES funded.)

2011. Evaluation phase of MSc Infection Control modules to determine their ‘fitness for purpose’. (NES funded.)

2010 - 2011 Development of RPL processes for undergraduate and international nursing students.

2010-2011 Project Coordinator and data collection. Student recruitment and retention project. (NES Funded)

**Recent Publications / Presentations**

November 2012 The validity of WBL and RPL as pedagogies for confirming fitness for role

September 2011 Using writing to prompts model to award academic accreditation for work based learning. NET Conference 2011.

June 2011 The role of academic accreditation as a route to professional recognition

Association of Orthopaedic Practitioners; Annual National Conference

July 2010 Practice Nurses Training Needs in relation to Cardiac Care: British Heart Foundation

September 2009 Developing education and competencies for the workforce: the case of the endoscopists. DECOWE, Ljubljana, Slovenia

September 2008 Evaluating the development of non-medical endoscopists in Scotland

2008 Developing the Endoscopy Workforce. British Society of Gastroenterologists annual conference

2008/09 Evaluation of the clinical educator to support advanced skills in practice. NES

2008/09 Exploration of the educational needs of UK Practice Nurses to support role
development in managing cardiac patients. British Heart Foundation funded project (£15,000). Wright, M (GCU), Currie, K. (Grant Holder), Lindsay, G. with subsequent publication: Wright, M., Cochrane, D., Lindsay, G. & Currie, K. (2009) Current role and educational development needs of Practice Nurses in managing cardiovascular patients. Report commissioned by British Heart Foundation. Glasgow Caledonian University.

Consultancy and Other Relevant Activities

2012  
External Examiner; Liverpool John Moore’s University (Bowel Cancer Screening)

2012  
Development of Trainer for Trainers model (Informed Consent: NHS Grampian & Supervision of Clinical Skills Development;) Gillian Halyburton; Lead Advisor General Practice Nurses. NHS Greater Glasgow & Clyde

2010/12  
Accreditation of the Casting Techniques Certificate; British Orthopaedic Association. Advisor to the BOA.

2000-2010  
Development of Recognition and Management of Acutely Unwell Adult (RAM 1 AND 2).

2009 /2010  
Training needs analysis ( Delphi survey) : developing masters level education on Antimicrobial stewardship. NES funded project

2010  
Range of work based learning projects related to advanced practice:  
1. Setting up a nurse led assessment clinic for patients presenting with chest pain; 2.Preparing for transfer from ITU to the ward: a transition programme to reduce patients anxiety; 3. Setting up a nurse led TRUS biopsy service for men with prostatic cancer; 4. Service benefits for patients requiring excision biopsy and reconstruction if surgery was undertaken by a nurse already proficient in minor surgical practices; 5. Nurse Led Dermatology Oncology Surveillance.
## Appendix 2  Mapping tool (used to scope entry to Masters Degree Programme)

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Descriptions</th>
<th>Application</th>
<th>CV with Supporting statement</th>
<th>Interview</th>
<th>Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Demonstration of: -A broad knowledge of the main areas of a subject/discipline. -Understanding of a limited range of core theories, principles and concepts current issues Outline knowledge of scholarly/academic processes</td>
<td>Evidence of working within a health or social care related background</td>
<td>Evidence of working within a health or social care related background</td>
<td>Demonstrates solutions for routine problems and issues</td>
<td>Demonstrates use of learning in EBP; Able to relate learning to aspects of health or social care</td>
</tr>
<tr>
<td>Practice</td>
<td>Use of skills associated with: -Area of practice -Appropriate use of methods of enquiry -Ability to respond to potential unusual situations based on experience</td>
<td>Experience of delivering health or social care practice</td>
<td>Demonstrates experience in last 2 years. -Areas of expertise within own remit</td>
<td>Discussion on previous learning and experience from current role</td>
<td>Understands the use of research and scholarly processes</td>
</tr>
<tr>
<td>Generic cognitive skills</td>
<td>-Undertake critical analysis and evaluation of ideas and issues -Identify and analyse routine professional problems -Draw on a range of sources to make judgements</td>
<td>Evidence of working within a health or social care related background</td>
<td>Evidence of working within a health or social care related background</td>
<td>Recognition of policy drivers within health and social care</td>
<td>Knowledge Understanding and skills in formulating solutions for routine problems and issues</td>
</tr>
<tr>
<td>Communication, ICT and numeracy skills</td>
<td>-Make presentations on a range of topics -Be IT literate -Use and evaluate data</td>
<td>Evidence of working within a health or social care related background</td>
<td>Evidence of working within a health or social care related background</td>
<td>Discussion on learning and use of skills associated with IT and data retrieval</td>
<td>Excellence in oral and written communication skills associated with field of practice</td>
</tr>
</tbody>
</table>
Appendix 3  PRICING INFORMATION – SERVICES/CONSULTANCY

Tenderers must supply the following pricing information, including detailed breakdown

1. Total value of contract (exclusive of VAT) £
   Total value of VAT within contract in £
   Total gross value of contract including VAT £

2. Monthly Fixed Fee/Retainer (if proposed) including VAT £N/A

3. Details of Total Professional Fees and total estimated number of days

<table>
<thead>
<tr>
<th>Who</th>
<th>Role</th>
<th>Day charge out rate</th>
<th>No. of days estimated</th>
<th>Total fee (net VAT)</th>
<th>VAT (where applicable)</th>
<th>Gross cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Whittaker,</td>
<td>Advisors to team and focus group facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vince Mills and</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brian Ellis</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>David Watson / Janice West</td>
<td>Data Collection, focus groups &amp; interviews</td>
<td></td>
<td>15</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Marty Wright</td>
<td>Case study / CSWO RPL</td>
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<tr>
<td>Pearse McCusker</td>
<td>Data collection Focus group / Data analysis</td>
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</tr>
<tr>
<td>Martin Kettle</td>
<td>Project Manage / focus group / data analysis</td>
<td></td>
<td>17.5</td>
<td></td>
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</tr>
<tr>
<td>Stephen Webb</td>
<td>Competency Schedule / focus group / data analysis / write final report</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>56 days at £600 per day average + VAT in total over 8 month schedule</td>
<td></td>
<td>£33600 + £6720 = £40320 + £3350 (other charges = £43670)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Details of any other charges not included in para 1 (including the hourly rate/s proposed for weekend standby, out of hours service and crisis situations).

<table>
<thead>
<tr>
<th>Other charges</th>
<th>Cost (net VAT)</th>
<th>VAT (where applicable)</th>
<th>Gross cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel and other costs</td>
<td>£1700</td>
<td>£450</td>
<td>£2150</td>
</tr>
<tr>
<td>Hospitality (focus groups)</td>
<td>£500</td>
<td>£100</td>
<td>£600</td>
</tr>
<tr>
<td>Dissemination / conference</td>
<td>£600</td>
<td></td>
<td>£600</td>
</tr>
<tr>
<td><strong>Total other charges</strong></td>
<td><strong>£2800</strong></td>
<td><strong>£550</strong></td>
<td><strong>£3350</strong></td>
</tr>
</tbody>
</table>

**Note: Expenses**

Travel, subsistence and out of pocket expenses are limited to 5% of the contract value. This determined sum must be included in the total contract value and claims against this allowance must be detailed on invoices as incurred.