

Personal Social and Employability Qualification Standards:

Panel Recruitment Advert

Overview:

The Department for Education are developing new national standards for Personal, Social and Employability Qualifications (PSEQs). To ensure these are informed by the needs of students and employers, we are recruiting experts in employment, education and student engagement to form expert panels to support this.

Three panels will be convened to set the outcomes for qualifications in the following areas:

- Personal and Social Development.
- Independent Living Skills.
- Employability.

Panellist fees: £250 per month, per panel (£2,000 for the whole project).

Chair fees: £500 per month (£4,000 for the whole project).

These payments will also cover any travel expenses incurred in attending meetings.

Duration of project: 8 months, January – August 2023. Eight full days attendance is required per panel, with the attendance type detailed in the schedule of work.

*Schedule of work:

Area	Face to face	Online	Online	Online	Face to face	Online	Online	Online
Personal Social Development	25/1	22/2	22/3	19/4	17/5	14/6	12/7	9/8
Independent Living	1/2	1/3	29/3	26/4	24/5	21/6	19/7	16/8
Employability	8/2	8/3	5/4	3/5	31/5	28/6	26/7	23/8

*All timescales are indicative but cannot be guaranteed.

Application deadline: 27th November 2022, 23:59.

Please send applications to: PSEQ.STANDARDS@EDUCATION.GOV.UK.

We expect to issue contracts on 16th December 2022 and require these to be returned by 23rd December 2022.

PSEQs reform vision:

PSEQs are an integral part of education for many young people, including those with Special Educational Needs and Disabilities (SEND) or from disadvantaged backgrounds. For those with low or no attainment, including adults furthest from the

labour market, they can be their first step towards reengaging with education and training. For some students who may not achieve qualifications at level 2 or above, these qualifications could offer evidence of readiness for work, supporting access to jobs.

We have high ambitions for the diverse, often marginalised groups of students taking PSEQs and the standards need to enable their inclusion.

Our vision is to fundamentally reform the PSEQ market to improve quality and significantly streamline the market. The new landscape will have clear progression routes which are comparable and of high quality. This will simplify choice and make it easier for students to identify meaningful qualifications that lead to better outcomes. By improving quality, we will increase the currency of these qualifications with employers and the smaller market will support recognition, making qualifications more valuable to students. These aims must guide the development of the new standards. The standards must support employer recognition of qualifications, through a streamlined offer that is known and valued for its consistency and rigour.

Who we are looking for:

The Department for Education is seeking knowledgeable and experienced individuals including employers, educators¹ and third sector workers to act as panel members. We are also seeking influential leaders who are driven to achieve the ambitious aims of the PSEQ reform.

All applicants should be willing to commit their time and expertise in one of the following roles to co-create improvements to PSEQs across England:

- **Panel members:** who will collectively be responsible for developing outline content for qualifications relating to specific areas of the PSEQs by determining the key skills, knowledge and behaviours that individuals should meet to achieve the qualification.
- **Panel chairs:** who, in addition to the above, will lead a specific panel area, drive progress in the creation of outline content, and facilitate the active participation of all panel members towards the aims of the reform.

For the three areas of PSEQs, each area will be developed with its own panel. For each panel, we are looking for individuals with expertise relating to either the content of these areas, student groups or student outcomes. Some examples of the expertise we are looking for are set out in the following tables:

¹ Those with experience of delivering learning and in designing curriculums, schemes of work and other learning resources.



Panel	Examples of areas of expertise
Experts needed for each subject area are needed for the following panels:	
Personal Social Development	Communication and Interpersonal Skills
	Resilience
	Confidence
	Community and wider societal engagement
Independent Living Skills	Equality
	Physical and mental health management
	Relationship management
	Maintaining a home
	Tenants' rights and responsibilities
	Independent travel skills
	Financial Management skills
	Digital safety
	Environmental awareness/sustainability
Citizenship	
Employability	Employers of few/no qualification applicants or of roles classified as 'low skilled'
	Career progression
	Job search and application approaches
	Workplace transferrable skills
	Employer rights

Panel	Expertise
Experts needed across all panels to represent students taking PSEQs:	Student groups: <ul style="list-style-type: none"> • Special Educational Needs and Disabilities • Not in Employment, Education or Training • Adults far from the labour market • Prisoners • Looked After Children • Homelessness (or at risk of)
	Post-16 Education
	Alternative Education Provision

PANEL MEMBERSHIP RESPONSIBILITIES AND TERMS

As a panel member or chair, your key responsibilities will be to:

- Advise the Department for Education (DfE) on the outline content of new PSEQ standards, in line with policy aims. This includes core content, key skills and behaviours, in sufficient detail for awarding organisations to develop the full qualification specification.
- Seek wider industry and sector engagement, for example using your networks to gather opinions and comments to ensure the new PSEQs standards meet the needs of students and employers’.
- Create standards that meet the needs set out in the policy vision.

In addition, as a panel chair, you would be expected to:

- Lead the panel for a PSEQ area, chair panel meetings and drive progress in the creation of the standards and facilitate the active participation of all panel members towards the policy aims.
- Work collaboratively alongside government officials and Education Advisors², who will be in place to co-lead the work of each panel, to drive forward the development of the standards.
- Ensure the panel works effectively, with strong collaboration between its members and wider industry and the education sector, encouraging and supporting the development of partnership working to ensure the objectives are achieved.
- Ensure clear plans of delivery are put in place to drive the work forward and undertake additional work outside of the panel meetings in order to progress the development of the standards to the agreed timeframe.

² These are external consultants employed by DfE who are experts in qualification development and design, assessment methodologies, and PSEQ areas. They will draft the final standards in the required format.

Role Criteria (i.e., skills, behaviour and experience required)

We are seeking individuals with recent experience of teaching or designing education for PSE or with the student groups that take these qualifications or employers of students with few or no qualifications. The panels provide a genuine opportunity to influence the education offer available to young people and adults taking PSE qualifications. We are looking for individuals who are able to demonstrate sound judgment in dealing with complex issues. They must be able to operate within a panel structure to arrive at balanced and timely decisions, which reflect the needs of students and employers and contributes to achieving the policy vision.

To apply for a position, please submit a CV and application form to PSEQ.STANDARDS@EDUCATION.GOV.UK as outlined in the criteria and the marking matrix below*.

*Applicants may be subject to an interview which may determine the outcome.



Panel member criteria:

Area	Criteria	Options	Evidence required
<i>Professional expertise.</i>	1. Evidence of expertise in either:	a) PSEQ content development and delivery. b) Student groups who study PSEQs e.g., Special Educational Needs and Disabilities; Not in Employment, Education or Training; Adults far from the labour market; Prisoners; Looked After Children; the homeless (or those at risk of homelessness). c) Employment of those with few/no qualifications.	CV (maximum 2 pages). Reference relevant to the panel topic (from professional or voluntary contexts).
	2. Evidence of two years' experience as a:	a) Practitioner (teacher or otherwise) b) Leader in the education sector c) Employer d) Third sector expert	
<i>Skills and experience relevant to the panel for which you are applying.</i>	3. Indication of subgroup panel(s) alignment.	a) Personal and Social Development b) Independent Living c) Employability <i>Bidders can apply for more than one panel.</i>	Application form.
	4. How experience and expertise align with the subgroup panel(s).	<i>Bidders can apply for more than one panel.</i>	Application form.
	5. Evidence of applying interpersonal skills to enable work with people from different levels and backgrounds including: <ul style="list-style-type: none"> a. Offering and taking on new ideas. 	All areas of criteria must be met.	Application form.



	b. Negotiating and influencing.		
	6. Evidence of achieving time-bound objectives to meet specific requirements.	Criteria must be met.	
<i>Other requirements</i>	7. Declaration of interest.	Criteria must be met.	Application form. Declaration of interests form.

Panel chair criteria

Area	Criteria	Options	Evidence required
<i>Professional expertise.</i>	1. Evidence of expertise in either:	a) PSEQ content development and delivery. b) Student groups who study PSEQs e.g., Special Educational Needs and Disabilities; Not in Employment, Education or Training; Adults far from the labour market; Prisoners; Looked After Children; the homeless (or those at risk of homelessness). c) Employment of those with few/no qualifications.	<ul style="list-style-type: none"> • CV (maximum 2 pages). • Referee for two years' experience relevant to the panel topic(s) applied for (from educational, professional, entrepreneurial or voluntary contexts).
	2. Evidence of two years' experience as a leader in:	a) Education. b) Third sector. c) Business (as an employer).	



	3. Evidence of sector influence and network reach.	No options.	
<i>Skills and experience relevant to the panel for which you are applying.</i>	4. Indication of subgroup panel(s) alignment	a) Personal and Social Development. b) Independent Living. c) Employability.	Application form.
	5. How experience and expertise align with the subgroup panel(s).	<i>Bidders can apply for more than one panel.</i>	Application form.
<i>Leadership skills.</i>	6. Evidence of providing leadership and strategic vision to achieve an end result that meets set objectives and specific, time-bound requirements.	All areas of criteria must be met.	Application form.
<i>Managing people skills.</i>	7. Evidence of managing a diverse group of people, across levels and backgrounds, to deliver successful outcomes including: a. Resolving conflicts, in line with the objectives of a group. b. Ensuring contribution of all team members and due regard of all perspectives.	All areas of criteria must be met.	Application form.



<i>Other requirements</i>	Declaration of interest.	Criteria must be met.	Application form. Declaration of interests form.
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The response to each criterion will be assessed using the following matrix:

Score	Acceptability	Description
3	Excellent	The tender has provided evidence that fully and successfully meets the criteria.
2	Good	The tender has provided evidence of a quality and level of detail that provides high confidence that they shall meet all of the service requirements for the criteria.
1	Satisfactory	The tender has provided evidence of a quality and level of detail that provides satisfactory confidence that they shall meet all of the service requirements for the criteria.
0	Unacceptable	The response lacks convincing evidence to provide confidence that the tender shall meet all of the service requirements for the criteria. This includes absent responses or responses irrelevant to service requirement outlined in the criteria

Applicants must score a minimum of 1 for each criterion to be considered for appointment to any role on the panel.