

Specification Template

Contents

Specification Template	1
1. Introduction	2
2. Background	2
3. Scope of Contract	3
4. Detailed Requirements.....	3
5. Service Levels and Key Performance Indicators (KPIs)	6
6. Contract Management and Review	6
7. Sustainability	6
8. General Data Protection Regulations (GDPR) and Privacy Impact Assessments (PIA)	7
9. Contract Period	7

1. Introduction

The HEE Education and Quality Team aims to procure the expertise and services from a supplier specialising in delivering solutions to the undergraduate recruitment process for applicants into medical schools. HEE will work in partnership with the supplier to deliver on the priorities and Mandate deliverables of HEE in education and training as outlined in the NHS Long Term Plan (2019) and Interim People Plan (2020). This will include:

- 1.1 Working in partnership with the Altus Assessment and 5 new medical schools (Anglia Ruskin, Aston, Sunderland, Kent and Medway and Edge Hill).
- 1.2 Provide the medical schools the necessary tools to better support their recruitment process.
- 1.3 Facilitate growth in the medical workforce and help provide suitable educational opportunities and support for the key aims and deliverables of this project: Future Doctor and WP agenda – Talent for Care / MERP.

2. Background

- 2.1 Health Education England (HEE) has been asked to increase the supply of doctors from a wide range of backgrounds by using innovative solutions to undergraduate recruitment. This vision has been outlined in the recently published NHS Long Term Plan (2019) and Interim People Plan (2020).
- 2.2 A series of higher education institutes (HEIs) across the UK are striving to improve the selection of medical students beyond academic achievements by considering their values and professional commitment. By introducing a pre-interview screen for non-cognitive attributes, HEIs can increase the diversity of applicants whilst recruiting the best-suited candidates.
- 2.3 This is an exciting opportunity to support the growth of the medical workforce whilst also increasing accessibility for new individuals to study medicine. By improving recruitment tools and methods to find the best-suited individuals, we can significantly influence our future workforce pipeline.
- 2.4 CASPer is a Situational Judgement Test (SJT) that allows assessment of non-cognitive skills. It is a validated tool currently used in over 189 countries. This assessment tool aims to level the playing field for prospective applicants to medical school. Current assessment tools can be prepared for and we are aware that many often-expensive courses are available for applicants. The CASPer assessment is an assessment that you are unable to prepare for due to its non-cognitive nature. There are also no courses currently available for this assessment, hence ensuring that all applicants have the same opportunity regardless of financial background.

3. Scope of Contract

General Requirements

- 3.1 The Supplier to operate and maintain appropriate systems, processes and records to, deliver timely and accurate Management Information to HEE in accordance with the provisions of the Contract.
- 3.2 The Supplier to supply Management Information as required by HEE in accordance with the terms of the Contract.

4. Detailed Requirements

Supplier Qualification Criteria

- 4.1 Supplier is required to demonstrate they can fulfil the following criteria in order to ensure that the services delivered are fit for purpose for HEE's organisational needs.
 - 4.1.1 Expertise in delivering SJT to large number of prospective students. The plan is for the pilot to be delivered across 5 medical schools.
 - 4.1.2 Experience of delivering SJTs in a medical application process.
 - 4.1.3 Academically verified test to review non-cognitive competencies.
- 4.2 Supplier needs to be able to manage the administration of the test.
 - 4.2.1 Test needs to be online to improve accessibility and reduce cost implications for students.
- 4.3 Supplier needs to be able to provide timely results to participating medical schools.
 - 4.3.1 Ability to share results between participating medical schools so learners do not need to sit a test twice.
 - 4.3.2 Expertise of working with medical schools and HEE on the evaluation of project / data coming out of the pilot.
 - 4.3.3 Access to a large group of scorers to be able to manage the quantity of responses, diversity of experience etc.
 - 4.3.4 Technical ability: to be able to verify the identity of students taking the test and ensure others are not taking it for them etc.
 - 4.3.5 Affordability: HEE initially then medical schools to cover the cost if successful. We do not want financial barriers for applicants.
 - 4.3.6 Test reliability: proven to work in medical settings, evidence of success.
 - 4.3.7 Need to ensure the test is suitable for all prospective students, including those who are disabled or have trouble reading etc.

Performance Requirements

- 4.4 Over the course of a one-year pilot, we hope to work with medical schools to ensure 4500 prospective medical students sit the CASPer test. Through the process of a formal evaluation, we will hope to see whether this is a suitable tool to use in the recruitment process into medical school. The data from the United States and medical schools trialling CASPer in the UK suggests that it is an adequate recruitment tool.
- 4.5 The only payment made will be paid to Altus Assessment in the planning phase. This will be after liaising with medical schools and Altus Assessment to purchase licenses for these medical schools to use.

Planning Phase

- 4.6 In conjunction with HEE, participating medical schools and Altus Assessment we will need to work together to decide how many licenses to purchase.
- 4.7 This will involve HEE and the medical schools working closely together to decide which students they want to take the assessment.
- 4.8 These medical schools will need to advertise the assessment into their recruitment advertising for the upcoming year.
- 4.9 During the planning phase we will need to make payment to Altus Assessment for the CASPer test.
- 4.10 From the outset as a partnership HEE and the new medical schools will think about what we want to capture in the evaluation process so that we can start planning.

Year 1 Pilot

- 4.11 CASPer will be delivered directly to the medical schools and they will work together to educate and inform the medical school on the assessment process. This will also ensure medical schools are adequately briefed on what to tell the students.
- 4.12 They will work together to ensure that students take the test at the right time.
- 4.13 Ensure correct data is captured to allow a formal evaluation to occur.

Year 1 Evaluation

- 4.14 Go through local and then HEE evaluation processes – after reviewing the data we can set our recommendations ahead of a potential second pilot year.

Year 2 Pilot

- 4.15 As previous

Final Evaluation & recommendations

- 4.16 We will work with the evaluation team and then to set out final recommendations for how this could be utilised within existing admissions processes. If it is to be used this offer can then be extended to all medical schools.

Mandatory Requirements

- 4.17 We hope to recruit at least 5 medical schools into the pilot and our meetings with these medical schools suggest that around 4,500 medical students will complete this new assessment.
- 4.18 We have a clear exit strategy after a one-year pilot if the evaluation or medical schools predict that this is not an adequate pilot.
- 4.19 Data will be held by Altus Assessment and by the medical schools. We have been liaising with our information governance teams and are completing the required forms.

Mandatory Service Requirements

- 4.20 The Supplier agrees to operate under the terms of the NHS Provision of Services Contract standard Terms and Conditions.
- 4.21 The Supplier shall be responsible for the delivery of all the Services required under this contract, which may include sub-contracts where required and with the approval of HEE.
- 4.22 The Supplier shall ensure that all work is conducted using the expertise of its members, employees, stakeholders and sub-contractors who should all have experience working in environments related to education and training in the NHS.
- 4.23 Identifying programmes of work and associated plans to achieve the required outputs and outcomes.
- 4.24 The Supplier shall ensure that lessons learned, and continuous improvement takes place in line with HEE's requirements.
- 4.25 The Supplier shall ensure that knowledge acquired during and related to the contract is transferred to HEE.
- 4.26 Where the Supplier handles HEE Data the Supplier shall adopt and where necessary demonstrate a process to ensure data security (ISO 27001 or equivalent) and confidentiality of such information in compliance with GDPR (Data Protection Act 2018).
- 4.27 The Supplier shall have processes and systems in place for ensuring costs and pricing are managed appropriately to achieve value for money, in line with the principles of best value tendering. This might include, for example, ensuring the grade mix of an assigned team and flexibility to provide an appropriate balance in terms of quality, cost effectiveness and efficiency.
- 4.28 The Supplier shall work collaboratively with HEE to achieve and deliver best value and identify and act on, opportunities for increased spend under management throughout the life of the contract.

5. Service Levels and Key Performance Indicators (KPIs)

5.1 Our KPI's are listed below:

- 5.1.1 Number of medical schools that sign up to be part of the pilot.
- 5.1.2 Number of students listed into the pilot.
- 5.1.3 Background of the students recruited into medical schools.
- 5.1.4 Cost of the pilot.
- 5.1.5 Cost benefit of using CASPer compared to current recruitment tools.
- 5.1.6 EDI characteristics of recruited individuals.

6. Contract Management and Review

- 6.1 Quality will be reviewed throughout the project by the task and finish group, and at the end of each admissions cycle by the evaluation team.
- 6.2 Any concerns either of these teams have with respect to quality will be raised through the project governance, to the Oversight Group and then to Exec where necessary.
- 6.3 A representative project manager will be identified, to maintain a risk register, issues and change log, which will be submitted at agreed intervals to the SRO and will form part of the project PID.
- 6.4 The task and finish group, evaluation groups and the oversight group will contain a relevant representative from each participating pilot medical school. As such each medical school will be involved within the project and decision makers within each institution will be well informed as to the progress of the project. Following the final evaluation, if it is deemed that the test is fit for purpose, a final set of recommendations will be agreed, and based on these decisions will be made by individual medical schools regarding the implementation of the test into their on-going admissions processes.
- 6.5 Should the test prove successful final recommendations may include the establishment of a working group of medical schools that wanted to use the Casper Test as part of their admissions process, as there are likely to be cost and resource savings through working collectively.

7. Sustainability

- 7.1 Align communications between HEE and pilot medical schools to ensure consistent messaging around the pilot is released.
- 7.2 Ensure medical schools provide sufficient notice to students to allow the Casper Test to be incorporated within their 2021 admissions processes.
- 7.3 Ensure results of the final evaluation and recommendations are shared with the relevant stakeholders.

8. General Data Protection Regulations (GDPR) and Privacy Impact Assessments (PIA)

- 8.1 Altus Assessment is based in Canada, some of their vendors (such as Amazon Web Services) are based in the U.S. for storage and would fall under the U.S. Privacy Shield.
- 8.2 Altus Assessment is not ISO or NIST certified, but their vendors also list themselves as being certified.
- 8.3 Altus Assessment are GDPR compliant, and have language in their agreement to that effect, which has been in previous contracts between Altus and programs in the UK, and Germany.
- 8.4 Altus Assessment will be responsible for the processing and/or storing of personal data. The new medical schools which will take part in the pilot will also hold the data.
- 8.5 The CASPer testing will be coordinated and managed directly by Altus Assessment on behalf of the new medical schools for the undergraduate applicants applying into the medical schools.
- 8.6 No trainees will be involved in this pilot, nor will HEE have access or share any personal data with Altus Assessment. HEE may require some anonymised data from Altus Assessment and the Medical Schools, when carrying out our evaluation process in the coming months.
- 8.7 Applicants are invited to register for a CASPer test, by creating a CASPer account with the following:
 - 8.7.1 Government-issued photo ID (English)
 - 8.7.2 Valid email address
 - 8.7.3 Working webcam
 - 8.7.4 Working microphone

9 Contract Period

Total Yearly Costs for the entire contract:

- 9.1 We are making a financial cost prediction on all applications (undergraduate and postgraduate) sitting the CASPer test. We are aware that at present.
 - 9.1.1 Total - £142,980 (without VAT).
- 9.2 We have deducted 15% from the total cast as medical students will likely apply to more than one university but will only need to sit the CASPer test once.
 - 9.2.1 Adjusted total (-15%) - £121,533 (without VAT) for a one-year pilot.