

# Call for project work in the area of judiciary reforms in Ukraine

## **Background**

In support of the UK Aid programme and the Good Governance Fund, which are helping Ukraine implement its economic, governance, and defence reform efforts, build resilience, and address the humanitarian consequences of Russian aggression in Crimea and eastern Ukraine, the British Embassy Kyiv is announcing a call for proposals.

We invite proposals from civil society organisations and NGOs for a project to enhance the accountability, integrity, and effectiveness of the judiciary through analysis, advocacy, and oversight. Further detail on the scope, outputs, and deliverables of this project can be found in the [Statement of Requirement](#) (MS Word Document, 40.6KB).

## **Budget and timeframe**

The British Embassy Kyiv has allocated up to £200,000 for this project, which can be awarded to one or multiple grants. Proposals should make clear the total proposed cost up to this ceiling.

The term of the grant agreement is expected to be up to eight (8) months. The contract is anticipated to commence by August 2020 and must end no later than 31 March 2022. There may be a possibility of an extension depending on funding arrangements for next financial year.

## **Bidding process**

The deadline for submitting proposals is 17:00 (Kyiv time) on 9 July. We aim to evaluate proposals and contact successful bidders by 23 July.

Proposals should be sent by email at [cssf.programme@fco.gov.uk](mailto:cssf.programme@fco.gov.uk). In the subject line, please indicate the name of the bidder.

Bids should include two (2) attachments:

Bids will be evaluated against the following criteria (with the percentages representing the weighting allocated to each criterion):

- vision for the project and the degree to which it fulfils the overall project objective (30%)
- draft methodology, work plan, results framework, and risk mitigation approach (30%)
- value for money of the budget (20%)
- background on the supplier, proof of past experience in relevant fields, and strength of the core team who will lead implementation of the

project (20%)

## Notes

More information on the project scope, bidding requirements, and evaluation criteria can be found in the Statement of requirements. Guidance on [Results Framework](#) (MS Word Document, 631KB) and a [Budget Template](#) (MS Excel Spreadsheet, 139KB) have also been included to help with the application process.

Bidding is competitive and only selected projects will receive funding. We reserve the right to accept or reject any or all bids without incurring any obligation to inform the affected applicant(s) of the grounds of such acceptance or rejection. Due to the volume of bids expected we will not be able to provide feedback on unsuccessful bids.

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## Simon Lebus speech at GSA Summer Briefing 2021

Good morning. It is a great pleasure to be here with you for GSA's summer briefing and I'd like to thank you for inviting me to talk to you as we come towards the end of what has clearly been a very challenging academic year.

My name is Simon Lebus, and I am Interim Chief Regulator at Ofqual. I am going to use this session to talk about this year's assessment arrangements and will also reflect a little on 2022 and beyond.

I started in the job on 4 January, the day this summer's exams were cancelled. As a result, much of my time as Chief Regulator of exams has been devoted to dealing with the arrangements for the teacher assessment that is replacing them, a change that would in normal times be considered revolutionary, and which would be preceded by years of debate, consultation, and piloting.

In practice, we have had to roll these new arrangements out in a matter of months, an incredibly short period of time given the scale and complexity of what is being done. This week marks a key milestone for all of us as teacher assessed grades are due to be sent to exam boards on Friday and I want to take the opportunity to thank you for all that you have been doing to make that possible.

I am very aware of the extra burden of work that this has placed on teachers and also the potentially rather invidious position in which it places you – balancing the need to be fair and dispassionate in exercising your professional judgement with the desire to see your students do as well as possible in the context of a dreadful 18 months during which they (and you)

will have experienced a huge amount of disruption and uncertainty. I know also, in some cases, that the challenge of managing that tension has been further compounded by anxiety about heightened and occasionally intrusive parental interest and expectation.

I know from some of the feedback I have seen that the switch to these novel assessment arrangements has been difficult, not least because the flexibility that has been designed into them to support students' and schools' widely different experience has also meant that much is left to teacher discretion in a way that is very different to the normal exam experience. I know that that has also led to concerns about fairness and consistency, and we have had that very much in mind in designing this year's quality assurance regime. That is part of the rationale for asking centres to compare grades against previous years when exams took place so that any substantial variance can be explained. I am well aware from my time running exam boards that there is a high level of year-to-year variance to be expected even in normal times, but I think this is a useful sense check given that the normal navigation aids of standardisation and moderation are not this year being deployed.

I am sure this is also behind some of the concern about appeals which was very evident when we were consulting about this. As a result, and in response to some of the feedback, we are limiting the school or college's role to a procedural check for errors. If the student remains dissatisfied after the centre's check, then the centre will send the appeal to the exam board who will consider whether the teacher assessed grade was a reasonable exercise of academic judgement based on the evidence available.

More generally, I think it is important to emphasise that this a very high threshold to meet. This year's arrangements are based on teachers' holistic judgement and there will not be scope, as in a usual year, for speculative appeals where a candidate is near a grade boundary because that is not the nature of the grading judgement that is being applied, a point we will be seeking to emphasise in our communications over the next few weeks.

As I mentioned earlier, I spent several years running Cambridge's various exam boards, including OCR, and was always very struck whilst doing so that, perhaps unsurprisingly, exams were generally suffered rather than loved as an institution, albeit that they were generally felt to be the fairest and most reliable method for managing student progression. In this context, interestingly, the experience of being without exams seems to have stimulated a strong desire to return to using them in 2022. The final decision on that lies with government, but what is clear is that next year's arrangements will need the resilience to be able to cope with what is still a very uncertain public health situation and will need to reflect the reality that the cohort sitting them will have suffered a measure of learning loss, and in the case of A level students, will not previously have sat public exams.

Looking beyond 2022, it is interesting to reflect how we can expect the pandemic to impact exams and education more generally. Pearson has set up a Commission on the future of assessment and the Times, more ambitiously perhaps, on the future of education. This reflects the reality that we are living through a sea change and I am sure there will be more commissions to

come.

What is that going to mean for assessment? Clearly one of the big issues is going to be the scope for further deployment of technology. Some of that is to do with practical issues – the ability to take exams online and to sit them remotely, using remote invigilation. Longer term, however, I expect there to be developing interest, in particular in the use of AI both for purposes of adaptive assessment – potentially much less stressful for students – and even ultimately to support human judgement in marking.

I hope too that, following this year's experience, teacher training and CPD will incorporate a greater emphasis on the principles and practice of good assessment. It is such an important part of the educational process, and the best way to guarantee its value and equity as a method of supporting progression is for there to be widespread understanding of how it works.

All that lies ahead. Before then, we face the challenge over the next few weeks of making sure that this year's arrangements fall smoothly into place. In concluding, may I once again thank you for your help and support in making that happen.

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## [UKEF signs flagship green partnership to boost renewable exports](#)

Press release

UK Export Finance (UKEF) has launched a new partnership with Offshore Renewable Energy (ORE) Catapult to promote the expertise of UK offshore wind companies abroad.



UK Export Finance (UKEF) has today (June 15) on Global Wind Day signed a memorandum of understanding (MoU) with ORE Catapult that will help bring global trading opportunities to UK suppliers and propel UK renewables exports.

The UK is the world's biggest offshore wind market with 10.4GW of total installed capacity, and the UK government is helping UK companies export the country's expertise to new, emerging markets.

ORE Catapult, which operates its National Renewable Energy Centre in the North East is a leading innovation centre for offshore renewable energy with expertise in accelerating offshore wind technologies and supporting clean growth. It develops new technologies to reduce the cost of offshore wind to help UK companies become more competitive.

As part of this cooperation agreement, ORE Catapult and UKEF will raise awareness of support that can be provided to assist UK businesses in the renewable energy sector. UKEF has also trained ORE Catapult employees to highlight the financial support UKEF can offer to benefit green SMEs. This training will enable ORE Catapult to raise awareness of the services UKEF offer to nearly 300 SMEs in the renewable energy sector they support.

To support the UK's plan for a Green Industrial Revolution UKEF is heavily focused on supporting green projects and can offer them favourable repayment terms. It also has in place a [£2 billion direct lending facility](#) dedicated to financing clean growth projects and an international network of trade finance experts focused on supporting UK renewable energy businesses.

**Richard Simon-Lewis UKEF Director & Head of Business Development, Marketing & Communications, said:**

There is a strong pipeline of new opportunities in the renewable energy sector as economies adopt clean energy pathways where UKEF can offer their expertise. We are uniquely placed to support the government's ambition to grow clean energy as outlined in the recent [10 Point Plan](#) and this agreement will help us tap into that potential on a more granular, regional basis and increase new business in cooperation with ORE Catapult.

[UK Export Finance](#) is the UK's export credit agency. It exists to ensure that no viable UK export lacks for finance or insurance from the private market, providing finance and insurance to help exporters win, fulfil and get paid for export contracts.

Published 15 June 2021

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## [Call for Bids: China Network's](#)

# International Programme (Open Societies) Fund

World news story

The British Embassy in Beijing is pleased to open a call for bids to the China Network's International Programme (Open Societies) for projects running between 1 August 2021 – 31 March 2022.



Call for Bids: China Network's International Programme (Open Societies) ODA Fund

Both Official Development Assistance (ODA) and non-ODA funding is available.

All projects should aim to promote, protect, and improve human rights and the rule of law in mainland China and Hong Kong. Issues on which we welcome bids include – but are not limited to – the below:

- China's legal and judicial system
- Freedom of expression, including media freedom and countering disinformation
- Civil Society organisations, including those working on issues around labour, gender, LGBT rights and disability
- Religious and cultural rights
- Human Rights Defenders
- Technology and human rights

## **Selection criteria**

Bids will be assessed against the following criteria:

- Project design: Feasibility of activities and outputs including the capacity of implementing organisation to deliver outcomes
- Impact: Delivering high-impact, sustainable, meaningful change to open societies and human rights in China
- Viability and risks: Clear engagement/buy-in of key stakeholders. Robust analysis of key risks, and a plan of action to manage and mitigate those

risks

- Value for money: Comparable and reasonable costs against the number of direct beneficiaries and the scale of achievable outcomes

Bids may also be assessed against the Official Development Assistance (ODA) eligibility rules where appropriate.

We draw your attention to the below key points:

- Proposals should be between £10,000 – £80,000 (105,000RMB – 840,000RMB).
- The entire project must begin and complete in the period 1 August 2021 and 31 March 2022.
- All funding must be activity-based (i.e. not for general staff costs, office rental etc.).

## Process

1. Project proposals must be received by 23:59 (GMT) on Monday 12 July. Late proposals will not be considered.
2. Proposals must be submitted using the attached forms only (Project Proposal Form and Activity Based Budget), which must be completed in English.
3. Proposals must be submitted to:  
[China.InternationalProgramme@fcdo.gov.uk](mailto:China.InternationalProgramme@fcdo.gov.uk)

## Attachments

[PrOF Template Project Proposal Form above £10k](#)

[PrOF Template Activity Based Budget](#)

## Guidance

[Project Proposal Form – Guidance](#)

[ABB Form – Guidance](#)

Published 15 June 2021

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# [Multiple VCDS Commendation Awards for Dstl](#)

News story

Dstl staff have been recognised with Commendation Awards from the Vice Chief

of the Defence Staff (VCDS). There is one individual award, three team awards and one group award.



Dstl has been recognised as being at the centre of the government's response to the COVID-19 pandemic, with both a team award and an individual award to the scientist who established and led the coordination of all Dstl's COVID-19 pandemic scientific support to MOD and wider government.

The Dstl modelling support team worked tirelessly to develop and deploy the methodology and visualizations endorsed by SPI-M (Scientific Pandemic Influenza Group on Modelling) to inform decision makers and the public on the status of the epidemic. The team's skill, hard work and dedication informs almost all of the key decisions for the COVID mitigation strategies.

The Dstl E0 Threat Evaluation team assess the threat of electro-optic (EO), i.e. heat-seeking, missiles to UK aircraft. This award recognises the specialists in the team who have built a novel threat simulator. Their innovation significantly reduces the time and cost required to develop countermeasures, used to protect UK and allied aircrew.

Dstl's Forensic Explosive Laboratory (FEL) teams from the Energetics Analysis Group deliver an outstanding and absolutely critical capability contribution to the investigation of explosive materials, ensuring continual support to the highest profile cases during the pandemic.

Final recognition was for Dstl's Force Structure Analysis Team for support to the Integrated Review and Defence Command Paper to ensure evidence-based balance of investment decisions.

Doug Umbers, Dstl Interim Chief Executive, said:

As the science inside UK defence and security our staff keep the UK and its people safe from harm. I am delighted that our specialist expertise has been recognised and offer my warmest congratulations and thanks to our award winners. Their work and that of all of our colleagues is deeply appreciated.