

FRAMEWORK SCHEDULE 4: LETTER OF APPOINTMENT AND CALL-OFF TERMS

Part 1: Letter of Appointment

Department for Education
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT

Letter of Appointment

This letter of Appointment is issued in accordance with the provisions of the Framework Agreement (RM3774) between CCS and the Agency dated 01/03/19.

Capitalised terms and expressions used in this letter have the same meanings as in the Call-Off Terms unless the context otherwise requires.

Order Number:	
From:	Department for Education ("Client")
To:	Havas UK Limited ("Agency" or "Havas UK") Havas UK is the lead agency contracted with the Crown Commercial Service in the Campaign Solutions Framework Agreement. As part of the agreement, Havas Worldwide London Limited are listed as one of the consortium members. Havas Worldwide London Limited is a company registered in England and Wales under company number 03675746, whose registered office is Havas House, Hermitage Court, Hermitage Lane, Maidstone, Kent ME16 9NT ("the agency"). The services under this letter of appointment and call off contract shall be provided by Havas Worldwide London Limited as the Agency.

Effective Date:	01/03/19
Expiry Date:	End date of Initial Period 31/03/21

Services required:	Set out in Section 2 (Services offered) and refined by: · the Client's Brief attached at Annex A and the Agency's Proposal attached at Annex B; and
--------------------	--

Key Individuals:	Jen Black, MD
[Guarantor(s)]	N/A

Call Off Contract Charges (including any applicable discount(s), but excluding VAT):	Role	Level	Discounted Daily Rate
	CEO	Board	£ 1,568.25
	Managing Director	Board	£ 1,568.25
	Managing Partner	Board	£ 1,568.25
	Business Director	Senior	£ 1,045.80
	Account Director	Mid	£ 650.40
	Account Manager	Mid	£ 650.40
	Account Executive	Junior	£ 313.20
	Head of Strategy	Senior	£ 1,045.80
	Strategy Director	Senior	£ 1,045.80
	Strategist	Mid	£ 650.40
	Junior Strategist	Junior	£ 313.20
	Executive Creative Director	Board	£ 1,568.25
	Creative Director	Senior	£ 1,045.80

	Senior Creative	Senior	£ 1,045.80
	Creative	Mid	£ 650.40
	Junior Creative	Junior	£ 313.20
	Head of Design	Senior	£ 1,045.80
	Senior Designer	Senior	£ 1,045.80
	Designer	Mid	£ 650.40
	Junior Designer	Junior	£ 313.20
	Art Buyer	Mid	£ 650.40
	Head TV Admin	Mid	£ 650.40
	TV Admin	Junior	£ 313.20
	Head of Production	Senior	£ 1,045.80
	Programme Director	Senior	£ 1,045.80
	Senior Producer	Senior	£ 1,045.80
	Producer	Mid	£ 650.40
	Junior Producer	Junior	£ 313.20
	Film Producer	Mid	£ 650.40
	Assistant Film Producer	Junior	£ 313.20
Insurance Requirements	[Additional public liability insurance to cover all risks in the performance of the Call-Off Contract, with a minimum limit of £1 million for each individual claim] [Additional employers' liability insurance with a minimum limit of £5 indemnity] [Additional professional indemnity insurance adequate to cover all risks in the performance of the Call-Off Contract with a		

	minimum limit of indemnity of £1 million for each individual claim.] [Product liability insurance cover all risks in the provision of Deliverables under the Call-Off Contract, with a minimum limit of £[x] million for each individual claim]
Client billing address for invoicing:	Department for Education, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT

FORMATION OF CALL OFF CONTRACT

BY SIGNING AND RETURNING THIS LETTER OF APPOINTMENT (which may be done by electronic means) the Agency agrees to enter a Call-Off Contract with the Client to provide the Services in accordance with the terms of this letter and the Call-Off Terms.

The Parties hereby acknowledge and agree that they have read this letter and the Call-Off Terms.

The Parties hereby acknowledge and agree that this Call-Off Contract shall be formed when the Client acknowledges (which may be done by electronic means) the receipt of the signed copy of this letter from the Agency within two (2) Working Days from such receipt.

For and on behalf of the Agency:

Name and Title: Xavier Rees, CEO

Signature:

Date:

2/4/19

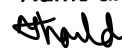


For and on behalf of the Client:

Name and Title:

Signature:

Date:



Head of Marketing

2/4/19

ANNEX A
Client Brief
T LEVELS BRAND AND CAMPAIGN STRATEGY

CONFIDENTIAL

Department/Organisation: Department for Education

Framework ref: RM3774

Date issued: 15 January 2019

Response deadline: 29 January 2019 – midday

Summary

a) Where are we now?

T Levels are new courses to be introduced in 2020, following the 2016 review of Technical Education led by Lord Sainsbury. The Department's aim is to raise awareness, generate interest and increase understanding of the reforms to skills and technical education in order to increase UK productivity, enhance social mobility, help to deliver the Government's Industrial Strategy and to increase home-grown talent post Brexit. Reforming Technical education is one of the Secretary of State for Education's top three communications priorities and the introduction of T Levels are a major pillar of the strategy. As set out by the Secretary of State for Education in his key speech on technical education (<https://www.gov.uk/government/speeches/damian-hinds-technical-education-speech>), this is a ten-year change programme involving the development of a range of products, all of which are crucial to the reforms – these include apprenticeships, level 4/5 qualifications and Institutes of Technology, in addition to T Levels. The ultimate aim is to increase the status and value placed on technical education in comparison to the academic 'gold standard' option of A Levels and university.

The first three T Levels to be launched in September 2020 will be in digital, construction and education & childcare. They will be available in around 50 further education (FE) providers (schools and colleges) across England (out of a total of up to 1800), but not every provider will deliver all three. The number of providers delivering T Levels, and the number of T Level qualifications, will increase gradually over the roll out period. We aim to have all 25 T Levels launched by September 2023. It is anticipated that student numbers will rise from an estimated 2,500 students across 52 providers in 2020 to around 100,000 per year when T Levels have been fully rolled out and in 'steady state' by around 2027. **Please note that these estimates should be considered confidential.**

A T Level will follow GCSEs for 16-19 year olds and will be broadly equivalent to three A Levels. They will combine classroom theory, practical learning and a 3 month industry placement with an employer to make sure students have real experience of the workplace. Employers can offer industry placements as a block, as individual days or in whatever way works best for the employer, student and provider. The 2 year T Levels courses have been developed in collaboration with employers and businesses so that the content will meet the needs of industry and prepare students

for skilled work. They provide the knowledge and experience needed to open the door to highly skilled employment, an apprenticeship or higher level study, including relevant degrees.

Communications is critical to the success of T Levels and will be closely aligned with programme rollout. The communications strategy will be delivered in three phases to not only drive take up for launch, but also increase understanding and demand among younger pupils (and their parents) to support increasing take up further down the line. This is a sizeable communications challenge, both in terms of establishing brand credibility to build confidence and positive perceptions of a new qualification in advance of and alongside roll out and to encourage take up, which will need sustained effort and investment. Increasing awareness of how T Levels fit in with the wider drive to improve understanding of technical education reform and increase its status is also a key consideration.

A number of factors could have a negative impact on the delivery of T Levels and lead to poor take-up:

- they are a new and therefore untested technical programme;
- awareness levels are currently low – a [CMI survey in September 2018](#) found that 62% of parents had not heard of T-Levels and only 7% claimed to know a lot about them, while a [CBI report in November 2018](#) found less than half (48%) of the employers surveyed were somewhat or very aware of T Levels;
- they need to achieve cut through in an already complex technical qualifications landscape, (although we expect that the 13,000 qualifications already available in this market will be streamlined over time through a separate Level 3 Qualifications Review process); and
- delivering the required numbers of industry placements is reliant on engaging and persuading employers to support the programme.

The key requirement of the successful lead agency is to develop a brand and campaign strategy that that will increase understanding, raise awareness and create positive perceptions of T Levels, including how they fit in with other 16+ choices and as part of wider technical education reform. We are looking for an initial two-year + strategy to run from March/April 2019 to April 2021, including how communications will mature over the roll out period. Campaign requirements include:

- insight generation
- audience analysis – particular for parents, young people and employers.
- brand and creative strategy – for T Levels with recommendations for wider technical education
- complete campaign solution – balancing national and regional targeted communications
- media strategy development
- planning, design and execution of the campaign
- model for how the T Level campaign should mature over the roll out period to 2027 (see annex 2).
- evaluation strategy and delivery method.

Increasing the status of technical education

We want to reframe attitudes to technical education so that it is seen as a modern, desirable way to progress from GCSEs, rather than a second choice; and so that people think beyond traditional vocational subjects and realise that it can open doors to a variety of careers and progression options, including to more senior roles than might be traditionally expected, e.g. from bricklayer to construction site supervisor or nursery worker to nursery manager. Key to changing perceptions and increasing the value of technical education in the minds of our audiences will be to:

- Successfully launch the first three T Levels from 2020, with good take up rates and experiences from the first students
- Deliver the new Apprenticeship campaign, Fire it Up (out of scope of this brief), and grow the programme
- Position technical education routes in the context of 16+ technical, academic and vocational options in a way that makes sense to learners and parents
- Secure and mobilise support for T Levels and apprenticeships from respected employers and grow their advocacy as the qualifications gain currency
- In time, showcase how T Level 'graduates' have gone on to have successful, well paid careers
- Increase understanding of progression routes to Level 4 and 5 (e.g. HND), building awareness and status of Higher Technical Qualifications and how they can support people to achieve in their chosen careers
- Launch new Institutes of Technology, establishing them as high quality

Parallels have inevitably been drawn between the introduction of T Levels and the failed reforms of the past, particularly the abandoned 14-19 Diploma programme, which casts doubt on the longevity and long term commitment of delivering the reforms. This, exacerbated by ingrained perceptions that technical education is a poor quality alternative to academic options, is an unhelpful backdrop to the launch of T Levels; establishing T Levels as a credible qualification that is here to stay – and just as good as academic routes - will be essential to successful delivery.

The successful agency will be invited to deliver closely related projects aimed at increasing the status of technical education, inspiring and supporting young people's choices from 16 and increasing take up of products. Briefs to develop a strategy to increase take up of qualifications at Level 4 and 5 and launch Institutes of Technology may be delivered through a contract extension to the successful T Level agency. This is particularly important to give coherence to the wider technical education strategy and ensure that any branding recommendations are considered with the broader context in mind. However, the department reserves the right to run a separate competition if necessary.

In the short term, the T Level and new apprenticeships campaign (which launches in January 2019) will be our pioneer campaigns to demonstrate technical education at its best. These will be delivered semi independently, but in line with wider thinking in development around technical education as a whole, we need agencies to give recommendations for how we could give a sense of coherence to all the different technical education products over time. While the customer insight

generated for T Level guards against the development of a common brand (aligned to Apprenticeships), if we want to establish and secure their status, we are seeking ideas and propositions for how we could link technical education brands without negatively impacting the launch of individual products. Current thinking is that they could be positioned with a core narrative that starts to increase awareness of the wider reforms, firmly positions apprenticeships and T Levels within it, and starts to increase the value of the technical route to employment. However, agencies should consider a solution for T Levels in both the short term and longer term as part of the proposal, and explore the potential for brands to evolve over time to give a greater feeling of commonality once the status of technical education has improved. Ministers are particularly keen to see how the energy and ambition of the new apprenticeship campaign could be reflected in the T Level brand and campaign – and across wider technical education products.

Higher technical qualifications at Level 4 and 5 (a key progression route for T Level Students) and new Institutes of Technology (where Level 4 and 5 qualifications can be studied) will need to be considered as part of this thinking. However, the requirement to explore the role/need for formal individual/aligned brands for these products will be explored once the agency has been appointed and as part of separate briefs.

b) Mandatory constraints/ services required

- Bidders should be aware that the successful agency will be awarded the initial stage of this project to produce the strategic brand campaign plan with a maximum value of £250k to the end of March 2019 (and no minimum spend value). The strategic thinking will form the basis of a further business case to secure approval to spend a further maximum of £3m in 2019/20. The department reserves the right to run a secondary competition if necessary.
- DfE will retain intellectual property rights (IPR) for anything produced under this contract unless the initial materials are already copyright with the agency or IPR is already in place before the start of the contract (to be notified to DfE)
- We should not promote T levels in a way that is critical of other career/learning options, including Apprenticeships and A Levels. The positioning of the T Level brand and campaign - particularly how it sits alongside other technical education options e.g. Apprenticeships - will be critical. The new Apprenticeships campaign, Fire it Up, launches in January 2019. **Further detail of the campaign will be shared on Thursday 17 January when the campaign launches.**
- While Ministers may decide to extend T Levels to the devolved administrations in time, the campaign should cover **England only** for the purposes of this brief.

c) Constraints that may preclude agencies from accepting this brief

Agencies wishing to take part in this procurement exercise should have sufficient resource to deliver their strategy to the required deadlines.

d) Budget

RM3774 - Campaign Solutions
Letter of Appointment
Attachment 4

© Crown Copyright 2016

We anticipate that this brief will result in the award of a potentially 26-month contract to the end of March 2021. The budget for the remainder of 2018/19 financial year, for T Level brand and campaign strategy development and some initial implementation, will be £250,000. Please note the budget includes the roster 1% management charge, fees, and all media and production costs.

The budget for 2019/20, for T Level brand and campaign implementation, is anticipated to be up to £3 million, subject to DfE financial approval and Cabinet Office professional assurance. Again, the budget includes the roster 1% management charge, fees, and all media and production costs.

An additional budget will be available for briefs to support Institutes of Technology and Level 4 and 5.

The budget for 2020/21 is subject to allocation of resources at the next the Comprehensive Spending Review.

e) Timescales

We would like the T Level brand to be ready for providers to use in regional marketing activity by March/April and expect the full activation/recruitment campaign to launch in September 2019. We would expect media and PR activity to warm up from the start of contract and build over the summer period prior to campaign launch in September 2019. We also require the brand to be used in the materials and certificates issued by Awarding Organisations; the requirement to do this will be included in their licensing agreement.

Estimated procurement timings:

- Pre-market engagement event – Thursday 20 Dec (delivered)
- Issue brief – 15 January
- Written questions to be submitted by – Thursday 17 January at 12:00
- Verbal Q&A session between interested agencies and DfE – Thursday 17 January at 15:00
- Agency written responses – Tuesday 29 January at 12:00
- Successful shortlisted agencies informed – 1 February
- We are exploring the possibility of a potential tissue session for selected agencies in early February
- Pitches – w/c 18 February
- Contract starts – late February
- New brand ready to use by end of March/early April 2019

There will be two stages to the contract:

- Stage 1: Brand and campaign strategy development (February to end of March 2019)
- Stage 2: Brand and campaign implementation (April 2019 to March 2021)

The Problem (and Objectives)

a) Outcome goals

To establish the T Level brand and status, increase awareness of the new qualification amongst key audiences including how they fit with wider technical education reform, secure support for their introduction from employers and providers and pump prime demand for launch in September 2020.

b) Business/ brand/ channel objectives

Communication is critical to the successful introduction of T Levels in 2020, so that:

- Employers are engaged, offer the required numbers of work placements and advocate for the value of T Levels
- Providers are supported to recruit students to the new courses
- Young people are aware of T Levels and take them up in sufficient numbers
- Parents are aware of T levels and are confident in the opportunities they will offer their children
- Key influencers, like teachers and careers advisors, are confident in explaining what T levels offer young people in relation to other 16+ choices, the progression routes into work/further study and the benefits they will bring
- Key audiences are aware of wider reforms and the role T Levels will play in improving quality and increasing the status of technical education

c) SMART objective/ policy objective

- Raise awareness of T Levels, what they are, when they will be introduced and how they fit in with other 16+ choices.
- Increase understanding of where T Levels fit as part of wider technical education reform, where they can lead, how the reforms can benefit young people and help deliver the Industrial Strategy.
- Build confidence and create positive perceptions of T Levels by:
 - Positioning them as a quality, technical alternative to A Levels; helping to put skills and technical based education on more of a par with academic study.

- Showing how they have been designed in partnership with employers so that they meet the needs of industry and employers can advocate on their value
- Challenging the bias towards 'safe, trusted' academic routes rather than 'risky, untested' technical routes that appear to reduce future choices.
- Create the conditions to positively influence behaviour so that:
 - Employers and providers get involved in the design and delivery of T Levels
 - Parents are informed and well-placed to advise their children about the benefits.
 - Teachers and careers practitioners can advise students about the benefits of T Levels
 - Young people actively choose to take a T Level and take up of T Levels is supported/generated.
 - Employers offer industry placements and recognise the qualification when recruiting; they believe that T Levels are a viable option that they want to offer and that they will be supported to do so; and understand how they fit with other options such as apprenticeships, as well as the bigger picture, e.g. as a Government priority to improve home-grown talent
 - All audiences take the next step: to find out more; sign up; offer a placement etc.
- Specific KPIs and targets will be set as part of this project, based on insight gathering and analysis.

Context (Insight)

a) About our organisation

The Department for Education is responsible for children's services and education, including higher and further education policy, apprenticeships and wider skills in England. We work to ensure opportunity is equal for all, no matter what their background or family circumstances. The Education and Skills Funding Agency are an executive agency.

We will be working together on this project although DfE will be the lead partner. Operational communications activity delivered by the Education and Skills Funding Agency (ESFA) – the agency responsible for funding education and skills for children, young people and adults – is integral to the overall strategy. The successful lead agency will be expected to work with both DfE and ESFA to ensure that operational activity is reflected in the overarching strategy.

b) Outline of the policy context

T Levels are a key Government commitment. The 2017 Conservative Manifesto made a commitment for British technical education to rival the best in the world and set a target to streamline the 13,000 existing technical qualifications and introduce a new suite of 25 T Levels ([see full list on GOV.UK from 16 January](#)). Putting technical education on the same footing as our academic system is also one of the Secretary of State's top communications priorities.

T Level programme objectives and targets:

- From September 2020, three T Levels will be available across a group of around 50 FE providers (out of a total of up to 1800) in digital, construction and education & childcare. Not every provider will deliver all three. Providers delivering T Levels, and the T Levels available, will increase gradually over the roll out period – we are aiming to select an around another 75 providers to deliver T Levels in 2021 when we will also launch the next 7 T Level subjects.
- The aim is to have all T Level qualifications launched by September 2023.
- The primary target group for T Levels for the first five years of introduction will be young people currently doing an alternative technical or vocational qualification. This equates to around 20% of the cohort in any given year. Over time, we aim for a greater number of young people to consider a technical route into employment.
- We will be reviewing current technical qualifications to determine which we should continue to fund once T levels are introduced and in future would expect most of our funding for level 3 programmes to be directed to A levels, T levels or apprenticeships.

It is anticipated that student numbers will rise to up to 100,000 per year when T Level rollout is complete. Communications delivery will be closely aligned with programme rollout and will be delivered in three distinct phases (see full strategy in annex 1). It should be noted that communications will not only drive take up in the following academic year, but also pump prime demand among younger pupils for take up further down the line.

To enable and support delivery of T Levels, specifically the supply of industry placements, the Education and Skills Funding Agency (ESFA) is working closely with employers to achieve the following aims.

- **Employers to commit to T levels and delivering industry placements**
To promote and raise awareness of T levels and industry placements and their benefits to employers
- **Employers to be capable of delivering industry placements**
To provide a single point of contact for employers to go to for advice, guidance and support on industry placement delivery from September 2018

- **Employers and providers working together to deliver industry placements**
To ensure that employers and providers are working together to set up and deliver industry placements from September 2018
- **Provide insight on employer responsiveness**
To offer industry placements, to inform and shape future policy

Work is also underway to identify the service standards and underpinning service line for T-Levels, which will inform the requirements for a digital service and campaign destination.

Review of Level 3 qualifications

Alongside the introduction of T Levels, DfE are conducting a review of post-16 qualifications at level 3 and below, excluding A levels and GCSEs. The review aims to simplify the current qualification landscape and explore the rationale for alternative qualifications to be offered alongside T Levels.

This consultation will take part in two stages: the first of which will run from February 2019 and will focus on the principles, scope and the broad process the review will follow. The second consultation will follow later in 2019, and will set out the proposed criteria that will be used to determine whether a qualification continues to receive public funding. We will consult on the timescales and process for the withdrawal of these qualifications as part of our wider consultation on the qualifications review.

Review of Level 4 and 5 qualifications

DfE are also reviewing higher level technical education at Level 4 and 5 (e.g. Higher National Diplomas - HNDs), focusing on how technical qualifications at this level can better address the needs of learners and employers. This will provide an alternative progression route for T Level 'graduates' and those in other full time education, into the workplace. It will also support those already in the workforce to upskill or retrain. A consultation on the review is due to be published in spring 2019.

Institutes of Technology

Institutes of Technology (IoT) will be prestigious and high-quality employer-led institutions delivering higher level technical education (e.g. Level 4 and 5) with a clear route to high skilled employment. IoTs are a manifesto commitment and the intention is to develop a network of 10-15 high-quality IoTs throughout England.

IoT will widen access to higher-level technical education for learners, including those from under-represented groups, helping young people and existing employees from all backgrounds to fulfil their potential. They are a key element of wider technical education reforms to build a first-class technical education system on a par with the best in the world.

Briefs to develop a strategy to increase take up of qualifications at Level 4 and 5 and launch Institutes of Technology may be delivered through a contract extension to the successful T Level agency. This is particularly important to give coherence to the wider technical education strategy and ensure that any branding recommendations are considered with the broader context in mind. The department reserves the right to run a separate competition if necessary.

c) Data, research and useful links

The following research may be of use as background information:

- Annex 3 – 16+ Choices – discovery findings
- Annex 4 – Describe a T level
- [Behavioural Insight Unit 'Moments of Choice' report](#)
- [Reforming technical education: Employers view of T Levels \(CIPD 2018\)](#)
- Annex 5 – Nursery brand positioning research on T Levels

d) Previous communications activity

To date, DfE has focused on low cost/no cost activity, building up a steady stream of communications activity aligned to T Level milestones, primarily targeting parents and employers and delivered through PR, social media, advocacy and influencers and via 2020 providers. This has included:

- a drumbeat of communications around key delivery milestones, such as the various procurement stages, the announcement of panel members, launch of funding consultation, £8m fund for T Level professional development, the latest T Level Action Plan and the Secretary of State's technical education speech. We have also used other related moments, e.g. Back to School week, Colleges Week, AoC conference and WorldSkills UK
- low cost/no cost communications direct to parents, e.g. an explainer video targeted at parents, driving traffic to GOV.UK and promoted via social media advertising
- creation of communications toolkit for providers to use in their own marketing, including a generic T Level description, leaflet and blog copy, infographics and a Q&A. Similar materials for employers are currently being produced and will soon be shared. The strategy and brand developed as part of this brief will then be applied to updated toolkits to ensure consistency across national/local communications.

We will continue to deliver this drumbeat of communications activity during the remainder of phase 1, while we develop the brand positioning and integrated campaign strategy.

In addition, the ESFA is already delivering a significant, proactive employer engagement programme with a focus on industry placements:

- Establishing a national contact centre
- Strategic partnerships with intermediaries
- Incorporating into Apprenticeships schools programme

a) Audience data

Our primary audiences (England only) in priority order. Percentages relate to the weight of focus against each audiences:

1. Young people (35%):

- In Phase 1, those who entered years 9 and 10 in September 2018 as the first two cohorts of students eligible to take a T Level
- All young people who will be starting to consider their post-16 choices from age 11/12 (see [BIU Moments of Choice research](#))
- As identified by DfE T Level learner number modelling, the initial focus for T Level delivery is to target those young people who would otherwise study a different level 3 technical qualification or are considering a relevant A Level (e.g. in Computer Science, to raise awareness of the benefits of studying a Digital T Level). This equates to a total audience of around 20% of all young people when at full roll out and a total audience of approximately 100,000. However, the audience for take up and recruitment is smaller than our planned targeting for brand awareness. Once the status of T Levels has been established and there is evidence that they are high quality routes to employment, it is hoped that a greater number of young people (who may have automatically chosen A Levels) will consider them.
- Estimated student numbers studying T Levels rise with the roll out, starting from an estimated 2500 for entry in 2020.

DfE is currently planning a segmentation of young people. However, this will not be completed until the summer. Agencies should propose ways to target audiences with additional tools at their disposal.

2. Key influencers: parents (30%), teachers (10%) and careers advisers (10%)

- With a focus on early adopter areas across England
- Our assumption is that we will primarily target parents of our Tier 1 and Tier 2 audiences in the diagram below, but with secondary audiences of parents with younger children. As future cohorts will start considering their options from 11/12, we also need to take a longer-term view of brand positioning so that the quality and status of T Levels are established from the beginning and targets a wider group.

3. Employers (15%):

- All employers, but with a particular focus on those sectors who we want to offer work placements and who will be most likely to employ graduates: **Digital, construction, education and childcare, legal, finance and accounting, engineering and manufacturing, health and science.**

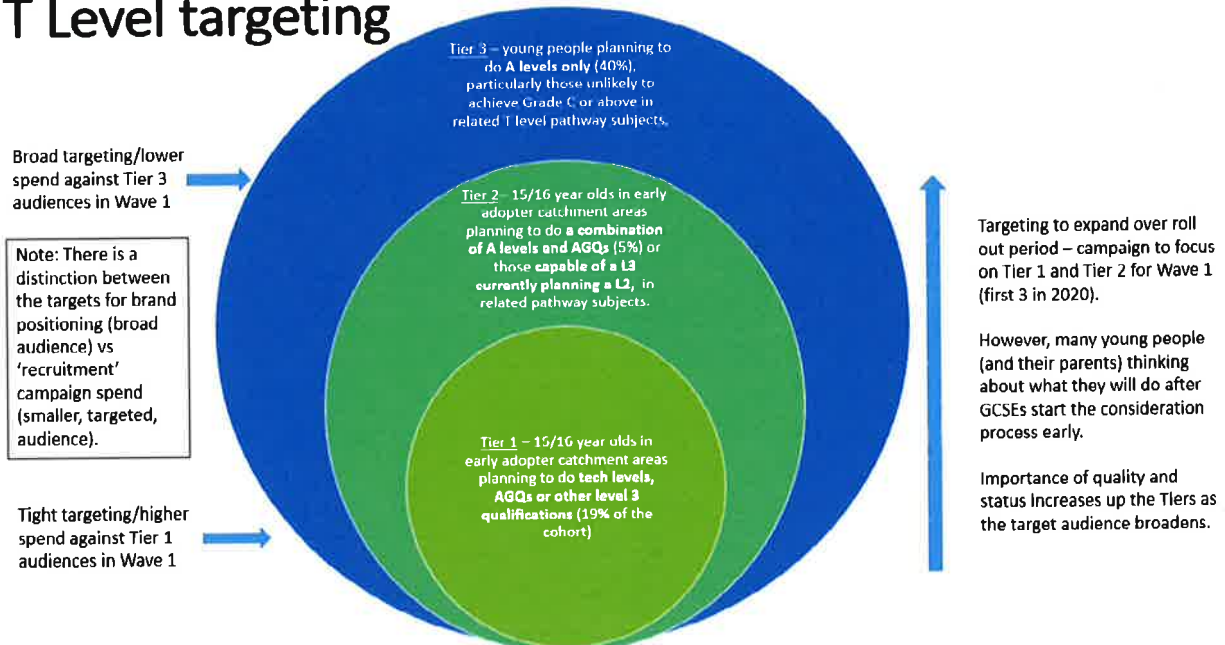
- **Large, Apprenticeship** levy-paying employers with a £100m+ paybill c. 1000 employers
- **Smaller** levy payers with a £10m-£100m paybill c. 4500 employers **SMEs** mainly non levy payers with employees 1-249 (categorisation based on levy) c. 33,820 employers
- **Mobilising employers to advocate for T Levels will be essential to build credibility of T Levels among our priority consumer audiences.**
- When appointed, agencies will need to identify opportunities to enhance and align with activity delivered by ESFA, aimed at supporting employers to meet the demand for industry placements.
- Consideration should also be given to employer intermediary/representative groups.

FE providers will be a key stakeholder and intermediary for campaign delivery, but will be targeted primarily through Departmental, low and no cost channels and engagement:

- For the first 2 years of T Level delivery, we will focus on the **first early adopter FE Providers (around 50 for 2020 and around another 75 for 2021), out of a total market of 1800.**
- In time, we expect all providers who currently deliver a relevant technical qualification to move over to delivery of T Levels. This includes FE colleges, sixth form colleges, school with sixth forms, sixth form schools, UTCs, independent learning providers.

Priority for the first wave of the communications strategy will be audiences in the 50 FE provider catchment areas with estimated numbers rising with roll out. The following diagram shows how we expect audiences to be targeted and how this will evolve with the rollout of T levels.

T Level targeting



Note: percentages are based on highest study aim by 16 and 17 year olds in England, end 2017. Source: [Participation in education, training and employment: 2017](#)

b) Current audience insight

- Perceptions of vocational education being second rate are deeply ingrained; technical education is not understood and people do not understand where the qualifications can lead; there is a complicated customer journey and no 'official' source of information to help people choose. Improving understanding and changing perceptions of technical education is a significant challenge; a sustained focus and investment over a number of years will be necessary to succeed in changing long held beliefs and biases and will be reliant on the successful implementation of reforms that deliver improved outcomes for young people.
- Young people's choices are heavily biased towards the academic status quo and A Levels as the 'brand leader'. They believe the concept of a T Level to be an attractive one but some consider it too early to make a decision and that it narrows their career options.
- Parents want to reduce the risks around narrowed options and most would prefer their children to go to university. Skills and technical based education are not considered to be on a par with academic study.
- Employers welcome the concept of T Levels, but will only be convinced when they see the detail and some are concerned about the burden of industrial placements on employers. Not all employers are engaged as partners and do not understand how the different 'asks' of them fit together. There are some signs that engagement so far is working – results of a recent YouGov survey (responses from 515 senior decision makers in large businesses) showed 35% said they had seen media coverage of T Levels and 44% said T Levels were important to their organisation. The latest labour market survey from the CIPD highlights

that 20% of employers are aware of T Levels and found that employers, hiring non-graduates, would find T Levels more desirable than A levels. However according to the latest CBI/Pearson Education and Skills Annual Report, Educating for the Modern World, Nov 2018, 1 in 4 employers (42%) were unaware of T Levels, emphasising the importance of communications among this group.

- FE Providers want to know what T Levels are but they also want the detail on content before they can confidently develop detailed delivery plans. There are concerns about securing work placements and funding.
- Schools aren't giving balanced advice on all options: students reflect a biased experience focussed on A Levels. They reported being encouraged to stay on at their school's own 6th form more than other options.

Positioning insight: To inform this campaign, in November 2018 we carried out brand positioning research. This recommended the strategy should do the following.

- Take the centre ground in the market between A Levels and apprenticeships – we should respond to natural comparisons with A levels by positioning T Levels as equivalent to A levels, to establish it as a quality choice
- Establish our priority market as the segment of young people who are unlikely or unsure about doing A levels or planning to take an alternative technical/vocational qualification
- Use common language shaped around 'learning applied to the workplace' to help create the feeling of a technical education family
- While the insight does not recommend developing an overt 'family of brands' for technical education from the outset, the strategy will need to consider how apprenticeships and T Levels could be linked to give a sense of coherence and how this model could evolve over time to help increase understanding of technical education reform. As part of this, we will need to consider how other technical education products, such as Level 4 and 5 and Institutes of Technology could be positioned under a common reform umbrella. These policies will be subject to a separate brief
- Include the term 'qualification' in the description of what a T Level is, which is important to establish its status among our key audiences
- Emphasise the concept of combining classroom learning and practical experience with a real employer

c) Customer journey

Work is currently underway to define the customer journey and service line for T-Levels, to include both a national and local perspective. This will inform the requirements of the underpinning digital service and campaign destination. Further guidance will be given on this, including the role for the agency, after appointment.

Strategy

a) Existing strategy

To address these considerable and varied challenges, we need a communications strategy that will raise awareness, positioning T Levels in the context of wider 16+ choices, build confidence and driving supply and demand. The overall campaign strategy, which will evolve over time to reflect T level rollout, is defined in three distinct phases:

- **Phase 1:** Foundation (Sept 18 to Sept 19): Twin track approach creating a stream of communications activity aligned to key milestones (primarily using owned and earned channels), while filling insight gaps, setting baselines, developing our strategic brand proposition and creative strategy for T Levels. **This is the current phase.**
- **Phase 2:** Transition Phase (Sept 2019 - 2021): Launch paid-for communications: Aligned to the roll out of subjects in early adopter provider areas from 2020 and in the context of wider post-16 choices. Activity will be ramped up each year as more routes are introduced and expected student numbers increase. The strategy for this phase will be established during Phase 1. The timing has been based on feedback from providers as the optimum time to begin communications activity to align with their own marketing milestones.
- **Phase 3:** Transformation Phase (2021 onwards): Ahead of full roll-out in 2023, communications will be substantially scaled up to target a wider group of young people, parents, providers and employers and to help deliver the ambition to put technical education on a par with academic learning.

Additional activity with employers will be delivered by the ESFA. National Apprenticeship Service (NAS) is setting up systems ready to support employers and broker links with providers for industry placement demand in 2018/19 academic year and beyond including:

- establishing a national contact centre with capacity for 6,000 calls a day
- developing an engagement strategy with around 10,000 SMEs
- sharing a common approach to employer engagement with Ambassadors and key business figureheads, training providers of industry placements, national broker services such as FSB, CBI and local brokerages led by Local Enterprise Councils
- developing and trialling tools to match employers and providers

- developing existing channels with major employers to promote and raise national awareness of T levels and industry placements
- maximising all opportunities to work alongside and compliment the apprenticeships communications strategy, to communicate the benefits of Industry Placements to employers, eg National Apprenticeship Awards 2018/19, National Apprenticeship Week 2019, Large Employer Roadshows and joint initiatives with our Intermediaries Team and our Apprenticeship Ambassador Networks.
- Incorporating T Levels into the Apprenticeship schools programme to raise awareness among teachers, parents and pupils.

b) Known sensitivities/think feel do/stakeholders & influencers

- There are concerns, in particular among some providers and teachers, about the delivery and longevity of the reforms. Comparisons have inevitably been made with the failed reforms of the past, the introduction of the 14-19 Diplomas, and exacerbated by ingrained perceptions that technical education is a poor quality alternative to academic options. Our strategy needs to instil confidence in a brand new qualification that is still in development and untested, and where the final programme will only be completed relatively close to its first teaching. The campaign will need to change perceptions, build confidence and influence behaviour so that young people/parents think that T Levels are 'for me'/'for my child'. As there will be no young people/parents who have taken a T Level to vouch for it, we will need to draw on T Level panel members, 2020 providers, and supportive employers to be our advocates.
- We also need to help young people and parents to more easily understand all their 16+ choices, and articulate each choice clearly without suggesting that one route is better than another, while simultaneously making it more complicated by introducing another route. Communications strategy and delivery will need to consider how Apprenticeship and T Level communications fit together, both to help reinforce the value of tech ed routes, as well as the difference between them.
- Since we announced we would be introducing T Levels from 2020, there has been significant trade and some limited national media interest and coverage in their ongoing development and delivery timeframe. Some large, influential employer and FE bodies e.g. CBI, British Chambers of Commerce and Association of Colleges have demonstrated their broad support for the concept of T Levels, although there is naturally an element of scepticism and cautiousness from these groups ahead of their introduction such as the availability and delivery of industry placements
- The technical education reform programme is a ten-year change programme, with T Levels as one product, but with further products that are crucial to it and that will be an integral part of the success of T Levels, including in providing high quality progression routes for T Level graduates. Bids should suggest an effective way to give a sense of coherence to all the different technical education products, and recommend how the branding strategy could evolve over to give a greater feeling of commonality once the status of technical education

has improved.

c) Brand development and maturation strategy

Branding

We would like a strong campaign look and feel to be developed to help position T Levels as a quality choice for young people, which can sit alongside Department for Education branding. It should inspire young people and excite them about the opportunities technical education and, specifically, T Levels can lead to. It should emphasise how T Levels are new and different, in particular due to employers' role in the design of T Levels and the industrial placement requirement.

This should be considered as part of wider technical education and 16+ choices to ensure it responds most effectively to audience insights. It will be used by partners, such as T Level providers, Awarding Bodies, delivery partners, stakeholders and other influential networks e.g. ETF, IFA etc to bring consistency to communications delivered across the country. It will also appear on selected communications e.g. qualification certificates. Supporting brand guidelines should also be produced, to include guidance on co-branding where relevant.

Maturation strategy

We would like a segmented maturity model to be included as part of the campaign/brand development strategy, which will demonstrate how the brand and campaign will develop over time, as the programme is rolled out, targets for T Level participation increase and the sense of value ascribed to technical education improves. This should not just be restricted to T Levels but be seen in light of wider technical education reform.

T Levels need to achieve cut through in an already complex technical qualifications landscape which will streamline the 13,000 qualifications already available in this market. As mentioned above, DfE will be reviewing post-16 qualifications at level 3 and below, excluding A levels and GCSEs, to determine which we should continue to fund once T levels are introduced. These reforms should be considered as part of the maturation model for the T Level brand.

The model should include consideration of:

- research to test appetite for information among target audiences and how different messages land over time
- how to track awareness, attitudes and behaviours and how that will affect the marketing approach
- how marketing and communications should be implemented to support the programme throughout the roll out period
- how the campaign can coordinate with programme timeline and FE provider marketing peaks
- how the T Level brand might evolve over time to give greater coherence and understanding of the technical education offer.

d) Constraints – for example if the strategy must include a certain channel (eg TV)

The strategy needs to carefully balance national and targeted regional communication – while T Levels will benefit from the status national backing will bring, they will initially only be available in around 50 providers across England and only in three subjects in 2020, with a further 75 providers and seven further subjects from 2021. They need to be communicated in such a way so as to establish awareness across a broad group of parents and young people but not raise expectations that they are available ahead of the planned implementation; careful consideration should be given to the split between national and more targeted local communication delivered in partnership with the FE providers offering T Levels.

Those bidding should also bear in mind that work with FE providers as well as the Government Communication Service Local team will support regional marketing.

e) Conflicts of interest/ reputational constraints

- The delivery timetable was subject to a Ministerial Direction by the Secretary of State in May 2018 to move forward with reforms to technical education qualifications despite concerns from officials on whether this allowed enough time. See <https://www.gov.uk/government/publications/t-levels-ministerial-direction>.
- There will be a review of post-16 qualifications at level 3 in 2019, which will aim to simplify the current qualification landscape – the first stage in the consultation process will begin in February. There are likely to be concerns about the potential removal of well-established qualifications, which will need to be handled sensitively.
- The awarding organisations who will develop, deliver and award the first three T Levels from September 2020 will be announced in February/March 2019. Those bidding should consider opportunities for joint marketing with these organisations within their proposals, while also being mindful of the fact some of these organisations have commercial arms and the limitations this could present.
- Bidders should also be aware that in 2018, the Federation of Awarding Bodies had some concerns about the procurement of awarding organisations and proposed a legal challenge – however, this was dropped after the DfE reviewed some of the issues raised.

Agency requirement (Implementation)

a) Specifics to produce

The key requirements of the successful lead agency are to develop a brand and campaign strategy that will increase understanding, raise awareness and create positive perceptions of T Levels, including how they fit in with other 16+ choices and as part of wider technical education reform. We are looking for an initial two-year strategy to run from Sept 2019 to April 2021, including how communications will mature over the roll out period. Campaign requirements include:

- audience analysis
- insight generation
- brand and creative strategy
- complete campaign solution – balancing national and regional targeted communications
- media strategy development
- planning, design and execution of the campaign
- maturation model
- PR, content, design and toolkit creation - to be subcontracted.
- evaluation strategy

The first deliverable for this project, following appointment and approval of the strategy, will be the development of a brand identity by end of March 2019 (ahead of campaign launch in September 2019). We would expect media and PR activity to warm up from contract start and over the summer period prior to campaign launch.

Campaign budget from April 2019 onwards is subject to Cabinet Office approval. A strategic implementation plan, campaign deliverables and evidence of successes (quick wins) will form a key part of the business case for further funding.

You will be assessed against the criteria outlined in the section entitled 'Agency Response'.

b) Role of the agency

The successful agency will act as our lead strategic agency and will need to work with other agencies in order to deliver the requirements of this brief, including Manning Gottlieb OMD, the Government's contracted media buyer. We expect work to deliver research, PR, content, design and toolkit creation to be subcontracted by the lead agency, ensuring synergy to deliver the overarching strategy.

The agency will work in partnership with the client and other agencies to evaluate the campaign, and to input to media evaluation. This will include supporting the annual Professional Assurance business case to Cabinet Office.

At this stage we would not expect the agency to manage the following activities, which we currently manage in house or via other agencies. Message development and testing for these channels may be required to ensure they reflect campaign messaging.

- 1) Digital service strategy (subject to separate agile project delivery)
- 2) website content maintenance and updates
- 3) telemarketing (employers)
- 4) national contact centre (employers)
- 5) employer and provider engagement (account management service etc)

The successful agency will be responsible for channel planning for the campaign, once selected, subcontracting to specialists if necessary. For the brief, we expect agencies to suggest audiences and the most effective channels for those audiences as part of their proposal. Media buying will be procured through the government's media buying contract with Manning Gottlieb OMD.

c) Management and staffing

We require very strong strategic and planning support along with the appropriate number and level of staff to ensure successful delivery of this project. This should include regular reporting and opportunities for review.

d) Key delivery milestones

Detailed project delivery milestones will be agreed with the successful agency once appointed. Outlined below are broad timings to help guide the development of your proposal for the purposes of this procurement exercise.

- End of February – strategy document to be delivered by the appointed agency
- March – development of new brand identity and warm up PR work
- End of March/early April – new brand identity ready to use
- September 2019 – stage 1 marketing campaign launches

Agency response

Please prepare your written response to cover the key deliverables shown below. Each deliverable must be covered in the written electronic response. The response must be submitted electronically via the Crown Commercial Service eSourcing portal in either MS Word or PDF format with a minimum font size of 12pt.

Your written electronic response should not include creative materials.

A creative idea is not required for stage 1 response. Agencies will be assessed against strategic objectives for stage 1; a creative response will be required for stage 2: the pitch stage

1) Objectives (10% of the total quality score)

Please provide details of your ability to develop specific objectives for the campaign. Key points to address in the response are:

- 1) Based on the information provided, please set out your understanding of the objectives we have and the outcomes we want to achieve.
- 2) As you see the problem, please set out what you consider the role for communications to be in achieving our outcome goals.
- 3) What communications objectives would you set?

Maximum word count: 600 words

2) Audience (20% of the total quality score)

Please provide details of your skills and capability to understand the campaign's key target audiences. Key points that should be considered in the response are:

- 1) How will you use information about the beliefs and behaviours of different audiences to get the best outcomes?
- 2) Where do you see gaps in audience insights and how would you propose these are addressed?
- 3) How would you analyse the audiences for recruitment/take up vs broader brand awareness to inform messaging and channel strategy, particularly for parents.

Maximum word count: 1,200 words

3) Strategy (40% of the total quality score)

Please describe how you will use your ability to develop the most appropriate strategy to meet our business objectives.

- 1) What strategic options have you considered?
- 2) What is your strategic recommendation?
- 3) How would you propose to tailor strategy by audience?
- 4) What innovations would you recommend?

- 5) How would your strategic approach mature from launch in 2019 over the implementation period to full roll out by 2023? What is your recommendation for establishing the status of T Levels while communicating that it is part of wider technical education reform? How would the T Level brand evolve over this period and help build understanding and raise the status of technical education?

Maximum word count: 2,000 words

4) Implementation (20% of the total quality score)

Please provide details of your skills and capability to support the delivery of an integrated campaign.

1. Please describe the high level brand/campaign approach you would advocate, coming from your understanding of the audience and recommended strategic approach?
2. What campaign structure do you recommend to deliver our objectives?
3. How would you differentiate by either audience or channel (or both)?
4. How would you manage and resource the account to deliver our objectives. This should include how you will manage all production and supply requirements.
5. Please describe how you would operate as our lead agency and work effectively with other agencies.

Maximum word count: 2,000 words

5) Scoring/Evaluation (10% of total quality score)

Please detail how you will evaluate the impact of your strategy and creative in driving attitudinal and behavioural change:

- What evaluation model would you propose?
- What KPIs would you set?
- How would you measure return on marketing investment (ROMI)?
- What approach would you propose to improve and optimise?
- What evaluation tools and techniques would you propose?

Maximum word count: 600 words

The above sections total 100% and account for 50% of the total score.

Costs (15% of total score)

Stage 1 - Written response (10%):

- Please outline your rates for all of the roles you intend to use on this contract.
- Please specify discounts you are able to offer the Client against the Framework Rate Card
- This rate card is weighted at 10% of the total score

- Only this stage 1 response is required at the written stage
- Please use the Pricing Schedule spreadsheet provided in annex 6 and fully complete before uploading via the Framework

The 10% Stage 1 price score will be split equally between the Average Discounted Rate (5%) and the Average Discount Percentage (5%) offered.

The Average Discounted Rate will be determined by calculating an average (mean) of all the discounted daily rates submitted (column F) in the Pricing Schedule. For the avoidance of doubt, the figure in cell F31 of the Pricing Schedule will be used to evaluate Average Discounted Rate

The Average Discount Provided will be determined by calculating an average (mean) of all the discounts offered (column E) in the Pricing Schedule. For the avoidance of doubt, the figure in cell F32 of the Pricing Schedule will be used to evaluate Average Discount Provided.

Please note: Rates submitted as part of this evaluation must remain firm for the duration of the contract term.

For more details and an example of the evaluation model please see the guidance within the Pricing Schedule

Stage 2 - Additional response, only by shortlisted agencies (the deadline for when this information needs to be uploaded onto the portal will be provided when agencies are invited to pitch) - 5%

- The table below will need to be completed to show a breakdown of your all expected costs to the end of March 2019.
- A more detailed spreadsheet will be provided to the shortlisted agencies for this stage
- This section will be weighted at 5% of the total score
- The evaluation of Stage 2 will be based on the costs of the defined requirement to end of March 2019 using a maximum score of 100 for price evaluation: $(\text{Lowest Tendered Cost} \div \text{Your Tendered Cost}) \times 100$

Costs should include all agency fees and any third party production and supply costs and should cover:

- The development of the strategy
- The costs for campaign development, delivery and evaluation

The day rates shown in this summary table **MUST** be in line with those proposed at Stage 1 of this tender.

Costs 2018-19

Costs 2018-19 (June 2018 to March 2019)	People resources (day rates)	Number of days required in year	Sub-total people costs (ex- vat)	Other Costs	Total costs (ex-Vat)
Strategy					
Creative development					
Account management					
Evaluation of impact					
Production / third party costs					
All other					
Total Cost					

Please note: for both price evaluation stages where irregularities or omissions are identified within the pricing schedules the department reserves the right to seek clarification from bidders for the costing information they have submitted. The department also reserves the right to clarify and challenge what it considers abnormally low pricing submission and may reject a bid should a sufficient clarification not be provided to address the departments concerns.

The department will also conduct its own due diligence checks in relation to bidder's financial viability and may request additional financial information to be provided as part of this process. Whilst the department will attempt to mitigate any financial risks it may, at its own discretion, reject a bid where it assesses the financial risk to be too great to proceed with the award of the contract.

Scoring approach

The scores in the quality section (50%) and the first part of the cost section (10%) will be added together to calculate a Stage 1 Score out of 60% that will be used to rank all bids at the written stage.

Cost will be assessed using the following calculation, with a maximum score of 100 for price evaluation: $(\text{Lowest Tendered Cost} \div \text{Your Tendered Cost}) \times 100$.

Using this criteria a minimum of 3 and a maximum of 5 agencies (if the scores are really close) at Stage 1 will be shortlisted and invited to attend face-to-face presentations. At this stage, the second

part of the costs element will be requested and taken into account at 5% of the total score with presentations representing 35% of the total score.

For the avoidance of doubt, agencies that are not shortlisted and not invited to the face to face presentation, will not progress to Stage 2 and will be discounted from further consideration in this procurement.

Following the evaluation of Stage 2 the Presentation Score (35%) and the Stage 2 Price Score (5%) will be added to the Stage 1 Score (60%) to create an overall Total Score out of 100%. At this point the highest scoring bidder will be awarded the contract.

	Written stage - Quality 60%	Weighting
O	Objectives	2
A	Audience Insight	4
S	Strategy	8
I	Implementation	4
S	Scoring	2
	Quality total	50%
	Price total (Stage 1)	10%
	Stage 1 total, used for shortlisting	60%
	Price total (Stage 2)	5%
	Presentation total	35%
	Overall total	100%

Marking scheme

Each section will be scored on the following basis:

0	Nil or inadequate response. Fails to demonstrate an ability to meet the requirement.
1	Response meets less than half the stated requirement. It is partially relevant but generally poor and lacks relevant detail.
2	Response meets some but not all of the stated requirement. Lacks detail on how the requirement will be fulfilled in several areas.
3	The response meets the stated requirement. Answers are relevant and acceptable but may lack some detail.
4	The response fully meets the stated requirement in all areas. Answers are clear, relevant and elements of the response exceed the requirement by offering some added value.
5	The response exceeds the requirement in all areas. Answers are comprehensive, unambiguous and offer significant added value to the

	requirement which benefits the department.
--	--

The evaluators will score both the written and pitch elements of the quality evaluation using the following criteria:

Objectives	- Does the agency show that it understands your objectives and the outcomes that you want to achieve? - Does the agency set out the ambition and also the potential limits for communications? - Is there evidence of the ability to develop clear objectives around complex projects?
Audience	- Does the agency effectively use audience insight, audience analysis tools and segmentation to inform and develop the campaign/communications? - Does the agency use information about the beliefs and behaviour of different audiences to inform how it will get the best outcome? - Is there evidence of how the agency would propose to build on current insight to improve the campaign?
Strategy	- Has the agency demonstrated a high understanding of the problem and policy context and convincingly set out how it will address it? - Has the agency put forward a persuasive plan of action by audience? - Does the strategy relate back to the objectives and audience insight? - Are there any innovative approaches to addressing the problem? - Has the agency considered how the strategy should work at a national/regional level and by industry sector
Implementation	- Does the brand/creative approach match what we know about the different target audiences and is therefore likely to be effective? - Does the agency demonstrate an understanding of the whole communications mix? - Does the agency demonstrate creativity across a number of different media, including social and digital expertise?

	• Is there anything new or innovative demonstrated? • Is the proposed resourcing structure appropriate for our needs? • Does the agency show it can work successfully in partnership with other agencies, stakeholders or partners?
Scoring	• Does the agency show use of KPIs to track progress? • Does the agency show an understanding of ROMI and how it would be applied to this project? • Is there a robust approach to evaluation and improvement in line with GCS standards? • Does the agency add any new or innovative evaluation tools or techniques?

Pitch presentation (35% of total score)

Those successful at written stage will be invited to face-to-face pitch presentations. This gives you the opportunity to bring your written proposals to life. The format of the presentations is open, but we suggest you do cover some of the detail, by section, from your written response. In addition, we would like examples of your proposed creative ideas. Specifically:

- Please translate your strategy into a creative brand/campaign approach to include examples of materials, which would be required to delivery your recommended approach.
- Please elaborate on how you would innovate the delivery of this campaign.
- Please demonstrate how your creative approach can be adapted or optimised to work effectively in different media and in national vs regional/local application.

At the pitch, the evaluation panel will be looking at the following questions:

- Does the pitch presentation encapsulate a full and complete recommendation of the most appropriate strategy to address the objectives set out in the brief?
- Does the proposed brand solution, creative idea and materials presented match the strategy, and have the ability to be highly impactful and effective?

The overall scoring of 0 to 5 as set out above will be used by the evaluation panel to rate the presentation, considering these two questions. Each question will be weighted equally with 17.5% of the total presentation score used for each question.

The score for the presentation will be added to the scores of the written and cost scores to get a total score. The bid with the highest score overall will be selected as the winning bid.

Additional Information

Agencies can include additional information in their written response, to include credentials, experience, current clients etc. This is not mandatory and the information if provided will **not** be taken into account in the scoring of bids.

Links and annexes

See below for useful links, as well as a number of annexes attached to this brief:

Links:

- [Post-16 skills plan and independent report on technical education](#), the Sainsbury report which led to the creation of T Levels
- [Introduction to T Levels – GOV.UK page \(including from Wednesday 16 Jan, full list of T Levels due to be offered\)](#)
- [T level action plan – GOV.UK](#)
- [List of 2020 FE providers and T Levels offered](#)
- [Secretary of State's key speech on technical education, December 2018](#)
- [Behavioural Insight Unit 'Moments of Choice' report](#)
- [Reforming technical education: Employers view of T Levels \(CIPD 2018\)](#)

Annexes:

- Annex 1 – T Levels communications strategy
- Annex 2 – T Levels timeline
- Annex 3 – 16+ Choices – discovery findings
- Annex 4 – Describe a T level
- Annex 5 – Nursery brand positioning research on T Levels
- Annex 6 – Pricing schedule

ANNEX B
Agency Proposal

See Appendix I

Part 2: Call-Off Terms

See Call off contract.