



Pre-Tender Market Engagement

English Language and Employment Support for Ukrainians and HK (BNOs) CPD4128072

Authority: Ministry of Housing, Communities and Local Government (“the Authority”).

Date Response required: 12pm (GMT) 13 December 2024

• PURPOSE

- .1 In an extension of the Government’s support for Ukrainians fleeing the war who have arrived in the UK under the Ukraine Visa Schemes and the resettled Hongkongers under the Hong Kong British National (Overseas) route [HK BN(O)], the Government is exploring the feasibility of implementing a bespoke English Language and Employment support programme to aid their integration. To date, the Government has supported approximately 13,000 Ukrainians and 17,000 HK BN(O) ‘learner spots’¹ to access intensive English language lessons and employment advice on different language and employment support schemes. It now seeks to identify a supplier to deliver one bespoke programme that addresses the unique needs of both cohorts. This Pre-Tender Market Engagement (PTME) seeks information, including costs per person, in preparation for the potential procurement of a Supplier (from herein referred to as a “**Potential Supplier**”) to increase access to suitable English language training and employment support to aid Ukrainians and HK BN(O)s in entering employment, as well as helping those already in low-paid employment into higher skilled jobs. The Authority is seeking a single Potential Supplier to deliver this contract. Further details on who may be eligible for this support and whether this programme will be UK-wide will be published in due course.
- .2 The purpose of this PTME is to:
 - help define the requirement; help provide a better understanding of the feasibility of the requirement;
 - understand the best approach;
 - understand the capacity of the market to deliver and possible risks involved; and;
 - provide the market with an opportunity to ask questions, raise queries and any issues to be addressed at an early stage
- .3 The Authority shall maintain commercial confidentiality of information received during the PTME.

• INTRODUCTION

1. This specification focuses on the delivery of targeted, flexible and intensive English Language courses with wrap around employment support for unemployed and under-employed Ukrainians and HK BN(O)s who are resettled in the UK on one of the below visa schemes.

The UK operates a number of Ukraine visa schemes to support those who wish to either come to or remain in the UK:

- Ukraine Family Scheme – for Ukrainians with families who are settled in the UK;
- The Homes for Ukraine scheme, launched by the UK Government on 14 March 2022, allows people living in the UK to sponsor a named Ukrainian national or

¹ ‘Learner spot’ refers to a claimed classroom spot, but could duplicate count individual BN(O)s over time.

family to come to live in the UK with them, providing they have suitable accommodation to offer, and allows the Welsh and Scottish Governments to act as sponsors;

- Ukraine Extension Scheme:
 - for those Ukrainians who held permission to be in the UK on or between 18 March 2022 and 16 May 2023;
 - Ukrainians who held permission to be in the UK and that permission expired on or after 1 January 2022.

These visas are valid for 3 years from the point of issuing. As of 14 October 2024, 215,200² Ukrainians have arrived in the UK, with 156,700 via the Ukraine Sponsorship scheme and 58,500 via the Ukraine Family Scheme.

2. In January 2021, the Government launched a visa route for Hong Kong British National (Overseas) [BN(O)] status holders and their families, giving them the opportunity to come to the UK to live, study and work on a pathway to citizenship. The visa was expanded in November 2022 to allow eligible adult children of BN(O) status holders who were born on or after 1 July 1997 to apply to the route independently of their parents. As of 30 June 2024, 219,100 applications have been made of which 209,406 have been granted.
3. To support Ukrainians and BN(O)s as they integrate into their new communities, The Authority launched two programmes: A virtual intensive English language and Employment Support contract in August 2023 reaching approximately 13,000 Ukrainians, and a Welcome Programme for BN(O)s, which launched in April 2021. Through the Welcome Programme, BN(O)s are able to access advice, guidance and support on a range of issues including employment, education, housing and access to English language to help them get jobs and socialise, as well as opportunities to learn about life in the UK.
4. Both the Ukrainian and HK BN(O) cohorts predominantly want to work and are highly educated. Getting these cohorts into work, or higher-paid work is fundamental to supporting them into self-reliance and to realise their combined economic potential. Statistics from the ONS survey of Ukrainian guests, who had arrived before 15 June 2022 and were surveyed in March 2023, showed 61% of respondents were employed in the UK.³ 38% of respondents reported having experienced difficulties taking up work in the UK, with the most common difficulty cited being English language skills not meeting the job requirements (54%). The same survey showed that 68% of working adults were not employed in the same sector that they worked in Ukraine and that English language skills were a key barrier to this (reported by 48%).
5. The Welcoming Committee for Hong Kongers 2023 survey report found that though most BN(O)s are aged 25-64, currently only half are working: 35% full-time, 9% part time and 6% self-employed. Those who are not in work see confidence in speaking English (59%) and recognition of qualifications as the main barriers (28%)⁴. The same survey reported that almost half of employed BN(O)s, of all levels of skill and qualifications, say that their job doesn't match their skills and experience at all, or only a little.
6. The latest ONS statistics from the March 2023⁵ survey of Ukrainian guests that had arrived prior to June 2022 indicate that 56% of those surveyed had accessed ESOL provision at least once with an 87% satisfaction rate. Of those who had used the ESOL provision, 72%

² [Ukraine Family Scheme, Ukraine Sponsorship Scheme \(Homes for Ukraine\) and Ukraine Extension Scheme visa data - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

³ 'Visa holders entering the UK under the Ukraine Humanitarian Schemes, Outcomes Survey': 27 February to 13 March 2023

⁴ [From HK to UK: Hong Kongers' new lives in Britain — WelcomeHK](#)

⁵ Visa holders entering the UK under the Ukraine Humanitarian Schemes, Outcomes Survey': 27 February to 13 March 2023

said that it had improved their English. However, 35% had struggled to find a course at a time that suited them and 29% had struggled to find a course in their local area.

7. BN(O)s are not eligible for ESOL provision funded by the Adult Skills Fund (ASF), formerly the Adult Education Budget (AEB) for 3 years after arrival, except in London. The Welcoming Committee for Hongkongers 2023⁶ survey report found that despite the clear need for English tuition and support, only around 1 in 6 say they have attended an English class or received formal training to help with their English. However, this is not due to lack of interest. Of those who said they had not received such help, 71% said they were interested in attending classes. The over 65s were more likely to say they would like English tuition. There is stronger demand among BN(O)s who are not working, among non-graduates, and those living outside London.
8. However, we know from information provided by local authorities (LAs) in England, the Voluntary, Community and Social Enterprise (VCSE) sector, and the Department for Education (England), that outside of the core offer there needs to be a flexible option for supporting those in both cohorts not able to access core college provision, for example due to mental welfare, childcare and time constraints. Only a proportion of arrivals will need targeted provision (working age adults who do not yet have adequate English skills).
9. The Authority is now seeking to further provide English Learning provision and employment support by awarding a Contract that will increase access to suitable English language training and provide employment support to support Ukrainians and HK BN(O)s in entering employment in England for the first time, as well as helping those already in employment into higher skilled jobs. The Authority is seeking a single Potential Supplier to deliver this contract. Eligibility may potentially be expanded to include other cohorts in similar circumstances, with the potential for access to be widened across the UK.
10. The Authority's aim in establishing a bespoke English language and employment support programme is to increase the number of Ukrainians and HK BN(O)s who are in work and particularly into higher skilled jobs, improving the likelihood of self-sufficiency within a one-year timeframe.
11. The award of the contract will focus on the Potential Supplier delivering targeted and intensive ESOL courses and high-quality, individualised employability support for eligible unemployed (and under-employed) Ukrainians and HK BN(O)s.

• HIGH LEVEL OUTLINE PROJECT OUTCOMES REQUIRED

- .1 This programme is a priority for the Authority. Through a procurement competition, the Authority will select a recognised Supplier to deliver the following four objectives within 12 months:
 - **Objective 1:** To assess learners' initial English Language skills and identify barriers to entering the employment market, or into higher paid roles, and develop tailored support plans.
 - **Measure of Success 1:** For 90% of all students to have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers. For 85% of all students that have completed the course to report that employment support sessions were helpful, at the point of their completion of the course (to be determined by exit survey).

⁶ [From HK to UK: Hong Kongers' new lives in Britain — WelcomeHK](#)

- **Objective 2:** To provide English Language tuition to about 5,000 individuals comprising of 50% Ukrainians and 50% HK BN(O)s, of which two thirds are unemployed and one third are in low-paid employment.
 - **Measure of Success 2:** For all eligible learners to have improved by at least 1 level of Common European Framework of Reference (CEFR) qualification compared to their baseline at the start of the programme⁷.
 - **Objective 3:** To provide high-quality, individualised employability support to up to 5,000 Ukrainians and HK BN(O)s in parallel to providing English Language classes.
 - **Measure of Success 3:** For at least 40% of unemployed students to be in employment within 12 months of beginning their training, and for at least 20% of low paid employed learners to have increased their monthly earnings or entered employment more commensurate with their skill level, as assessed by follow up survey after 12 months.
- .2 We require the Potential Supplier to deliver an online ESOL programme to 50% Ukraine and 50% HK BN(O) students (we anticipate reaching approximately 5000 students, to be determined when we understand more about the cost of delivery per person) at flexible times of day to suit this cohorts' needs. This programme could be offered at two intensity levels.
- **The first option:** Intensive with an expectation of up to 20 hours of English Language classes, 5 days a week, after an initial 1–2-hour assessment, alongside high-quality, individualised employability support of up to 12 hours over the programme should be provided on an individual basis (mainly online). This should include an initial assessment of, on average, 1 to 2 hours before the end of week 1; 1-2 hours on average to develop an employment plan upon week 3; and then 1 to 2 hours a week from week 7 to support in accessing employment opportunities.
 - **The second option:** Less intensive, with an expectation of English language classes, 3 days a week, after an initial 1–2-hour initial assessment, alongside high-quality, individualised employability support of up to 12 hours over the programme should be provided on an individual basis (mainly online). This should include an initial assessment of, on average, 1 to 2 hours before the end of week 2; 1-2 hours on average to develop an employment plan upon week 5; and then 1 to 2 hours a week from week 15 to support in accessing employment.

These services can be provided virtually.

We would expect individuals to complete the course within 10 weeks. However, we envision two sets of student timetables offering intensive classes, 5 days a week for 12 weeks and a flexible option of 3 days a week for 24 weeks. Ideally, the Potential Supplier should consider offering both. The Potential Supplier will supply a certificate of completion of the course (confirming the CEFR level achieved) along with a summary of the course content covered.

⁷ [CEFR descriptors search - Common European Framework of Reference for Languages \(CEFR\)](#)

The Potential Supplier must deliver at least 35% of learners to complete the English Learning part of the programme by month six of the contract and the remainder by the end of the contract.

Where other barriers to employment are identified, the Potential Supplier should seek engagement with those issues and refer student on to local services like ASF-funded courses or programmes run by JobCentre Plus. Referrals to alternative courses will need to be tailored to the different regions.

Scope

The overall scope of the work is for English Language training and employment support. Face to face sessions are not mandatory and will depend on the Provider's deliverability options. When considering whether to offer a face-to-face option, Potential Suppliers must ensure it is scalable across England and also to consider Scotland, Wales and Northern Ireland.

The programme will be structured around these main areas:

- An assessment of the individual's English skills and employment circumstances (using accredited and recognised assessments). The Potential Supplier will be expected to do their own baseline assessment and not rely on referrals from other programmes. This is to ensure a robust, consistent and comparable assessment of language proficiency needs across borders. It will also facilitate evidencing progress of students.
- Recommendations for the student's pathway to improving their English skills and finding adequate employment.
- A tailored learning programme and employment wrap around support.
- A judgement on what further steps the students need to take beyond the course.
- Regular reporting of progress towards meeting the objectives.
- A final evaluation and recommendation for the Authority on overall success of the programme and future steps.

Target audience:

- Up to 5,000 Ukrainians from the three visa routes and HK BN(O)s who are unemployed or who are unemployed or in low-income employment (see definition of low-income employments in Glossary Section).
- The Ukrainian and HK BN(O) beneficiaries should be selected proportionately based on eligibility criteria, i.e., over 18 years old and unemployed or in low-income employment. Full eligibility criteria can be found in the Approach section.
- We would expect to see a mixture of employed vs. unemployed learners enrolled. The Provider may need to ensure an overall distribution of approximately 50% Ukrainians and 50% HK BN(O)s.

Social Value

- .3 The Potential Supplier should recognise there may be other barriers to employment, such as childcare issues and the wellbeing of the student who have left their homeland due to war or other traumatic events. As part of the social value element of this contract we shall be asking providers how they can support students in these situations, and where appropriate their to

local services⁸. The Authority aims to secure and maximise additional tangible social value benefits in accordance with [The Social Value Model](#) through explicit delivery of this specific contract. We are considering the following criteria:

- Theme 5: Wellbeing
 - Policy Outcome: Improve Community Integration
 - MAC 8.1: Demonstrate collaboration with users and communities in the co-design and delivery of the contract to support strong integrated communities.
 - MAC 8.2: Influence staff, suppliers, customers and communities through the delivery of the contract to support strong, integrated communities.
- The Potential Supplier will be asked to commit and report as part of the Key Performance Indicators on the following:
 - Number of people-hours spent supporting local community integration, such as volunteering and other community-led initiatives, under the contract.
 - Proposal and agreement of appropriate approach and methodology
 - Completion of milestones to agreed timeframe
 - Completion of course to satisfactory standard, including completeness of information and readability of reports.
 - Learners in employment within 12 months of starting the course following initial implementation.

• **OUTPUTS & DELIVERABLES**

- .1 Whilst potential students are referred by their council/SMP/Job centre/other education provider and/or self-referred. The Potential Supplier will be expected to refer the students that do not fit with the eligibility criteria to alternative provisions (such as the Adult Skills Fund offer delivered through Colleges and local authorities. The Potential Supplier should note HK BN(O)s are ineligible for ASF during the first three years residency in the UK, except for those residing in London). The Potential Supplier will be required to assess the candidates eligibility and ensure that admitted learners are not accessing similar state-funded support through other means for this programme.
- .2 The Potential Supplier is expected to produce an individualised support plan for each learner, identifying how they will improve their English skills and overcome barriers to employment through employability support.

For English Language provision

- .3 Provide intensive online English language lessons of up to 20 hours a week as a minimum, delivered flexibly to suit the cohort's needs and a less intensive option of 3 days a week.

This will include (but is not limited to):

- Assessing students English learning needs.
- Helping students improve reading, writing, speaking and listening in English aimed to enable them to access the employment market.

⁸ [Social-Value-Model-Quick-Reference-Table-Edn-1.1-3-Dec-20.pdf \(publishing.service.gov.uk\)](#)

- Providing specific language skills for those seeking employment in specific
- professional employment e.g., nursing.
- One to one support including regular check-ins to motivate and monitor progress.
- Daily check on attendance and learning at the ESOL course for the initial few weeks, and then weekly checks for the remaining weeks.
- End of course assessment leading to an English certificate indicating the level of achievement.

For employability support

- .4 Employment support should be delivered 1-2 hours per week after week three, increasing in intensity from week seven or fifteen if offering the less intense option. Depending on individual's needs, these sessions may be one-to-one support or provided in group settings.

This will include (but is not limited to):

- Support with seeking recognition of existing professional qualifications where the qualification is relevant to the employment sought;
- Signposting to job boards and/or job opportunities.
- Support with CV writing and job applications.
- Undertaking interview practice including providing actionable feedback and role-playing cultural norms around interviewing as needed; and
- Support in preparing for self-employment, including but not limited to, signposting to local entrepreneurship services, and training to understand business, the UK tax system and how to access financial support and start-up capital.
- The Provider shall ensure that paid-for vocational and/or technical training is provided to a recognised standard (for example, in-line with qualification levels in England What qualification levels mean: England, Wales, Scotland and Northern Ireland – on GOV.UK (www.gov.uk)).

The Potential Supplier should also provide qualitative evidence such as case studies of individuals

For mobilising and managing the service:

- .5 The Authority will support the Potential Supplier to deliver the work to the required standard. This will support will include:
- Provide the Potential Supplier's contact details to lead contacts within councils and SMPs where required
 - Being responsive to requests for engagement from the Potential Supplier
 - Providing copies of relevant information held relating to the English proficiency levels and employment support of the cohort. (This information should be extracted from anonymised user surveys)
 - Informing SMPs and councils about the work ahead of time and encouraging them to signpost this work to potential students.
- .6 The Potential Supplier will work with the contract manager in The Authority to deliver project objectives, update meetings, and reports as required. At a minimum these will include:

- An initial meeting to introduce team members and agree an approach to engagement going forwards,
 - A meeting to discuss emerging issues at an agreed stage during the review process,
 - A meeting with the Authority and the councils and Strategic Migration Partners (SMPs) to present the programme and findings.
 - A monthly progress meeting to assess performance against contract deliverables.
- .7 Contact between the Authority and the Potential Supplier is not limited to the above should further contact be necessary.
- .8 The Potential Supplier is also expected to work collaboratively with relevant industry bodies, government bodies and interest groups to collect and research knowledge related to the programme where necessary.
- .9 Councils and SMPs could help the Potential Supplier by:
- Referring potential students to the training programme.
 - Offering ASF-funded English classes and alternative English learning classes, if fitting.
 - Providing computer access in public libraries to complete the training course.
- .10 Referrals to the provision may come from councils, SMPs, DWP, JCP, voluntary sector bodies, education providers and individuals. The Potential Supplier will then:
- Conduct a triage process to ensure that referrals are suitable, considering availability, IT literacy, whether the student can make the time commitment, and current English language standards.
 - Referrals should then be placed into course groups by ability and by availability to attend – with an expectation that courses are run at differing times according to demand. Our aim is for at least 35-40% learners to complete the ESOL part of the programme by month six of the contract.
- .11 Each objective of the programme, as laid out in the ‘Objectives’ section is mandatory. Performance measures include, but are not limited to:
- Draft report provided to agreed timeframe
 - Final report provided to agreed timeframe
 - **Key Performance Indicators linked to payments (see payment structure below) :**

| KPI | Description ⁹ |
|-----|--|
| 1 | Up to a minimum of 5000 acceptable volume of learners comprising of 50% Ukrainians under the three visa schemes and 50% HK BN(O)s. |
| 2 | 90% of all students (excluding dropouts) to have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers. |

⁹The Authority will define key KPI terms with the Potential Supplier during contracting to ensure mutual understanding.

| | |
|----|---|
| 3 | 85% of all students that have completed the course to report that employment support sessions were helpful, at the point of their completion of the course (to be determined by exit survey). |
| 4 | All students who have completed the course to have moved at least 1 level of CEFR qualification compared to their baseline at the start of the programme. |
| 5 | All students (excluding dropouts) to receive tailored employment support through engagement with an employment adviser. |
| 6 | At least 40% of unemployed students to be in employment within 12 months of beginning their training, as assessed by follow up survey after 12 months. Employment will be defined as those with a contract for work at least at minimum wage level, or gainfully self-employed. |
| 7 | At least 20% of low paid employed learners to have increased their monthly earnings or entered employment more commensurate with their skill level, as assessed by follow up survey after 12 months. |
| 8 | At least 35% learners (excluding dropouts) to complete the English Learning part of the programme by month six of the contract and the rest by the end of the contract. |
| 9 | All learners (excluding dropouts) complete the English Learning part of the programme by the end of the contract. |
| 10 | Completion of the following milestones to the agreed timeframes (See key tendering dates below) |

• KEY DATES & TENDERING PROCESS

- .1 We expect the successful supplier to deliver this contract at pace. Key dates for delivery are set out below.

| <u>Milestone</u> | <u>Deliverable Description</u> | <u>Timeframe</u> |
|-------------------------|---|--|
| 1 | Commencement start date | Within 1 week of contract award |
| 2 | Output: training course | Within 4 weeks of contract award |
| 3 | Output: end of course enrolment | 10 weeks prior to end of contract |
| 4 | Output: course exit survey | Within 2 weeks of end of individual courses |
| 5 | Programme evaluation reports | Interim reports quarterly Final report within 2 weeks of end of final courses |
| 6 | 12 month follow up survey. Providing data on percentage of unemployed learners in employment | Within 12 months of learner starting course |

| | | |
|--|--|--|
| | (target 40%), income level increase, and matching of employment with skill level | |
|--|--|--|

Ongoing performance monitoring metrics

1. Overall attendance rate is above 90%.
2. Overall dropout rate is below 10%.
3. At point of enrolment, ideally, 66% of students are unemployed and 34% are in low paid employment (provider may adjust these targets if they are not receiving enough applications from one of these groups, pending the Authority agreement).
4. Positive changes in the attitudes of learners to employment prospects/English language ability (potentially through pre and post intervention surveys, drafted in collaboration with the Authority).
5. Metric specifically for programme evaluation purposes, rather than provider performance, such as monthly monitoring data and quarterly intervention impact data as listed above.
6. The Provider will collect and record the work undertaken to deliver the work outlined in this specification to maintain a fully evidenced audit trail. It should be noted that if the Provider fails to deliver contracted outputs, a performance review may apply which could lead to an early termination of the contract.

2. Pricing & Payment Structure

We will provide further details on pricing once we have determined the delivery costs per person. However, we anticipate these payment structures:

| No. | Fixed Payments | Performance related |
|-----|--|--|
| 1 | 20% upfront within one week of contract award | 50% upon completion of the course. We will review this progress quarterly, and therefore payment is claimed quarterly in arrears commensurate with the satisfaction of completion. |
| 2 | 20% when at least 1,500 learners have started their course | 10% upon achieving 7 out of 10 KPIs |

3. If it is decided this service is required, it is anticipated that a procurement may start early in Spring 2025 with the contract to commence summer 2025. These indicative dates are for information purposes only. The Authority reserve the right to amend these dates at any time, and Potential Suppliers rely on them entirely at their own risk.
4. The contract is expected to be for a period of up to 12 months.

- **RESPONSE**

.1 Please respond by email to commercialtenders@communities.gov.uk with the following by 12pm (GMT) 13 December 2024 (the "Response Deadline") using the reference 'CPD4128072 – Ukraine HK BNO PTME' in the subject header.

.2

- Q1: Would you be interested in bidding for this project?
- Q2: Is what the Authority asking for clear?
- Q3: What is the indicative cost breakdown for one person to complete this course
- Q4: In your view, is this project deliverable to approximately 5,000 students in the proposed timeframe? And how much do you envisage as the total cost of delivery?
- Q5: Has the Authority missed or overlooked anything material in setting out their requirement? How could The Authority enhance our initial information in this document to inform any potential future specification?
- Q6: Is the proposed study time realistic to move quickly between ESOL levels?
- Q7: Is it feasible to spread of training throughout the year and to ensure targeted number of students go through the programme?
- Q8: Are there any elements of wrap-around support that we have missed? If so, what would you recommended that The Authority includes here?
- Q9: What depth of capacity (how many staff members/what qualification do staff have/resources), in your view, would a third-party provider need to successfully deliver this requirement?
- Q10: What additional information and/or data sets would you need to deliver a high-quality proposal to The Authority?
- Q11: What do you perceive as the most important challenges in the potential delivery of this requirement? Please also outline the "Why?" and rationale of said perception. How might The Authority and/or your organisation mitigate against said challenges and balance pace and individualised learner led journey?
- Q12: Do you feel comfortable working collaboratively with councils and SMPs (For example, to ensure there is a smooth referral process and, if necessary, to provide access to computers)?
- Q13: What should, could, or would "success" of this contract look like to your organisation? How would your organisation quantify this?
- Q14: Is it feasible deliver this programme to two diverse resettlement cohorts using the specifications outlined?
- Q15: Are the proposed Social Value Themes and Policy Outcomes appropriate for this requirement? Please elaborate on your reasons why and/or suggest alternatives from the model that could be applied and why these alternatives would be more relevant
- Q16: In your opinion, what is the level of risk of modern slavery in your supply chain? Can modern slavery risks be managed / mitigated within the service?

• QUESTIONS AND CLARIFICATIONS

- .1 Potential Suppliers may raise questions or seek clarification regarding any aspect of this PTME document at any time prior to the Response Deadline. Questions must be submitted by email to commercialtenders@communities.gov.uk only. Please insert the reference 'CPD4128072 – Ukraine HK BNO PTME' in the subject header.
- .2 To ensure that all Potential Suppliers have equal access to information regarding this PTME exercise, responses to questions raised by Potential Suppliers will be published in a “Questions and Answers” document, which will also be circulated by email, with updates appearing at regular intervals (approximately two to three working days).
- .3 Responses to questions will not identify the originator of the question.
- .4 If a Potential Supplier wishes to ask a question or seek clarification without the question and answer being revealed, then the Potential Supplier must state this in their email and provide its justification for withholding the question and any response. If the Authority does not consider that there is sufficient justification for withholding the question and the corresponding response, the Potential Supplier will be invited to decide whether:
 - .4.1 the question/clarification and the response should in fact be published; or
 - .4.2 it wishes to withdraw the question/clarification.

• GENERAL CONDITIONS

- .1 This PTME will help the Authority to refine the requirements and to understand the potential level of interest in the delivering requirements. It will also aid Potential Supplier's understanding of the requirements in advance of any formal competitive tender exercise.
- .2 The Authority reserves the right to change any information contained within this PTME at any time, and Potential Suppliers rely upon it entirely at their own risk.
- .3 The Authority reserves the right not to proceed with a competitive tender exercise after this PTME or to award any contract.
- .4 Any and all costs associated with the production of such a response to this PTME must be borne by the Potential Supplier.
- .5 No down-selection of Potential Suppliers will take place as a consequence of any responses or interactions relating to this PTME.
- .6 The Authority expects that all responses to this PTME will be provided by Potential Suppliers in good faith to the best of their ability in the light of information available at the time of their response.
- .7 No information provided by a Potential Supplier in response to this PTME will be carried forward, used or acknowledged in any way for the purpose of evaluating the Potential Supplier, in any subsequent formal procurement process.

- GLOSSARY**

| <u>Expression or Acronym</u> | <u>Definition</u> |
|-------------------------------------|---|
| ASF | Adult Skills Fund |
| DA | Devolved Administration |
| DWP | Department for Work and Pensions |
| Employment | Those with a contract for work at least minimum wage level, or gainfully self-employed. |
| ESOL | English for Speakers of Other Languages |
| JCP | Job Centre Plus |
| LA | Local Authority |
| Low-paid/low-income employment | Low pay is defined as gross earnings below £1,580 per month. |
| MHCLG | Ministry of Housing, Communities and Local Government |
| SMP | Strategic Migration Partners |
| VCSE | Voluntary, Community and Social Enterprise |