20241218\_Future\_Academic\_Provision\_RFI\_O

**REQUEST FOR INFORMATION (RFI) – FUTURE ACADEMIC PROVISION (FAP), DEFENCE ACADEMY SHRIVENHAM & THE ROYAL COLLEGE OF DEFENCE STUDIES (RCDS)**

**References:**

Annex A: Courses and indicative student numbers

Annex B: RFI Response Template

**Section 1: Introduction**

**Please Note the following provisions:**

1. This RFI is an information gathering exercise only.
2. The purpose of this RFI is to understand the current market position in relation to key themes as outlined in Section 3 of this RFI.
3. This will be the first of several engagements with industry.
4. This request is not a commitment by the Authority to launch a formal procurement activity and the requirement detailed below is subject to change.
5. The Authority will assess responses to the RFI and may seek further clarification.
6. Participation in the RFI will not be taken as an expression of interest.
7. Participation in the RFI will not be a prerequisite for participation in any future procurement activity.
8. By receiving information under this RFI, the Authority is not obligated to enter a Contract and any future procurement activity will be at the Authority’s discretion.
9. The Authority will not be liable to reimburse any costs incurred by parties who respond to this RFI.
10. The Authority does not intend to offer debriefs following receipt of responses under this RFI.
11. Any future procurement activity will be run through the Defence Sourcing Portal (DSP).
12. Information received via Annex B will not be added to any tender responses received from any future procurement processes.
13. Any subsequent procurement procedure will be conducted under the procurement act 2023 regulations and consequently suppliers should familiarise themselves with the act. [the-procurement-act-2023-a-short-guide-for-suppliers-html](https://www.gov.uk/government/publications/procurement-act-2023-short-guides/the-procurement-act-2023-a-short-guide-for-suppliers-html)
14. All responses are required to be completed by 1700hrs on 23 Jan 2025.

**Section 2: Brief Overview of Requirement**

1. The current Statement of User needs is as follows:

***“Defence Academy and The Royal College of Defence Studies (RCDS) are looking for a partner (or partners), to continually design, develop and deliver*** ***Professional Defence & Security Education (PDSE)[[1]](#footnote-2) and training services, including the ability to award degrees up to RQF level 7 and potentially 8, recognising prior accredited learning and accredited prior certified learning.”***

1. The requirement is to deliver modern and efficient Professional Defence & Security

 Education (PDSE) and training services that are agile and responsive to the changing

 Defence landscape.

1. Our educational offer goes beyond the boundaries of defence and security and is transferable to other organisations including Partners Across Government (PAGs), industry and Non-Government Organisations (NGOs). Training and education is also provided for diplomats, overseas forces and leaders from around the world. Although DefAc is comprised of a number of Defence academic delivery areas, this requirement is likely to encompass the following:
2. Joint Services Command and Staff College (JSCSC).
3. Land Command and Staff Course (LCSC).
4. Royal College of Defence Studies (RCDS). RCDS is currently located in Seaford House, Belgrave Square, London.
5. Defence College of Military Capability Integration (DCMCI).
6. International Group.
7. There are two primarily delivery sites (Shrivenham and London) in addition to a virtual footprint on the Defence Learning Environment (DLE). There are aspirations to deliver courses to other locations which may include overseas.
8. There are currently 2 existing contracts that deliver across these locations, Command & Staff Academic Provision (CSAP) and Academic Provider (AP). These contracts expire within the next 4 years.
9. **Command & Staff Academic Provision (CSAP).** Delivers Command and Leadership training to officers of UK HM Forces and International students at three milestones in their career. In addition, CSAP delivers courses at the Royal College of Defence Studies in London.

1. **Academic Provider (AP).** Technical training and education for DCMCI (a college within DefAc). Courses range from award bearing Masters to non-award bearing non-academic courses and training courses.

1. Both contracts have a number of courses and a full breakdown of courses and student numbers per year can be seen at Annex A.

**DELIVERY METHODS**

20. Current educational delivery methods utilised are as follows:

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| **Method** | **Description** |
| Lecture | To deliver information to students through speech  |
| Discussion | To deliver information to the students through the action or process of talking about something to reach a decision or exchange ideas  |
| Debate | Information exchanged through a formal discussion which usually ends in a vote  |
| Interview  | The exchange of information through a meeting of people face-to-face, especially for consultation |
| Case Study | A process or record of research into the development of a particular person, group, or situation over a period of time |
| Problem solving exercises | The process of finding solutions to difficult or complex issues |
| Performance | The action or process of performing a task or function |
| Journal / Reflective Journal | Journals are personal records of students' learning experiences. Students typically are asked by their trainers to record learning-related incidents, sometimes during the learning process but more often just after they occur. |
| Academic Essay | A piece of writing on a subject |
| Military brief | A piece of writing in the style dictated in JSP 101  |
| Story telling | The activity of telling or writing stories |
| Student led delivery | Students are allocated a topic and subsequently deliver the lesson to their peers  |
| War gaming | Engage in a campaign or course of action using the strategies of a war game |
| Digital Media creation | Students create digital media to demonstrate learning e.g. photographs or a video  |
| Games | Students take part in games which require them to demonstrate their knowledge of a subject e.g.- Military Top Trumps  |
| Seminars **(RCDS specific)** | They are structured and generally, though not always, designed to consider an area examined earlier during the course. Some are offset by a week or so from any associated lectures to allow time for self-reflection on the material examined hitherto and to emphasise the interconnectedness of issues |
| Practical exercises **(RCDS specific)** | Members / Students take part in practical strategic decision-making exercises based on realistic scenarios set in the contemporary environment |
| Study Tours **(RCDS Specific)** | Series of visits of the UK and overseas locations designed to examine security, stability and prosperity and strategy-making through interactions and physical interactions and engagements not possible in the classroom. |
| Member led interventions **(RCDS Specific)** | Seminar-type presentation and discussions explicitly designed and delivered by Members (with support from their SDS). |

21. The Authority is inviting Industry to respond to the questions set out below. There is no pre-requisite for suppliers to respond to each question, if the supplier does not have the capacity to provide requirements, please respond with **Cannot fulfil requirement in full but have suggestions.** All responses to the questions will be treated as ‘Commercially Sensitive’ and will not be shared with third parties.

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| **Section 3: RFI Questionnaire**

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| **Question 1** |
| **Supplier Introduction.** The Authority would like to understand more about the supplier, specifically:Introduction to the supplier including size and number of employees.How is your business/organisation structured? How you deliver Training and Education and to what levels?Your experience within Training and Education public sector contracts. |

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| **Question 2** |
| **Supplier Solution.** The Authority is keen to understand the market view on whether this requirement could be delivered by a prime, consortium or sub-contractor(s). Would you be interested in this opportunity as a prime supplier, consortium or at the sub-contractor level? Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foresee. |

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| **Question 3** |
| **Requirements.** Using the course requirements outlined at Annex A, could your organisation deliver: 1. All of the courses outlined at Annex A
2. Most of the courses outlined at Annex A
3. Some of the courses outlined at Annex A
4. Few of the courses outlined at Annex A.
5. None of the courses outlined at Annex A.

Please explain your rationale for selecting one of the above options.Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foresee. |

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| **Question 4** |
| **Cost Drivers.** The Authority is keen to understand the market view on what the main cost drivers would be for the requirements outlined above and within the market. Please indicate any specific drivers and ideas on how these could be mitigated. Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foresee. |

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| **Question 5** |
| **Contract Duration.** The Authority is keen to understand the market view on the optimal duration of contract to deliver value for money. Please rank the durations below is optimal and if this would allow any future investments into potential new thinking/processes to be re-couped during the length of the contract?

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| **Duration** | **Rank** |
| 5-7 years |  |
| 7-10 years |  |
| 10-12 years |  |
| 12 + years |  |

Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foreseeand benefits of this proposed duration. If the Authority were to pursue a shorter length contract than 5 years, how would this impact your organisations interest for any future opportunity? |

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| **Question 6** |
| **Transition.** The Authority is planning for an 18-month transition period from contract award and prior to Academic Services commencing. What is your experience with large contract exit and transition? Please outline areas and processes that worked well and that didn’t work well.Please define any Risks, Assumptions, Issues and Dependencies (RAID) that you foresee with a large exit / transition specifically to Military Professional Defence & Security Education (PDSE) delivery. |

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| **Question 7** |
| **Responding to emerging requirements.** The Authority will regularly want to update the delivery of services to remain current against evolving Global trends and HMG / Defence requirements. Please outline your approach on how the contract may be structured to respond to these changes whilst providing optimum value for money.Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foresee. |

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| **Question 8** |
| **Incentivisation.** What methods of contractual incentivisation have worked well for your organisation when delivering public sector contracts?What are the key drivers and areas for your organisation in incentivisation?Please define any Risks, Assumptions, Issues and Dependencies (RAID) you foresee. |

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| **Question 9** |
| **Innovation.** What innovation is there in this market sector, that you are aware of, that is in development or that may come into fruition, during the proposed contract? What innovation does the supplier currently deliver and how this would impact delivery?Please provide details of up to 3 examples including the likely impact to delivery of services. |

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| **Question 10** |
| **Performance.** The Authority is keen to understand what performance management measures and techniques have worked well for your organisation when delivering public sector contracts.What performance management measures and techniques would drive your organisations interest in any future contract? |

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**Section 4 – How to submit responses to this RFI**

22. Respondents should provide information in accordance with the format provided in Annex B**.**

23. There is no obligation for respondents to provide information to all questions in section 3; respondents should look to provide relevant information they feel will assist the Authority in achieving the desired RFI outcomes listed in Section 1.

24. Please do not submit additional documents, for example company brochures. The purpose of this RFI is to collect information related to the requirement outlined; any additional documents will not be reviewed.

25. Once Annex B is completed, please return via email to max.wright188@mod.gov.uk

26. Responses will be acknowledged electronically by return e-mail as soon as practically possible.

**Annex A – Courses and indicative student numbers**

**Command & Staff Academic Provision (CSAP)**

| **Courses** | **Abbreviation** | **Course Length** | **No of courses per year** | **Number of Students per year total** |
| --- | --- | --- | --- | --- |
| Higher Command and Staff Course | HCSC | 16 Weeks | 1 | 50 students in 3 syndicates. |
| Advanced Command and Staff Course | ACSC | 42 Weeks | 1 | Maximum of 250 students in up to 24 syndicates. |
| Advanced Command and Staff Course (Reserves) | ACSC (R) | 2 Weeks | 1 | Maximum of 55 students |
| Intermediate Command and Staff Course (Land) | ICSC (L) | 26 Weeks | 2 | Maximum of 440 students (220/ cse) |
| Intermediate Command and Staff Course (Land Reserves) | ICSC (LR) | 17 day course (2 day pre course weekend then a 15 day course a month later) | 2 | Maximum of 168 students (84/ cse). |
| Intermediate Command and Staff Course (Maritime) Module 1 (including Maritime Reserves) | ICSC (M) | 4 Weeks | 4 | Maximum of 240 students |
| Intermediate Command and Staff Course (Maritime) Module 2 (including Maritime Reserves) | ICSC (M) | 5 Weeks | 4 | Maximum of 240 students |
| Intermediate Officer Development A | IOD A | 3 Week | 9 | Maximum of 540 students |
| Intermediate Officer Development B | IOD B | 3 Weeks | 5 | Maximum of 300 students |
| Intermediate Officer Development C | IOD C | 4 Weeks | 4 | Maximum of 240 students |
| RM Advanced Amphibious Warfare Course | AAWC | 4 Weeks | 1 | Maximum of 15 students |
| Briefings for British Students Attending Overseas Staff Colleges (BSAOSC) | BSOASC | 2 Days | 1 | Maximum of 40 students  |
| Post Graduate Certificate in Academic Practice | PGCAP | 7 days split over a number of months  | 1 | Maximum of 25 students |
| International Group  | SLP (Export) | 1 week | 16 | 576 (24-96/cse\*\*) |
| International Group  | SSLP | 1 week | 1 | 36 max |
| International Group  | MDWSC (export) | 5 or 10 days\* | 12 | Up to 480\*\* |
| International Group  | MDWSC (residential) | 5 weeks | 1 | Max of 33 |

**Royal College of Defence Studies**

| **Course Title** | **Abbreviation** | **Summary** |
| --- | --- | --- |
| RCDS – The UK and international course in security, strategy and leadership (The Main Course). | MC | RCDS provides a 46-week course across four terms with up to 115 students in 6 syndicates. |
| Pinnacle – a forum to examine a key strategic issue of national security importance to the UK and its Allies. | P | A week-long forum delivered on an annual basis by RCDS FfNS on behalf of the NSA to a 2\*/director cross-Whitehall audience plus US participation (military and civilian).  |
| National Security Community Senior Programme – aimed at best practice strategy-making and implementation in the national security domain. | NSCSF | A three-day course delivered twice a year by RCDS FfNS on behalf of the NSA to a 1\*/Deputy Director cross-Whitehall audience (military and civilian). |
| National Security Community Foundation Programme – aimed at best practice strategy-making and implementation in the national security domain. | NSCFF | A three-day course delivered once a year by RCDS FfNS on behalf of the NSA to mid-career public servants (military and civilian) to a cross-Whitehall audience. |
| Parliamentary Briefing Day to focus on key global strategic issues. | PBD | RCDS to deliver a one-day inaugural course in current Financial Year. |
| UK/France Strategic Forum – examines a key global strategic issue. | UKFRSF | A week-long forum delivered on an annual basis by RCDS FfNS on behalf of CDS and alternating between RCDS and IHME in Paris. Attendees at 1\*/Deputy Director level (military and civilian). |
| Five Eyes Rising Leaders Forum – examines a key global strategic issue. | FYRLF | A week-long forum delivered on an annual basis by RCDS FfNS on behalf of CDS (alternating between London and DC). The Inaugural forum was held in Washington DC at the end of June 2021. Attendees are at 1\*/Deputy Director level (military and civilian). This forum is the successor to the US/UK Rising Leaders Forum. |

**Academic Provider (AP)**

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| **Course** | **Summary** | **Forecasted Student Numbers per year** |
|  | **Postgraduate Courses** |  |
| **MSc Military Aerospace and Airworthiness (MAA)** | 1 intake per year, residential, 21 modules, part time only, Airworthiness for Military Aircraft Practitioner (AMAC-P) module has an intake of 195 students, MSc is accredited by the Royal Aeronautical Society  | Max 50 |
| **MSc AeroSystems**  | 1 intake per year, residential, 13 modules, full time only | Max 50 |
| **MSc/ PG Dip Battlespace Technology (BTC)** | 1 intake per year, residential, 14 modules, PG Dip full time only, runs April to December (8 months long), complete PG Dip on course. Masters is completed PT and after the course ends.  | Max 50 |
| **MSc Military Electronic Systems Engineering (MESE)** | 1 intake per year, residential, 14 modules, part and full time. MSc is accredited by the Institution of Engineering and Technology (IET) | Max 50 |
| **MSc Guided Weapons Systems (GWS)** | 1 intake per year, residential, 15 modules, part and full time. MSc is accredited by the Royal Aeronautical Society | Max 50 |
| **MSc Information Capability Management (InfoCap)** | 1 intake per year, residential and online modules, 13 modules, part, and full time, MSc accredited by British Computer Society, The Chartered Institute for IT as partially meeting the academic requirements for registration as a Chartered IT Professional | Max 50 |
| **MSc Defence Simulation Modelling** | 1 intake per year, residential, 14 modules, part, and full time | Max 50 |
| **MSc Explosives Ordnance Engineering (EOE)** | 1 intake per year, residential, 18 modules, part and full time, Ammunition Technician Officer (ATO) students complete the PG Dip of EOE. MSc is accredited by the Institution of Mechanical Engineers  | Max 50 |
| **Ammunition Technical Officers (ATO)** | 1 intake per year, 14 per intake, 33.5 weeks, residential, complete PG Dip EOE | Max 50 |
| **Validation of a selection of MScs** | Within the Technical and data fields  | Max 50 |
|  | **Un-accredited Courses** |  |
| **Airworthiness of Military Aircraft Course – Fundamentals (AMAC-F)** | 3 intakes per year, 65 per intake, 3-day short course, residential, level 7 (non-accredited) | FT 195 |
| **Environmental Awareness and Compliance in Defence (EACD)** | 6 intakes per year, 20 per intake, 2 days, residential and online iterations, training course | FT 120 |
| **Sustainable Development in Defence Acquisition**  | 3 intakes per year, 20 per intake, 2 days, residential and online iterations, training course | FT 60 |
| **Project Orientated Environmental Management Practitioner Course (POEMS)** | 3 intakes per year, 20 per intake, 5 days, residential and online iterations, training course | FT 60 |
| **Requirements Manager** | 5 intakes per year, 25 per intake, 5 days, residential, training course | FT 150 |
| **Financial and Military Capability Management – Advanced** | 4 intakes per year, 20 per intake, 5 days, online | FT 80 |
| **CAPAC (Capability and Acquisition) Fundamentals**  | unknown numbers, e-Learning | N/A |
| **CAPAC Awareness**  | 6 intakes per year, 25 per intake, 5 days, residential, training course | FT 150 |
| **CAPAC Practitioner Course: Strategic Direction and Capability Planning**  | 7 intakes per year (6 intakes residential and 1 Online), 25 per intake residential and 50 per intake online, 5 days, residential and online, training course | FT 200 |
| **CAPAC Practitioner Course: Deliver** | 7 intakes per year (6 residential and 1 online), 35 per residential intake and 50 online intake, 5 days, residential and online, training course | FT 230 |
| **CAPAC Practitioner Course: In-Service** | 5 intakes per year (4 residential and 1 online), 25 per residential intake and 50 online intake, 5 days, residential and online, training course | FT 150 |
| **Senior Responsible Owner (SRO) Masterclass** | 4 intakes per year, 20 per intake, 2 days, residential, training course | FT 80 |
| **Military Electronic Warfare** | 1 intake per year, 20 per intake, 5 days, residential, takes place between Sept – Dec), Level 7 (non-accredited) | FT 20 |
| **Defence Operation Energy Course** | 1 intake per year, 14 per intake, 9 weeks and 2 days, residential, Level 5 (non-accredited) | FT 14 |
| **Ammunition Technical Electronics Development (ATED)** | 7 intakes per year, 7 per intake, 1 week, residential, level 5 (non-accredited) | FT 40 |
| **Military Laser Safety** | 4 intakes per year, 30 per intake, 1.5 days, residential, training course | FT 120 |
| **Ordnance Munitions & Explosives Safety (Awareness)** | 5 intakes per year, 25 per intake, 4 mornings, 1 x residential and 4 x online, training course | FT 120 |
| **Ordnance Munitions &Explosives Safety (Intermediate)** | 3 intakes per year, 40 per intake, 8 days, residential, training course | FT 120 |
| **Royal Engineers Force Protection Engineers** | 1 intake per year, 20 per intake, 8 weeks, residential, training course | FT 20 |
| **Ammunition Technicians**  | 3 intakes per year, 20 per intake, 6.5 weeks, residential, training course | FT 60 |
| **Chemical, Biological, Radiological and Nuclear (CBRN) Defence Science Course** | 2 intakes per year, 15 per intake, 2 weeks, residential, training course | FT 30 |
| **Chemical, Biological, Radiological and Nuclear (CBRN) Defence Sense Course** | 1 intake per year, 20 per intake, 5 days, residential, training course | FT 20 |
| **Chemical, Biological, Radiological and Nuclear (CBRN) Defence Hazard Course** | 1 intake per year, 20 per intake, 5 days, residential, training course | FT 20 |
| **Failure of Structural Material** | 1 intake per year, 14 per intake, 3 days, residential, training course | FT 14 |
| **Simulation Employment Training** | 1 intake per year, 16 per intake, 5 weeks, residential, Level 7 (un-accredited) | FT 16 |
| **Introduction to Defence Simulation** | 3 intakes per year, 25 per intake, 5 days, residential, training course | FT 75 |
| **Military Operational Analysis Appreciation Course** | 1 intake per year, 30 per intake, 5 days, residential, training course | FT 30 |
|  | **Emerging Requirements** |  |
| **Wargaming Training Courses** | 5 courses ranging from awareness to masterclasses, residential, ranging from 1 day to 5-day courses  | Max FT 100 |

**Annex B: RFI Response Template**

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| --- | --- |
| Reference: **Question** | **Answer**  |
| Supplier Name |  |
| Supplier Address |  |
| Name and position of Supplier representative completing the RFI |  |
| Contact details (e-mail) |  |
| Supplier website address  |  |
| ***Note: Please ensure your response in Annex B is no more than 10 pages of A4 paper in font size 11.***  |
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1. Professional Defence and Security Education (PDSE) - The totality of formal learning and development across the Defence Enterprise that enables our people to fulfil the Defence Purpose and achieve Competitive Advantage. It includes Single Service and Joint, training and education, and may include aspects of inter-agency, inter-governmental and multi-national activities.  [↑](#footnote-ref-2)