12.02 Delivery Activities and Plans

Delivery activities and plans – set up (including any design activities) / engagement / delivery / continuous improvement

The Authority is looking for robust and well-developed evidence that the bidder can achieve and surpass the three mandatory requirements of capability, capacity and timeliness to meet the objectives of TLIF and the specification.

- **A Project Initiation Document (PID)** – is required and will be evaluated. That PID (The Draft PID) will be required to be updated into final form within four weeks of any award and then agreed with the Authority within three weeks thereafter, becoming the basis of delivery by the Supplier – ATTACHMENT SUBMISSION B.
- **A plan is required and will be evaluated.** That plan (The Draft Plan) will be required to be updated into final form within four weeks of any award and then agreed with the Authority within three weeks thereafter, becoming the basis of delivery by the Supplier – ATTACHMENT SUBMISSION C.

Please include a section about what you see as the unique value and strength you bring to TLIF's challenge in this area of delivery planning – you may be bringing experience, IP / assets or other attributes which will help you move fast whilst achieving exceptional outcomes. You should state any existing networks and relationships you are building upon.

800 words maximum + PID + Plan and Milestones + + PID + Plan and Milestones + Attachment Submission E: Volumes Financial Spreadsheet

Evaluation will be against:

- The criteria in the PID attachment submission B.
- The criteria in the Plan attachment submission C.
- Demonstrating an organised and coordinated approach.
- Clarity of organisation and team.

A rigorous set of activities that give the Authority confidence that the commitments in terms of volume will be achieved together with quality being delivered.

Who we are. What we do

STEM Learning's vision is a world-leading STEM education for all young people across the UK, where –

- Young people from all backgrounds are taught by knowledgeable, enthusiastic teachers throughout their education and have the aspiration, knowledge and skills to thrive, with more progressing into STEM-related careers
- Employers can gain access to knowledgeable, talented people with strong STEM skills, increasing productivity, competitiveness and diversity
- Teachers of STEM subjects continually develop their STEM knowledge and experience, maximising their impact and own job satisfaction
- Families and communities recognise the value of STEM to young people, encouraging and supporting them in STEM-related studies and careers

The TLIF funded Aspire to STEM **(AtS)** programme will positively impact all these outcomes within Requires Improvement and Inadequate schools in opportunity areas graded 5&6.

We have the **capacity and capability** to ensure the success of **AtS** through the utilisation of our existing infrastructure to do new things. This includes:

- Our Network of 46 Science Learning Partnerships (SLPs), supported by subject experts from the National STEM Learning Centre. SLPs are a highly effective school-led infrastructure with an evidence base[1] supporting the impact of their CPD
- SLPs are part of a wider thriving Network of CPD delivery partnerships that also integrates 33,000 STEM Ambassadors and employers with schools and their communities
- Our breadth of STEM partnerships, which includes subject associations, awarding bodies, maths hubs, teaching schools, Research Schools Network and HEI education departments. This enables The Network to draw on evidence-led cutting-edge subject, pedagogical and research intelligence driving up standards in STEM teaching
- The largest physical (29,000) and digital (11,000) STEM teaching resource library, which will be specifically curated to support **AtS** participants

STEM Learning's **unique strengths**, ensuring long-term success and sustainability of **AtS,** are:

- Our breadth of support and Intellectual Property, which includes teaching resources linked to CPD and quality-assured professional development modules. STEM employer engagement in the creation of these assets enables contextualisation in the teaching and learning of STEM subjects, bringing them alive and engaging young people
- **AtS** CPD will be scaffolded through STEM enrichment and inspiration activities utilising STEM Ambassadors to raise the aspirations of young people for post-16 study and employment
- Our independence within the sector through our broad funding base comprising employers, subject associations, industrial societies and educational charities
- A strong governance structure that incorporates four shareholding HEI education departments and highly credible leaders within STEM education, who support an experienced commercially focused management, skilled in providing effective and efficient interventions

[1] Bryant B & Parish N. Evaluation of the Impact of National Science Learning Network CPD on Schools. Isos Partnership, 2015

STEM Learning's biggest differentiator is its independently verified impact evidence base collated over 10+ years. From this we developed our Model of Change, a powerful tool to draw a 'clear line of sight' between our activities and their impact on STEM education. This model underpins our approach to evaluation and impact monitoring and is embedded across every level of activity.

The strong evidence of positive impact on the quality of STEM teaching and learning outcomes for young people makes a clear case to teachers, schools, employers, STEM Ambassadors and funders to support long-term sustained engagement in STEM Learning support.

The design of **AtS** is informed by evaluation evidence which tells us that deeper and sustained impact is achieved through bespoke, prolonged engagement with clusters of schools working together to create communities of great practice. We will provide reach and impact well beyond that possible through a non-integrated network.

Our ability to deliver

Our significant experience enables us to immediately embed best practice. **AtS** will utilise existing infrastructure quickly with low risk, giving The Department reassurance we can meet objectives. We can positively impact priority schools from September 2017 with zero start-up costs.

We have:

- 40 target clusters with supporting SLPs already identified. We are confident that 15 will commence September 2017. **Three case studies detailing scope and outcomes of identified projects which already have school buy-in have been included under general documents - attachments**
- A proven track record of delivering intensive and bespoke support to clusters of schools through our Triple Science Support and ENTHUSE programmes
- An understanding of the context of the challenges of time and workload within Requires Improvement and Inadequate schools
- Available online infrastructure which facilitates efficient data collection, reporting and administration. This includes; booking system, dedicated **AtS** community area and our excellent Impact Toolkit which enables us to understand why something works and then provide a legacy evidence base which is immediately and permanently disseminated through our STEM eLibrary
- Established communication channels reaching 100% of secondary and 86% of primary schools

Based on experience, and to reflect the intensive nature of **AtS,** we will allocate a high level of dedicated support. We will promote and back-fill three experienced full-time existing employees to **AtS**.