

SPECIFICATION

CPD4124282

1. Introduction

The Department for Levelling Up Communities and Housing, herein referred to as “the Department”, is seeking to award a Contract that will increase access to suitable English language training and employment support to assist Ukrainians in entering or gaining higher-paid employment. The Department is seeking a single Provider (or leader of a consortium) to deliver this contract across the UK.

This specification focuses on the delivery of targeted and intensive English Language courses with wrap around employment support for up to 10,000 unemployed and under-employed Ukrainians who are on one of the below visa schemes. The Department would expect a minimum acceptable volume of learners to be 8,000 but would wish to see volumes as close to 10,000 as realistically possible within the allocated budget of £9.58m excluding VAT.

The UK has put in place three different 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 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 1 May 2023, 172,600 Ukrainians have arrived in the UK, with 121,700 via the Homes for Ukraine scheme and 50,800 via the Ukraine Family Scheme.

English language training and employment support will allow Ukrainians to become independent and support themselves into work. This new funding is expected to boost the number of Ukrainians entering the labour market for the first time, as well as helping those already employed into higher-skilled roles. The Ukrainian cohort predominantly want to work and are highly educated. Getting this cohort into work, or higher-paid work is fundamental to supporting them into self-reliance and independent accommodation. 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.¹ 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%).

We also know that there are a significant number of employed individuals who are in low-paid work who would benefit from English language training to enter higher-skilled, higher paid work. Internal analysis by HMRC found that in September 19,350 people (68% of those in employment) were earning less than £9.85 per hour.

The latest ONS statistics from the March 2023² survey of guests that had arrived prior to June 2022 indicate that 56% of those surveyed had accessed English for Speakers of Other Languages (ESOL) provision at least once with an 87% satisfaction rate. Of those who had used the ESOL provision, 72% 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. 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 in England, that outside of the core offer there needs to be a flexible option for supporting those 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).

Background

It is understood that the majority of Ukrainians in the UK are typically employed in lower wage occupations (see glossary).

65% respondents to the November 2022 ONS survey³ of Ukrainian guests who had arrived before 15 June 2022 stated they are not currently working in the same occupations that they were employed in Ukraine. For example:

- 8% of respondents previously worked in healthcare roles in Ukraine, whereas only 4% now work in this sector in the UK, where the median wage is £610 per week.
- 13% of respondents were employed in teaching and education roles in Ukraine, while only 7% now continue this occupation in the UK, where the median wage is £680 per week.
- 11% respondents worked financial services in Ukraine, compared with 4% since arriving in the UK, where the median wage is £840 per week.

¹ 'Visa holders entering the UK under the Ukraine Humanitarian Schemes, Outcomes Survey': 27 February to 13 March 2023

² 'Visa holders entering the UK under the Ukraine Humanitarian Schemes, Outcomes Survey': 27 February to 13 March 2023

³ 'Visa holders entering the UK under the Ukraine Humanitarian Schemes – Follow-up survey': 17 October to 7 November 2022

- 12% respondents worked in information technology and communication in Ukraine, compared with 10% since arriving in the UK, where the median wage is £805 per week.

This represents a large pool of specialised workers who are currently unable to enter the higher skilled workforce due to barriers including English language skills.

English for Speakers of Other Languages (ESOL) is a devolved matter. The UK Government and Devolved Administrations deliver ESOL provision and employment support through the below mechanisms. The Potential Provider will need to work in a close, integrated way with the existing structures, systems and services across the nations, such as outlined below, to avoid displacement and duplication, and to enhance the existing provision.

England

The UK Government funds English Language classes for a range of cohorts. Ukrainians in the UK, here on one of three visa schemes, can already access training, including adult education provision funded through the Adult Education Budget (AEB) covering ESOL, and through local councils who can provide additional ESOL provision under their grant conditions.

It is, however, important to note that mainstream ESOL provision via the Adult Education Budget (AEB) is not designed to be tailored to individuals or the needs of specific cohorts, though some providers may do so. In particular, the training is not funded to be intensive, and tends not to focus on employability, although some providers may do so. ESOL training is also generally aligned with the academic year. Our proposal is intended to supplement the existing English Language training offer.

We know that some Ukrainians have reported issues with accessing ESOL provisions, including a lack of flexible provision to work around childcare, and a lack of local provision in some areas. We also know that there is a lack of availability of trained English language tutors in the UK, which limits the ability to expand the existing ESOL provision. Providing a flexible, online offer will help to remove such barriers, and enable access to a wider pool of tutors.

We recognise that access to English Language provision is key to unlocking the wealth of opportunities that come with living in the UK as well as untapping the positive contribution arrivals can make to the economy and their local communities. As well as focussing on English language provision, we are working across government to identify new ways to help Ukrainians access employment, building on the work that DWP are doing with their employer networks, including promoting available jobs through the DWP [find a job](#) website.

We are encouraging the use of job centres and directing Ukrainians with work related qualifications to the UK National Information Centre for the recognition and evaluation of international qualifications and skills, who can help make sure that their certificates attained in Ukraine are converted to a UK equivalent. We are also directing people toward the relevant professional organisations to make the most of skills and experience.

Wales

ESOL provision in Wales is offered by a range of providers including through local authority partnerships, colleges, voluntary organisations and private language providers.

In Cardiff, Swansea, Newport and Wrexham REACH+ (Regional ESOL Assessment Central Hubs) provide common, consistent assessments of English language proficiency and refer or signpost the individual to the most appropriate ESOL provision. REACH+ also offers outreach assessment in the community.

Welsh Government-funded ESOL provision is provided primarily through colleges (including Adult Learning Wales) as part of their annual grant allocation. A few local authorities deliver ESOL directly from their Adult Community Learning grant or, more commonly, are contracted by colleges to deliver ESOL in their communities. Like England, mainstream ESOL provision is not designed to be tailored to individuals or the needs of specific cohorts, though some providers may do so.

Some informal or non-accredited ESOL provision tends to be provided through Adult Learning Wales and also by the third sector, mainly through other funding sources. Colleges and other ESOL providers are strongly encouraged to work together (through Adult Learning Partnerships or other arrangements) with local authorities, ESOL Hubs (Cardiff, Swansea, Newport and Wrexham), and other organisations, to determine the level of need for ESOL provision in their areas, and agree how this need can be met.

In terms of employment support, 'Working Wales' (<https://workingwales.gov.wales/>), delivered by Careers Wales and funded by Welsh Government, provides free and personalised assessments, advice, coaching and other support (e.g. CV writing, interview skills, job search) to upskill and help eligible individuals (including Ukrainians) secure employment.

The ReACT+ programme, accessed through Working Wales, offers tailored employment and skills support designed to get eligible individuals ([ReAct Plus | Working Wales \(gov.wales\)](#)) into employment in the shortest time possible. Where English language skills are identified by a Careers Wales advisor as a key barrier to securing employment they can access advice and financial support for ESOL and employability, ranging from advice and support to cover childcare costs when training; to Vocational Training Grants and Personal Development Support to overcome barriers to employment; mentoring and work experience. Communities for Work + is a Welsh Government funded programme delivered in partnership with Local Authorities across Wales. It provides specialist employment advisory support and intensive mentoring to people aged 16 and over who are most at risk of disadvantage in the labour market,

Also funded by Welsh Government and assessed through Working Wales, Personal Learning Accounts (PLAs) <https://workingwales.gov.wales/personal-learning->

[account](#) support eligible employed people to upskill and reskill into priority sectors, and to enhance career and earning prospects. In particular, the programme aims to help people earning below the median wage to increase their salaries. It provides a range of support including for mental health and free, flexible, part-time online and face-to-face courses.

Northern Ireland

ESOL is provided free for Ukrainians through DfE's network of 6 regional Further Education colleges. Colleges have worked together to develop ESOL and pre-entry level ESOL courses including standards and curriculum to support the large numbers enrolling in classes that do not have any English language skills.

Many voluntary and community organisations offer informal or non-accredited ESOL provision with funding provided through other sources. A list of available classes can be found on the ESOL NI website - <https://esolwebapp.azurewebsites.net/>.

The Department for Communities, through its Jobs and Benefits network, offers tailored employment and skills support to help eligible individuals into employment. Where English language skills are identified as a barrier to securing employment by a Work Coach, they can provide access to financial support for ESOL and other appropriate employability training for that individual, as well as advice and support to cover childcare costs when training through the Adviser Discretion Fund (ADF).

Scotland

ESOL provision in Scotland is offered by a range of providers including Community, Learning and Development (CLD) services through local authority partnerships, colleges, schools, voluntary organisations and private language providers. Scottish Government ESOL funding is currently provided through colleges as part of the grant allocated to the Scottish Funding Council. Colleges are instructed to work with Community Planning Partnerships (CPPs) to determine the level of need for provision and agree with partners how this need can be met. In Scotland, the Scottish Government is working with councils, third and private sectors, Skills Development Scotland (SDS) and DWP to ensure displaced people from Ukraine can secure employment.

2. The Objectives

This programme is a priority for the Department. Through a procurement competition, we are seeking to select a recognised Provider (or leader of a consortium who would enter into a service level agreement). The Potential Provider (or leader of a consortium) will need to deliver at pace the following three objectives:

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).

Objective 2: To provide English Language tuition to up to 10,000 Ukrainians, of which two thirds are unemployed and one third are in low-paid employment.⁴

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 programme.

Objective 3: To provide high-quality, individualised employability support to up to 10,000 Ukrainians 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.⁵

We require the Potential Provider to deliver an English Language programme (mainly online) at flexible times of day to suit this cohort's needs. This programme should be as intensive as possible with an expectation of up to 20 hours of English Language classes a week after an initial 1–2-hour assessment; alongside which, 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.

We would expect individuals to complete the course within 10 weeks. The Potential Provider will supply a certificate of completion of the course (confirming the CEFR level achieved) along with a summary of the course content covered in it. Our aim is for at least 35% of learners to complete the English Learning part of the programme by month six of the contract and the rest by the end of the contract.

The Potential Provider should recognise there may be other barriers to employment, such as childcare issues and the wellbeing of the students who have fled a war. As such the Potential Provider should explore such issues and refer students on to local services like AEB-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,

⁴ The Department would expect a minimum acceptable volume of learners to be 8,000 but would wish to see volumes as close to 10,000 as realistically possible.

⁵ Employment is defined as those with a contract for work at least minimum wage level, or gainfully self-employed. Low pay is defined as gross earnings below £1,580 per month.

Potential Providers must ensure it is scalable across England, Scotland, Wales and Northern Ireland.

Target audience:

- Up to 10,000 Ukrainians from the three visa routes who are unemployed or in low-income employment (see definition of low-income employments in Glossary Section).
- The Ukrainian 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.
- Ukrainians from the three visa routes with all levels of English proficiency.
- We would expect to see a mixture of employed vs unemployed students enrolled. The Provider should ideally aim to reflect the overall distribution of roughly 66% vs 34% respectively for this cohort.
- We expect the split in volumes of students to be:
 - England: 7,968
 - Scotland: 1,485
 - Wales: 420
 - Northern Ireland: 127
 - Should a nation not be able to fill their allocated learner spots within 6-months, it will be expected to distribute the outstanding spots proportionately to other nations to ensure the objective of providing the programme of up to 10,000 beneficiaries is met.

Provider criteria:

- The successful Provider will need to be a recognised accredited provider (such as by the British Council) and able to demonstrate experience of delivering accredited and non-accredited CEFR throughout the UK at different levels with progression routes and delivered by qualified teaching staff. (Teaching qualifications may include CELTA).
- Providers will have a breadth and depth of experience in working with forced migrants to provide them with English Language classes as well as Employment support.
- Providers will need to demonstrate evidence that the Potential Provider has managed to accommodate the volume, geographic spread and longevity of similar cohorts – and how this was supported by their digital offer.
- Providers will need to demonstrate understanding of the employment landscape and culture within Ukraine.
- Providers will need to ensure the online training they provide is fully accessible to all. They should state in their bid how they will support those students who do not have access to laptops/internet that will enable them to stay online for three to four hours a day.
- Providers will need to have some level of trauma informed learning/skills to understand how to support the group.
- Providers should identify how they will prevent fraud, for example ensuring that those not entitled to the course do not access online learning and ensuring that there will be unique identifiers for student certificates at the end of the course.
- The provider should ensure it is accessible across England, Wales, Scotland and Northern Ireland and delivered online where possible.
- The provider should ensure that it collaborates and supplements existing structures and partners.
- The provider should be able to demonstrate experience of delivery and/or a demonstrable understanding of adult education and employability services in

England, Wales, Scotland and Northern Ireland, including an assessment that their service would enhance rather than duplicate existing provision.

- The provider should demonstrate how it will comply with relevant legislation in the devolved administrations, such as the Welsh Language Act and how it will enable access to Welsh language learning.
 - The Provider should demonstrate how the programme will supplement existing localised provisions currently in place without duplication or displacement.
 - Provider to work collaboratively with the Department, local authorities, the Devolved Governments, VCS, education providers and Strategic Migration Partnerships across the UK to spread awareness of course.
 - Provider will manage personal data in line with Data Protection and GDPR legislation.
 - The Provider will work with DLUHC analysts to establish appropriate infrastructure and processes for the collection and sharing of robust impact and monitoring data on a regular basis. We will expect the provider to gather data on an individual level and return to DLUHC in an aggregate form. This data will focus on (but is not limited to):
 - Monitoring data is to be collected in order to understand how the programme is being rolled out. We expect this data to be reported on a monthly basis (in line with standard monitoring and reporting requirements). The type of data to be collected includes, but not limited to:
 - Registration/enrolment numbers, including demographic profile of those who register/enrol (age, region/geographical spread, sex, duration in UK)
 - Course stage – enrolled, initial assessment completed; active/inactive, mid-course assessment complete/incomplete, final assessment complete/incomplete
 - Attendance levels (days and hours attended)
2. Impact data is to be collected to assess whether the programme achieved its intended impact. The types of data to be collected include:
- English proficiency of attendees (consistent assessments before, during and after attendance of course). Completion of the course will be based on whether beneficiaries have moved at least 1 level of CEFR qualification compared to their baseline at the start of the programme.
 - Employment outcomes (employment levels pre, during and post intervention - the Provider will account for permissions to follow-up with learners, or for data matching to central government datasets if required). The provider will need to outline how they will measure beneficiaries in employment or higher employment up until 12 months of learners starting the course. Should we choose to follow up with learners directly, the Provider will outline how they will facilitate this and collect follow-up data as required.
 - The changes in the attitudes of learners to employment prospects/English language ability (potentially through pre, during and post intervention surveys, drafted in collaboration with DLUHC)
 - Attitudes of attendees to employment prospects/language acquisition (through pre, during and post intervention surveys)
- Providers will be required to request permissions from attendees to share data with DLUHC as well as other government departments, for evaluation purposes. Where required, the Provider will also be expected to provide the

relevant translation services for the collection of surveys/impact data. Further details can be found in Section 4.

The programme should define and embed (but not be limited to) the following specific understandings:

For English language provision:

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

This will include (but is not limited to):

- An assessment of the individual's English skills and Employment circumstances (using accredited and recognised assessments). The Potential Provider 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.
- Helping students improve reading, writing, speaking and listening in English aimed to enable them to access the employment market.
- Providing specific language skills for those seeking employment in specific professional employment e.g. healthcare and education professions.
- One to one support including regular check-ins to motivate and monitor progress.
- Regular checks on attendance levels and learning of the English Language.
- Recommendations for the student's pathway to improving their English skills and finding an adequate job.
- End of course assessment leading to English certificate.

For employability support

Employment support should be delivered 1-2 hours per week after week three, increasing in intensity from week seven. Depending on individual's needs these sessions may be one-to-one support or provided in group settings. Students should have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers.

This will include (but is not limited to):

- Assessing student's Employment support needs.
- Support with seeking recognition of existing professional qualifications where the qualification is relevant to the employment sought. The Provider will not be expected to fund these but instead support beneficiaries through the application process.
- 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.

- Ensure that paid-for vocational and/or technical training is provided to a recognised standard (for example, in-line with qualification levels in England).
- The provider should be mindful of other employability schemes operating in the area and seek to complement, rather than duplicate or displace them.

The Potential Provider will need to be clear that this provision does not automatically replace any work search requirements for those participants on Universal Credit. Participants will be responsible for discussing their learning and support with their work coach to make sure that work coaches were aware of and in agreement with the course counting towards work search activity. Should a participant dropout of the course it will be up to the Providers discretion as to whether the spot is filled with a new participant or not.

The Potential Provider should also provide qualitative evidence such as case studies of individuals, including dropout cases.

Each objective of the programme, as laid out in the ‘Objectives’ Section is mandatory.

Further details are set out in the ‘Approach’ section of this document. It is expected that the areas of focus are not mutually exclusive, and the Provider is expected to consider the interdependencies across different areas as required. While consideration of these areas is essential, there may be certain areas in addition to these that should be part of the focus of the work.

It is for the Provider to define its methodology and approach to the work in its bid, although a high-level view of what we expect to be included in the methodology is outlined in the Approach.

The Provider will review and report final programme findings to the Department. The expectation is that the Department will publish the findings together with an agreed plan between the Provider and the Secretary of State to address recommendations for future cohorts.

The Department recognises that the Potential Providers may also hold an existing relationship with the Strategic Migration Partnerships (SMPs) and local authorities. This should be declared as part of any bid. The Department is clear that the scope of this work sits outside any existing consultancy work the Provider might be providing.

3. Deliverables/Outputs and Performance Measures

Potential students will be referred by their council/SMP/Jobcentre signposting/other education provider (Further Education colleges in Northern Ireland) and/or self-referred. The Provider will be expected to refer any students that do not fit with the eligibility criteria to alternative provisions (such as the Adult Education Budget offer delivered through colleges and local authorities). The Provider will be required to assess the eligibility of candidates for this programme.

In Wales, students who do not fit with the eligibility criteria to alternative, suitable ESOL provision should be referred in the first instance to either:

- The REACH+ Hubs if located in or near Cardiff, Swansea, Newport and Wrexham; or,
- if outside these areas, to the Resettlement Leads in the local authorities, to Working Wales/DWP if seeking employment or, where appropriate, directly to providers.

For each learner, the Provider will produce a tailored programme as detailed in the scope section of this specification. This programme is to include:

1. A detailed assessment of and conclusions on the points laid out in section 4 ('The Scope'), as well as additional considerations laid out in the Approach.
2. Student journeys for improving their English skills and finding a long-term suitable employment, should include:
 - a. A roadmap for improvement, which the student can follow and track,
 - b. Signposting/refer students in relation to further education and employment support if needed.
3. Recommendations for the Department on improvements or further work that the UK Government and Devolved Administrations should undertake, including where appropriate specific targets that the SMPs and councils should work to support current and future forced migrant cohorts.
4. Guidance on how improvement should be measured, including outputs / outcomes and targets to work towards, and to include specific timeframes where relevant.

The Provider will provide and present to the Department the following specific deliverables:

1. The provider to onboard and train a cohort of up to 10,000 learners over the course of 12-months.
2. In recognition that this is a new service and that all mobilisation/additional costs must be met from within the overall funding, the Department would expect a minimum acceptable volume of learners to be 8,000 but would wish to see volumes as close to 10,000 as realistically possible.
3. The provider to have achieved a 40% employment rate for those unemployed learners participating in the scheme within 12 months of starting the course following initial implementation.
4. The provider to have supported 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.

With respect to evaluation and monitoring data, the Provider will create the appropriate infrastructure and processes to collect and produce the following:

1. Monthly provision of monitoring data, including data on:

- Registration/enrolment numbers, including demographic profile of those who register/enrol (age, region/geographical spread, sex, duration in UK)
- Course stage – enrolled, initial assessment completed; active/inactive, mid-course assessment complete/incomplete, final assessment complete/incomplete
- Attendance levels (days and hours attended). We expect learners to meet an attendance rate of at least 90%.
- Dropout levels and reasons as to why learners left the programme. We estimate there may be a dropout rate of 10%.

2. Quarterly provision of data to assess the intervention:

- English proficiency of attendees (consistent assessments before, during and after attendance of course). Completion of the course will be based on whether beneficiaries have moved at least 1 level of CEFR qualification compared to their baseline at the start of the programme.
- Employment outcomes (employment levels pre and post intervention - the Provider will account for permissions to follow-up with learners, or for data matching to central government datasets if required). The provider will need to outline how they will measure beneficiaries in employment or higher employment up until 12 months of learners starting the course. Should we choose to follow up with learners directly, the Provider will outline how they will facilitate this and collect follow-up data as required.
- The changes in the attitudes of learners to employment prospects/English language ability (potentially through pre and post intervention surveys, drafted in collaboration with DLUHC)
- Attitudes of attendees to employment prospects/language acquisition (through pre and post intervention surveys)

Performance measures:

1. Final evaluation report delivers what the Provider has proposed in their bid
2. Interim evaluation reports provided to agreed timeframe
3. Final evaluation report provided to agreed timeframe
4. Satisfactory output that reflects what the Provider has proposed in their bid.
5. Provider is able to coordinate and provide monitoring data outputs in a timely and robust manner.

Staff and Customer Service

1. The Provider will provide a sufficient level of resource throughout the duration of the Contract in order to consistently deliver a quality service.
2. The Provider will demonstrate that staff assigned to the Contract have the relevant qualifications and experience to deliver the work to the required standard.
3. The Provider will ensure that staff understand the Department's vision and objectives and will provide excellent customer service to the learners throughout the duration of the Contract.

5. Service Levels, Performance and Key Performance Indicators (KPIs)

The Department will measure the quality of the Provider's delivery by assessing each task, including meeting target dates, appropriateness of methodology, completeness of information and readability of reports.

KPIs linked to payment

10% of total payment will be based upon achieving the following outcomes of the programme (see further details on pricing in section 6). If the supplier achieves at least 7 of these 10 KPIs they will receive the full 100% of the budget allocated to successful outcomes of the programme (which is 10% of the total programme budget). If the supplier achieves less than 7 KPIs, they will receive the following:

- Achieve 6 KPIs – 80% of budget allocated to successful outcomes
 - Achieve 5 KPIs – 60% of budget allocated to successful outcomes
 - Achieve 4 KPIs – 40% of budget allocated to successful outcomes
 - Achieve 3 KPIs – 20% of budget allocated to successful outcomes
 - Achieve 1– 2 KPIs – 10% of budget allocated to successful outcomes
 - Achieve 0 KPIs – 0% of budget allocated to successful outcomes
1. Minimum acceptable volume of learners to be 8,000 but would wish to see volumes as close to 10,000 as realistically possible.
 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.
 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.
 6. At least 40% of unemployed students (excluding dropouts) 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 (excluding dropouts) 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.
 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:

<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 (target 40%), income level increase, and matching of employment with skill level	Within 12 months of learner starting course

Ongoing performance monitoring metrics

The following KPIs are not linked to payment.

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, subject to DLUHC 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 DLUHC).
5. Metric specifically for programme evaluation purposes, rather than provider performance, such as monthly monitoring data and quarterly intervention impact data as listed above.

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.

6. Pricing

There is £9.58m (excluding VAT) total funding available for this contract, to deliver the programme for up to 10,000 learners (minimum of 8,000 learners). Payment is expected to be released in tranches:

1. 20% upfront within one week of contract award – £1.915m
2. 20% when at least 3,000 learners have started their course (this will be paid after the first quarter but before the second quarter) – £1.915m
3. 50% upon completion of the course
 - a. We expect to review this progress quarterly, and therefore to be claimed quarterly in arrears commensurate with the satisfaction of completion, up to a total of £4.79m excluding VAT (50% of total funding).
4. 10% based upon successful outcomes of the programme (see KPIs linked to payment section). – £0.96m

This means that final payments relating to the contract will be made in 2025/26.

Additional costs such as associated with mobilisation, service feed infrastructure costs, and integration and partnerships will not be funded by the Department. There are currently no plans to allocate additional funding to the programme beyond the allocated £9.58m excluding VAT.

7. Approach

The overall programme is aimed to deliver English Language training online at flexible times of day to suit the cohort's needs, to be as intensive as possible with an expectation of up to 20 hours English Language classes a week after an initial 1–2-hour assessment; alongside which, high-quality, individualised employability support of up to 12 hours over the programme should be provided on an individual basis. 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 Department requires consideration on the specific points below to meet the three Objectives of the Specification, however the programme is expected to consider any matter relevant to the overall scope.

The Department will support the Potential Provider to deliver the work to the required standard. This support will include:

1. Provide the Potential Provider's contact details to lead contacts within councils and SMPs were required
2. Being responsive to requests for engagement from the Potential Provider
3. Providing copies of relevant information held relating to the English levels and employment support of the cohort. (This information should be extracted from anonymised user surveys)
4. Informing SMPs and councils about the work ahead of time and encouraging them to signpost this work to potential students.

The Potential Provider will work with the contract manager in the Department 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 Department and the councils and SMPs to present the programme and findings.
- A monthly progress meeting to assess performance against contract deliverables, with the possibility to increase regularity as required.

Contact between the Department and the Potential Provider is not limited to the above should further contact be necessary.

The Potential Provider 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.

Councils and SMPs could help the Potential Provider by:

- Referring potential students to the training programme.
- Offering AEB-funded English classes and alternative English learning classes if fitting.
- Providing computer access in public libraries to complete the training course.
- Support learners with continuous development plans by enrolling them to appropriate training once the programme has finished.

- Signpost Learners to ESOL classes within DfE's FE Colleges.
- In addition, in Wales, the Potential Provider, local authorities, REACH+, Working Wales and other providers would be expected to work closely together for two way referrals and seamless support.

Eligibility criteria for beneficiaries:

Referrals to the provision may come from councils, SMPs, career services, Jobcentres and DWP signpostings, Voluntary sector bodies, education providers and individuals. The Potential Provider will then:

- Conduct a triage process to ensure that referrals are suitable, do not duplicate or displace existing services and support; considering availability, IT literacy, whether the student can make the time commitment, and current English language standards. The course ought to support all English levels. Consideration should be given to ensuring that those being put forward to take part in the programme are able to engage with it fully in respect of personal circumstances, wellbeing and trauma, as it is an intensive programme and may be overwhelming for some at present.
- 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.
- Beneficiaries must be ages over 18 and either unemployed, or in low-income employment (see definition in glossary).
- Beneficiaries who are already in employment may join the course with a stronger focus on English Language training. Providers will make a tailored training plan accordingly.
- Beneficiaries who are on zero hours contracts should discuss with the provider at the time of assessment whether they need to seek different types of work or more certainty in hours as part of their conditionality regime.
- Beneficiaries that find employment whilst undergoing the course may be allowed to stay on the course to complete the English Language training as well as get any additional Employment related support they may need.
- Beneficiaries who are in full-time studies are not eligible for this programme. However, beneficiaries who are in part-time studies will be eligible for the programme.

The Provider will be expected to refer the students that do not fit with the eligibility criteria to alternative provisions (such as the Adult Education Budget offer within their councils). Students who do not meet the eligibility criteria in Scotland should be referred to the Lead on Adult Learning at their council in the first instance to learn what alternative local provisions are available (if the UK-wide option is executed).

In Wales, those that do not meet the eligibility criteria should be referred to the REACH+ Hubs, if located in or near Cardiff, Swansea, Newport and Wrexham or, if outside these areas, to the Resettlement Leads in the local authorities. Those who do not meet eligibility criteria in Northern Ireland should be referred to FE Colleges for ESOL.

The Provider will need to assess the students against the following criteria:

- Students must be able to attend the classes.
- Students need to be willing to commit to the studying time throughout the process.

- Students need to be IT literate to complete the course online
- Students must have access to IT equipment
- Students need to be content to disclose their personal details to ensure the Provider can support them fully (CV history for example)

The Provider will be expected to demonstrate:

- Evidence of appropriate skills and qualifications, including relevant accreditation.
- Specialist knowledge of English Language Training and Best Practice: The Provider will demonstrate a detailed technical understanding of English Language learning/teaching and the learning journey and apply this understanding to make considered judgements about the learner's needs. This will include an initial assessment of student's English levels and needs as well as employment support needs.
- Understanding and experience of the English Language teaching specifically associated with forced migrants.
- Within this context we are requiring a judgement on what the best course of action would be as opposed to an audit of the possible options available. To maintain the impartiality of any judgements the Provider cannot already be involved in any existing audit work within the Councils.
- Capacity to deliver: The Provider will demonstrate that it has the organisational structures required to arrive at conclusive and independent judgements. The Provider will therefore be able to demonstrate that it is independent from any lobbying or political organisation that operates within the sector.
- The Provider will demonstrate its capacity to carry out review work at the scale required, within the proposed timescale with appropriate staff and resource allocation. It is expected that monitoring data will be reported quarterly.
- The Provider will demonstrate its capacity to involve DAs/partners in governance arrangements.
- A clear and appropriate methodology that addresses each objective laid out in the tender.
- A clear methodology which ensures flexible access to classes, and for repeat viewing of modules if so desired.
- A clear approach for the collection of robust assessment and monitoring and evaluation data, in line with the requirements of this programme.

Facilities for face to face or video call meetings with the Department and stakeholder groups established to further research goals of the project should be provided by the Provider.

Continuous improvement

- The potential provider will be expected to continually improve the way in which the required Goods/Services are to be delivered throughout the Contract duration.
- The potential provider should present new ways of working to the Authority during monthly Contract review meetings.
- Changes to the way in which the Services are to be delivered must be brought to the Authority's attention and agreed prior to any changes being implemented.

Social Value

- The Provider should recognise there may be other barriers to employment, such as childcare issues and the wellbeing of students who have fled a war. 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 referral mechanism to local services^[1]. The Department aims to secure and maximise additional tangible social value benefits in accordance with [The Social Value Model](#) through explicit delivery of this specific contract.
- **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 Provider will be asked to commit and report as part of the Key Performance Indicators on the following:
 - 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.

The Department would welcome consideration of whether Potential Providers could support additional Ukrainians as part of any corporate social responsibility schemes.

8. Contract Management Arrangements

The Provider will be required to produce monthly reports that sets out progress against the objectives, KPIs (set out under 'KPIs linked to payment' and 'Ongoing performance monitoring metrics'), and the Social Value commitments (MAC 8.1 and MAC 8.2). The report should also highlight any risks and issues against meeting these KPIs. The Provider will participate in monthly review meetings to discuss the report.

In addition to these monthly meetings, the Provider will participate in quarterly contract review meetings.

Changes to the Contract will be reviewed on an ad-hoc basis. The Provider will give DLUHC at least one week's notice, clearly outlining the changes and assessing the impact on the overall Programme. DLUHC will consider the Change Request, assessing any cost implications, impacts on overall project end date as well as measuring it against the project objectives. Should DLUHC need to request a change with the Provider, they should email them with the details. Should the change involve any contractual modifications, these must be compliant with the Public Contracts Regulations 2015 and under Regulation 72(1)(a) such modification is foreseeable in the event for example that additional or fewer courses are required or that additional employment support is needed to improve outcomes. All changes will be agreed by HfU Programme Board.

9. Security

The Provider needs to ensure that staff have completed the necessary Disclosure and Barring Service (DBS) check (or equivalent if based abroad) to teach learners. We require the Provider to adhere with data protection regulations and ensure a clear anti-fraud prevention plan is in place.

10. End of Contract (optional)

N/A

11. Glossary

<u>Expression or Acronym</u>	<u>Definition</u>
AEB	Adult Education Budget
DA	Devolved Administration
DLUHC	Department for Levelling Up, Housing and Communities
Dropout	Those who drop out of the programme
Employment	Those with a contract for work at least minimum wage level, or gainfully self-employed.
ESOL	English for Speakers of Other Languages

LA	Local Authority
Low-paid/low-income employment	Low pay is defined as gross earnings below £1,580 per month.
SMP	Strategic Migration Partners
VCSE	Voluntary, Community and Social Enterprise