



Department
for Education

INVITATION TO TENDER (ITT) for a resource package to support teachers to hold topical classroom debates which help build children's knowledge and understanding of fundamental British values.

Questions and answers:

This document provides responses to questions that we received about the ITT prior to the deadline for questions on 20 July 2016. Questions were received both in writing and at the bidders' open meeting.

Timescales:

Can we confirm you expect to have the first resources rolled out and trialled in autumn 2016?

Yes - we expect the first set of resources, including 3 topical debate packs and guidance for teachers to be piloted and then rolled out in autumn 2016. We then expect 3 topical debate packs to be produced each term for the remainder of the contract.

Assessment/Evaluation:

How will you judge the pilot to have been a success?

We will want feedback from the schools involved to demonstrate that the guidance increased teachers' confidence and effectiveness in holding topical debates, and that they were able to follow it successfully without training. We will also want feedback to show that pupils found the information resources engaging; that they helped pupils increase their knowledge and understanding of an issue and the range of arguments that can be made and views that can be held about it; and that they supported pupils to engage constructively in debate.

How will you evaluate the success of these resources? What will the success criteria be?

We will evaluate the success of the resources in a number of ways.

We are currently exploring options for evaluating whether use of the resources results in attitudinal change in pupils. This is likely to be carried out by an independent evaluator.

We will want qualitative feedback from teachers to demonstrate that the guidance provided increased teachers' confidence and effectiveness in holding topical debates, and that they were able to follow it successfully without training. We will also want feedback to show that pupils found the information resources engaging; that they helped pupils increase their knowledge and understanding of an issue and the range of arguments that can be made and views that can be held about it; and that they supported pupils to engage constructively in debate.

In addition, we will monitor the number of downloads of the resources and evaluate the number of schools and pupils they are reaching.

What is the expectation with regards to the resources reaching across the curriculum?

The guidance to teachers should include advice and suggestions on how debates could be integrated into subjects across the school curriculum, and should make clear where there are links. However, it will be for schools to determine where and how the resources are used, and the guidance should allow for flexibility.

Editorial control and DfE oversight:

How much control do we have of the resources we produce in terms of editorial control? Who has final editorial sign-off?

The resources will need editorial sign off from the DfE before they can be published or disseminated.

Who decides what to publish and when?

We expect resources to be published in line with the timetable agreed between the DfE and the successful bidder. Resources will need editorial sign off and permission from the DfE before publication.

What contact is there between the successful bidder and DfE once the tender is granted? Will the DfE be monitoring progress, or taking a more hands off approach?

There will be regular contact between the DfE and the successful bidder to discuss and monitor progress.

Who will brand and design the resources?

The format, design and production of the resources will be the responsibility of the successful bidder. We have no restrictions on design (although resources must be available in electronic format) and would expect the resources to be badged by the successful bidder.

Does the successful bidder run the pilot in the three schools, or is this something DfE want to manage?

The successful bidder will run the pilot in the three schools, but DfE will want to be involved in its evaluation and is currently exploring options for this, and for wider evaluation.

Dissemination:

Who is responsible for offering and promoting the resources to schools nationally? Is that done through the DfE?

The DfE will disseminate resources to schools via the Educate Against Hate website and via its networks, and will take responsibility for their successful promotion. However, the successful bidder is also strongly encouraged to promote and offer the resources via its own website and networks.

Are you looking for the content to be hosted on Educate Against Hate or on its own dedicated website?

We expect the content to be hosted on Educate Against Hate and not on a purpose built site. The successful bidder is encouraged to promote the resources on their own site and others where appropriate.

Payment:

How do you envisage payment for successful tenders working?

Payments will be made in arrears by BACS transfer following receipt of a valid invoice. Bidders should set out their proposed schedule of payments in the cost section of their bids.

Is there any scope to increase the £50,000 award? Alternatively, would the DfE be happy to part fund the project with the rest of the money raised from alternative avenues?

The DfE intends to provide all the funding for the project. Preference will be given to bids that can deliver the specification within the £50,000 limit. However, the award may be increased where bidders can demonstrate that additional funding would provide a clear benefit to the delivery of the specification. Bidders should clearly set out what they could deliver within the £50,000 limit; what they could deliver additionally at what cost; and what benefit it would bring. Any additional costs should be limited to the specification and should not suggest new areas.

Expertise:

We would like to conduct some research to ensure that we are creating modules in topic areas that schools will want to teach and feel are most relevant. How would you view this as incorporated into our timeline for delivery?

We would expect the successful bidder to be able to demonstrate a good prior understanding of the topical issues current in schools. We have no objections to organisations conducting further research to supplement this, but such research would need to be proportionate to the proposed cost and timescales.

Can bidders work in partnership/subcontract with other organisations? How much detail should the bid provide about these?

Yes. Bidders should set out where they intend to use partnerships and/or subcontractors within their bid. Partners can be credited for their contributions. Bidders should provide as much detail about the partnerships or external expertise they will draw on as they are able to at this stage. We will be best able to positively assess bids where they provide details of the organisations or people bidders plan to work with. Where this is not possible, we would expect bidders to set out as a minimum a credible plan for researching or sourcing expertise on topics where their organisation does not have it in house.

Specification content:

Do the materials being created need to focus solely on debate or will a proposal that also helps teachers lead effective discussions be appropriate? Are there other forms of learning activity or teaching approaches that develop knowledge, critical thinking and deliberation skills in relation to the particular topical issue that could be incorporated?

The focus of this tender is on providing resources and guidance that support debate in schools, and we would expect this to be the main focus of the materials. However, this may be supplemented by a range of other learning activities and/or guidance on how to lead effective discussions about topics pre and post-debate.

Are you looking for a rough draft of what a lesson plan could look like?

No. We are leaving it open to bidders to propose the best format for the guidance and resources. These may include lesson plans, but there is no requirement to do so.

What media should be used as part of the packs and do you have any preferences on the weighting of these?

We are leaving it open to bidders to propose the best solutions and recognise organisations will draw on their own tried and tested methods. We welcome the use of different types of materials, including videos, podcasts, audio and printed material.

Do you have any objections to the production of a printed handbook for teachers?

There must be an electronic version of all resources which can be hosted and easily downloaded from Educate Against Hate. We are open to suggestions about producing and disseminating handbooks, and costings for this should be included in bids where bidders are proposing it.

Do you have any objections to having a pupil-led, responsive element to the programme, for which the format/processes/safeguards would be detailed in our tender, but the topics themselves wouldn't be?

No - we have no objections to this in principle.

To what extent should resources have an historical focus?

Resources should include sufficient historical material for pupils to learn about and understand contemporary issues within their historical context.

Are there any requirements for the 3 pilot schools selected? e.g. Ofsted grade, types of school academy, free, state maintained? Do you want primary and secondary schools piloting materials? Can different schools be involved in piloting different sets of resources or does each school have to pilot everything?

We would like for the materials to be piloted in 3 diverse (demographically and/or geographically) secondary schools. There are no requirements around the types of school, but we would like to discuss and agree the 3 selected

schools with the successful bidder. Where possible, schools should pilot all 3 sets of resources, to ensure that they have each been tested with a wide enough group of students before wider dissemination.

What scope is there to extend the contract further?

The contract and award may be extended in length and scope to provide resources for KS2 and KS4 pupils; to provide further debating resources for KS3 pupils as required; and/or to update content. Applicants should set out their ability to meet this extension within their bids.

How sustainable do the resources need to be? Would you prefer resources that are more future proof, so that they need less updating?

We would like the majority of the resources to cover topical issues in a way which means the material is likely to remain relevant, however we have included a possible extension to the contract within the ITT to allow updates to be made where needed. Where there are very current topics or particular events that teachers are struggling to discuss with pupils, there is room for a small number of these to be covered by the resources. With these issues as with others, links to wider related topical issues should be made (e.g. a resource on the Paris attacks should include wider material around terrorism and extremism).

Applications/bid format:

Can you provide us with a template for a management plan or example of how to demonstrate the methodology for delivering the project (i.e. can you provide some more guidance in answering question 3)?

Question 3 requires you to set out in detail how your organisation would plan to deliver the project, with full details of your proposal for developing and producing the teacher guidance and resources. We do not provide a template and are leaving it open to bidders to decide how best to present this.

We have already applied to develop and expand our current debating programme with a bid for DfE's Anti-Bullying Fund. One is more development-focused, one is more delivery-focused. Will this have an impact on our bid for the debating resources fund? Are the departments talking to each other?

We are in contact with the lead officials for the Anti-Bullying Fund. We will want to ensure that where an organisation has applied for funding under it, or any other current DfE fund, the proposals are sufficiently different to merit funding from both sources.

Is there an application form?

No. The format that your application should follow can be found at section 4 of the ITT, titled 'questions for bidders'. A template for the cost schedule can be found at schedule 2 of the ITT.

Would you like project costs presented using any particular format e.g. that given in schedule 2?

A template cost schedule can be found at schedule 2 of the ITT. You do not have to use this template if you would like to present your cost schedule in another format.

Are there any restrictions with regards to the content and format of the application?

The application should respond to the questions to bidders that we have set out, and should be no longer than 15 pages in size 12 font. There are no further restrictions on the content and format.

IP rights:

Who owns the copyright on the resources?

The copyright will be owned by DfE.

If we have existing resources that we would like to use as part of our bid, who will own the copyright on these?

Existing copyright and/or IP within a supplier's existing resources would remain with the supplier. We would welcome supplier proposals on how the department could utilise these resources and/or relevant licence arrangements as part of the proposed solution.

DfE policy:

I'm interested to know where this fits into the overall plan of DfE's work. Is this a small part of a bigger work stream?

Yes. Building young people's resilience to a range of harms, including extremism and radicalisation; ensuring that schools promote fundamental British values; and ensuring that they support pupils to develop into well-rounded individuals with the ability to engage in society as active citizens are priorities for the Department. As part of this work, we want to ensure that schools are supported to lead topical debates and discussions which equip pupils with the knowledge, skills and understanding to protect themselves from harm and play a full and active part in society.

Is the focus of the resources to promote and help students learn about a particular set of values, or is it to promote the Prevent agenda?

The focus of the resources is to facilitate and encourage debate across a range of topical issues relating to extremism, fundamental British values, equality and contemporary political and social issues. Our vision is to ensure that pupils develop the knowledge, skills and understanding to succeed academically; protect themselves from harm; and play a full and active part in society.

The resources may help schools to meet the requirements of the Prevent duty by building pupils' resilience to radicalisation, promoting fundamental British values and enabling them to challenge extremist views.