

Line Gray

**Invitation to Tender**

**Provision of Inclusion Expert resource for the Standards and Testing Agency (June 2019 – October 2020)**

Contract Ref: STA-0221

|  |  |
| --- | --- |
| **Name of Bidding company / Individual:** | [Please complete] |
| **Name of single point of contact:** |  |
| **Email address:** |  |
| **Phone Number:** |  |
| **Postal Address:** |  |

**1. INTRODUCTION**

**1.1 Purpose**

This Invitation to Tender (ITT) has been issued by the Standards and Testing Agency (STA) in connection with a competitive procurement exercise (Ref: STA-0221).

STA is looking to procure a pool of Inclusion Experts to ensure that key stage 1 and key stage 2 national curriculum tests, reception baseline assessments and professional skills tests in literacy and numeracy are inclusive and accessible for all. The national curriculum tests include the year 1 phonics screening check, English reading (key stage 1 and key stage 2), English grammar, punctuation and spelling (key stage 1 and key stage 2), mathematics (key stage 1 and key stage 2), the year 4 multiplication tables check (MTC) and key stage 2 science.

Government policy changes may bring other assessments within scope of any contracts awarded to successful suppliers.

**1.2 Structure**

This document:

* sets out the context for the required services;
* outlines the planned procurement process; and
* contains a response section to evaluate the Bidder's proposed response to STA's requirements.

**1.3 Disclaimer and conditions**

No information contained in this ITT or in any communication made between STA and any Bidder shall be relied upon as constituting a contract, agreement or representation that any contract will be offered.

STA reserves the right, subject to the appropriate procurement regulations, to change without notice the basis of, or the procedures for, the competitive process or to terminate the process at any time. Under no circumstances shall STA incur any liability in respect of this ITT or any supporting documentation and STA will not reimburse any costs incurred by Bidders or potential Bidders in connection with preparation and/or submission of their responses.

The information contained within this document is confidential and should not be disclosed except for purposes related to its completion.

**1.4 Freedom of information and transparency**

STA is committed to open government and to meeting its legal responsibilities under the Freedom of Information Act 2000. All information submitted to a public authority may need to be disclosed by the public authority in response to a request under the Act. STA may also decide to include certain information in the publication scheme, which it maintains under the Act.

STA also has a commitment to the Government's transparency initiative relating to public sector suppliers, their transactions and their contracts. This includes:

* publication of Tender or Quote documentation;
* publication of financial transactions relating to expenditure with third parties; and
* publication of new contracts.

If a Bidder considers that any of the information included in its response to this Invitation to Tender (ITT) is commercially sensitive, the information should be identified in the table below with an explanation of what harm may result from disclosure if a request is received, and the time period applicable to that sensitivity. Bidders should be aware that, even where they have indicated that information is commercially sensitive, STA might be required to disclose it under the Freedom of Information Act or as part of the Government's transparency arrangements.

|  |  |  |
| --- | --- | --- |
| Section | Commercial sensitivity | Time period |
|  |  |  |

**2. SPECIFICATION OF REQUIREMENTS**

**2.1 Overview**

STA is looking to recruit a pool of Inclusion Experts with a range of specialisms to ensure that the tests it develops are inclusive and accessible for all. Current tests include the reception baseline, year 1 phonics screening check, English reading (key stage 1 and key stage 2), English grammar, punctuation and spelling (key stage 1 and key stage 2), mathematics (key stage 1 and key stage 2), key stage 2 science and the skills tests for prospective teachers. If there are policy changes and there are changes to the tests in development, they would be included.

As part of the process of developing all assessments, STA includes an Inclusion Review, with the purpose to ensure that our test materials are accessible to children with a range of special educational needs. The inclusion reviews are carried out by experts with significant knowledge and experience of working with children with a broad range of sensory and learning disabilities, including experts in Special Educational Needs and Disability (SEND), visual impairments, hearing impairments, dyslexia, dyscalculia, autism, behavioural and language development etc. Expertise is also required in working with pupils with English as an Additional Language (EAL). The Representation and Diversity reviewers will ensure that the materials show a range of ethnic, religious and social groups in positive and non-stereotypical ways.

The reviewers provide thorough and detailed feedback on the test materials that are in development. Following this feedback, we alter or remove any texts / items that may pose unfair challenges to children with protected characteristics.

**2.2 The Roles**

STA are looking for individuals or organisations with strong knowledge, expertise and prior experience of working within the field of inclusion and diversity.

The specific fields for which we require specialists include:

* Communication and language development (including dyslexia);
* Behavioural development;
* Autism spectrum disorders (ASD);
* SEND (including physical disabilities);
* Representation and diversity;
* Hearing impairments (HI);
* Visual impairments (VI); and
* English as an additional language (EAL) .

For the Representation and Diversity review, we would encourage representatives from, or people with a proven track record in advocating for any

* ethnicity
* religious groups
* groups with protected characteristics as set out in the Equality Act, 2010.

We are looking for a number of experts in each of the specialisms above. We estimate that each person will be required for between 5-10 days over the course of the contract, although, this may increase if we are not able to procure all the experts we require, or if some are not available for review windows. We will endeavour to allocate the days across the pool evenly.

You will only be paid for the work that you complete and there will be no minimum number of days as part of this contract.

In this advisory role, you will be expected to help us understand how the questions we ask can be made to better suit the requirements of children with protected characteristics and to be inclusive to all. You will be asked to review a set of test materials and then submit a completed questionnaire. You may then be asked to attend a meeting to go through the comments and determine how to address the concerns raised. There may be additional requests to review and provide advice on questions as the need arises.

You will need to work with other inclusion experts from the framework in order to make the standard versions of the tests inclusive and accessible. You will be expected to highlight where proposed test materials are not suitable for a particular group of pupils and why. You may be asked for advice on how materials could be amended to make them more accessible and inclusive.

The role will provide you with the opportunity to learn about how national curriculum tests are developed and the issues around testing and inclusion.

The successful Inclusion experts must:

* have strong knowledge, experience and expertise in their specialist inclusion field and a record of representing or advocating for that group;
* be flexible and available to review materials remotely in a secure location or in our London or Coventry offices, as and when required in agreement with the relevant project team;
* have the capacity to meet the requirements set out in this ITT; and
* confirm that they are not working on the tests in any other capacity or if they are, they must provide additional information in the Further Information Section of this ITT.

Specific subject knowledge is desirable but not essential. A good understanding of English reading / literacy, English grammar, punctuation and spelling, science or mathematics/ numeracy, including application of skills and use of data is advantageous to this role. Experience working with primary aged children is desirable for working on the national curriculum assessments. For skills test work, experience can be working with either children or adults. Please indicate your experience in section 5. While you may have more expertise in one or more subject areas, you may be asked to review outside your subject area(s).

The representation and diversity experts will review reading texts at an early stage of development. Texts for the reading / literacy tests should portray and reflect a range of groups in UK society and must do so accurately, avoiding stereotypes. As part of the tendering process, people will need to explain their suitability for representing a group from a contemporary perspective, demonstrating their understanding of the issues relating to that group and / or where they have represented that group previously.

Experts will provide a report on issues that arise from the texts presented. The STA will use that information to steer which texts are taken forward for future development. Those on the framework may also be asked to review the texts and questions associated with the texts at external review 1 stage.

All inclusion experts are expected to possess the essential skills of working methodically with high attention to detail. The ability to communicate effectively with various stakeholders, providing constructive written and verbal feedback within the remit of the brief and suggesting solutions for any problems and/or issues identified is also essential.

**2.3 Department resources**

The successful Bidders will be expected to work closely with:

* Test Development Researchers; and
* Project Managers.

Meetings and some review activity will take place at STA offices in London (Sanctuary Buildings, Great Smith Street, London, SW1P 3BT) or STA offices in Coventry (Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT).

**2.4 Specification of requirements**

A brief overview of the types of Inclusion Experts required by STA for each of the different tests over the life of this ITT is provided in the table below.

People can apply for multiple roles provided that they have the strong and relevant experience and expertise for the roles they are applying for. However, you will only be appointed to a maximum of three roles. If you apply to more than three roles and are successful in more than three roles, STA will award to the roles for which there is the greatest need.

Please note that not all specialists will be expected to attend an inclusion panel meeting, some will be expected to provide written feedback in the form of a report only. Arrangements will be as follows:

| **Specialism and experience required** | **Test / subject** | **Attendance at panel meeting / report** | **Number of specialists required** |
| --- | --- | --- | --- |
| **Visual impairment (VI) specialist**  Experts who work in special schools / VI organisations | National Curriculum Tests (NCTs) in reading, GPS, mathematics, reception baseline and science sampling | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 15 |
| Skills test | Possible consultation in the initial stages.  Review meeting at onscreen review stage and complete the questionnaire. |
| **Hearing impairment (HI) specialist**  Experts who work in special schools / HI organisations | National Curriculum Tests (NCTs) in reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 17 |
| Skills test | Possible consultation in the initial stages.  Review meeting at onscreen review stage and complete the questionnaire. |
| **English as an Additional Language (EAL) specialist**  Preferably teachers working with pupils with EAL. | NCT Reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 23 |
| Skills test | Possible consultation in the initial stages.  Review meeting at onscreen review stage and complete the questionnaire. |
| **Special Educational Needs and Disabilities (SEND)**  SEND leads from schools from special schools and from specialist organisations. Teachers of children / adults with protected characteristics. | NCT Reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 12 |
| **Behavioural development specialist**  SEND teachers or specialists in behavioural development | NCT Reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 15 |
| **Language and communication specialist**  Teachers with expertise in language for pupils with SEND, including dyslexia | NCT Reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 5 |
| Skills test | Possible consultation in the initial stages.  Review meeting at onscreen review stage and complete the questionnaire. |
| **Autism spectrum specialist**  Specialists in Autistic spectrum disorders | NCT Reading, GPS, mathematics, science sampling and reception baseline | Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1).  If substantial changes are made, you may be asked to review materials at Expert Review 2 (ER2). | Up to 12 |
| Skills test | Possible consultation in the initial stages.  Review meeting at onscreen review stage and complete the questionnaire. |
| **Representation and diversity**  Representatives of, or advocates for:   * ethnic groups * religious groups * groups with protected characteristics | NCT Reading and Skills test | Report only – at text selection stage in early beginning of development.  Review materials, complete and submit a questionnaire.  Possible attendance at Expert Review meeting 1 (ER1). | Up to 16 |

**2.5 Timescales**

Experts will be expected to work on all subjects. Timelines for individual assignments will be defined upon commencing each test development cycle. Successful contractors will be required to confirm with the contract manager their availability for Inclusion Expert activities as requested.

The first round of inclusion expert activity for each of the subjects will be taking place during the following time periods (please note that these are approximate at present and may be subject to change).

|  |  |
| --- | --- |
| **Subject** | **Time Period** |
| Key stage 1 GPS (grammar, punctuation and spelling) | June 2020 |
| Key stage 2 GPS (grammar, punctuation and spelling) | June 2020 |
| Key stage 1 reading | January and February 2020 |
| Key stage 2 reading | July 2019, January and February 2020 |
| Key stage 1 mathematics | September and October 2019 |
| Key stage 2 mathematics | September and October 2019 |
| Key stage 2 science | November 2019 |
| Skills tests - literacy | To be confirmed |
| Skills tests - numeracy | To be confirmed |
| Reception baseline | To be confirmed |

An induction meeting will be held in June 2019 for those who successfully make it on to the framework.

Details of the specific dates will be outlined closer to the times when work is required.

Payments for Inclusion Expert work will be as follows:

* Panel meeting attendance: panel attendees will receive £250 per day of attendance.
* Reviewing materials and completing the questionnaire (in the specified time): attendees will receive £200 per day each for completed questionnaires.

Travel and subsistence will be paid in line with government guidelines. For overnight stays accommodation will be paid for within the limits of government policy.

Please note that individuals will be taxed at source and VAT is not applicable.

**2.6 Review and submission of reports**

All expert reviewers will be required to review electronic versions of the tests. Review comments will be recorded in a spreadsheet and must be returned via STA’s secure email system. To do this work, you will need access to a recent version of Excel (or equivalent) and be comfortable working in an IT environment.

Those on the framework must follow all guidelines with respect to keeping the materials secure and confidential. Test materials, or reports relating to test materials must be transferred through STA’s secure email service only.

Because comments need to be collated before the meeting, deadlines for submission of review reports must be adhered to. Failure to do so may result in a reduced payment or no payment.

**3. INSTRUCTIONS TO BIDDERS**

Bidders should read these instructions carefully as well as the Specification of Requirements section above (section 2) before completing the Tender documentation.

These instructions are designed to ensure that all Bidders are given equal and fair consideration. It is important therefore that you provide all the information asked for in the format and order specified.

The Bidder shall not make contact with any other employee, agent or consultant of the STA who is in any way connected with this procurement exercise during the period of the exercise, unless instructed otherwise by the STA.

All material issued in connection with this ITT shall remain the property of the STA and shall be used only for the purpose of this procurement exercise. Any confidential STA information shall either be returned to the STA or securely destroyed by the Bidder (at STA’s discretion) at the conclusion of the procurement exercise.

The Bidder shall ensure that each and every proposed sub-contractor, consortium member and adviser abides by the terms of these instructions.

The STA shall not be committed to any course of action as a result of:

* issuing this ITT or any invitation to participate in this procurement exercise;
* communicating with a Bidder or a Bidder’s representatives or agents in respect of this procurement exercise; or
* any other communication between the STA (whether directly or by its agents or representatives) and any other party.

Bidders shall accept and acknowledge that, by issuing this ITT, the STA shall not be bound to accept any application, and reserves the right not to conclude a contract for the services for which applications are invited.

The STA reserves the right to amend, add to, or withdraw all or any part of this ITT at any time during the procurement exercise.

**3.1 Application validity**

Your application should remain open for acceptance for a period of 30 days from the submission date.

**3.2 Proposed contract**

This contract will be let under the terms and conditions of Framework Ref: STA- 0221. The contract will be for the period 1 June 2019 – 31 October 2020. The following special terms will be applied:

* The parties acknowledge that, except for any information which is exempt from disclosure in accordance with the provisions of the Freedom of Information Act (FOIA), the contents of this Order are not Confidential Information. STA shall be responsible for determining at its absolute discretion whether any of the content of the Order is exempt from disclosure in accordance with the provisions of the FOIA.
* Notwithstanding any other term of the Order, the Contractor hereby gives consent for STA to publish the Order publicly in its entirety, including from time to time agreed changes to the Order, as well as payments made in accordance with the Order.

Bidders should set out below any concerns relating to the use of the Framework terms and conditions or Order Special Terms for this work, noting that STA gives no undertaking to agree to any changes. Draft contract attached in Appendix 1.

|  |  |  |
| --- | --- | --- |
| **Contract Reference** | **Issue** | **Proposed mitigation** |
|  |  |  |

A copy of the draft contract is included in the Appendix for your information.

**3.3 Procurement and delivery timescales**

The proposed procurement timetable is set out below:

|  |  |
| --- | --- |
| **Date** | **Stage** |
| 01/03/2019 | ITT issued |
| 05/04/2019 Midday | Deadline for clarification questions |
| 24/04/2019 Midday | Deadline for submission of applications |
| 31/05/2019 | Notification to successful suppliers |
| 01/06/2019 | Contract start date |

**3.4 Clarification questions**

Clarification requests should be submitted by e-mail only to: [TendersTD.STA@education.gov.uk](mailto:TendersTD.STA@education.gov.uk) and copied to [Rashida.akbar@education.gov.uk](mailto:Rashida.akbar@education.gov.uk).

In order to ensure equality of treatment of Bidders, STA intends to publish the questions and clarifications raised by Bidders, together with the STA's responses (but not the source of the questions), to all participants at regular intervals along with is ITT and the proposed contract.

Bidders should indicate if a query is of a commercially sensitive nature – where disclosure of such a query and the answer would or would be likely to prejudice its commercial interests. However, if STA at its sole discretion does not either consider the query to be of a commercially confidential nature, or one which all Bidders would potentially benefit from seeing, then STA will either:

* invite the Bidder submitting the query either to declassify the query or allow the query, along with the STA’s response, to be circulated to all Bidders; or
* request the Bidder, if it still considers the query to be of a commercially confidential nature, to withdraw the query.

STA reserves the right not to respond to a request for clarification or to circulate such a request where it considers that the answer to that request would be likely to prejudice its own commercial interests.

**3.5 Preparation of application**

Bidders are solely responsible for their costs and expenses incurred in connection with the preparation and submission of their application. Under no circumstances will STA, or any of their advisers, be liable for any costs or expenses borne by Bidders, sub-contractors, suppliers or advisers in this process.

Bidders are required to complete and provide all information required by the STA. Failure to comply with these requirements may lead STA to reject an application.

STA relies on Bidders' own analysis and review of information provided. Consequently, Bidders are solely responsible for obtaining the information which they consider is necessary in order to make decisions regarding the content of their applications and to undertake any investigations they consider necessary in order to verify any information provided to them by STA during the procurement process.

**3.6 Confidentiality**

All information supplied by STA to Bidders must be treated in confidence and not disclosed to third parties except insofar as this is necessary to obtain sureties for the purposes of submitting the Quote.

All information supplied by Bidders to STA will similarly be treated in confidence except for the disclosure of such information as may be required in accordance with the requirements of UK government policy on the disclosure of information relating to government contracts including the Freedom of Information Act.

**3.7 Conflict of interest**

Any conflicts of interest should be declared in the bidder’s application including other work for STA that could conflict with the objective and successful discharge of these services. For example, bidders would need to declare their interest if they carried out work for any organisation contributing to the development or delivery of the national curriculum tests or skills tests. This would include organisations or individuals on the modified, item writing and quality assurance frameworks.

**3.8 Daily rates and payment**

Payments for Inclusion Expert work will be as follows:

* Panel meeting attendance: panel attendees will receive £250 per day of attendance.
* Reviewing materials and completing the questionnaire (specified time): attendees will receive £200 per day each for completed questionnaires.
* Report writing (specified time): reports for the representation and diversity reviews are required at text selection stage for reading and skills tests will be paid at the rate of £200 per day. Travel and subsistence will be paid in line with government guidelines. For overnight stays accommodation will be paid for within the limits of government policy.

Applicants will be paid on the completion of the relevant work.

Please note that individuals will be taxed at source and VAT is not applicable.

**3.9 Submission of applications**

The application must be submitted in the form specified by completing the Bidder’s Response section and using Arial 11 font and in English. Word limits must be adhered to and material in excess of these limits will not be evaluated.

Bidders must submit their responses in electronic format as a Microsoft Word 2016 (or equivalent) of the Bidders Response with their name (individual applicants) or their organisation name (if bidding company) in the document title.

Applications must be received by midday 24 April 2019 and should be sent to [TendersTD.STA@education.gsi.gov.uk](mailto:TendersTD.STA@education.gsi.gov.uk) and copied to [Rashida.Akbar@education.gov.uk](mailto:Rashida.Akbar@education.gov.uk).

Applications will be accepted at any time up to this deadline but will not be opened or evaluated until the deadline has passed.

Any application received after the deadline may be rejected unless the Bidder can provide irrefutable evidence that the application was capable of being received by the due date and time and that delivery failure was beyond their reasonable control.

**3.10 Right to reject/disqualify**

The STA reserves the right to reject or disqualify a Bidder where:

* the Bidder fails to comply fully with the requirements of this ITT, including proper completion of the format for response, or is guilty of a serious misrepresentation in supplying any information required in this document; or
* there is a change in identity, control, financial standing or other factor relating to the Bidder that impacts on the selection and/or evaluation process.

**3.11 Debriefing**

Following the conclusion of the process, all unsuccessful Bidders will have the opportunity of a debriefing. Unsuccessful Bidders should notify STA by email that they wish to be debriefed. STA will aim to debrief unsuccessful Bidders within 10 working days of receiving such a request.

**4. EVALUATION METHODOLOGY**

**4.1 Basis of award decision**

Applications will be evaluated in order to determine the most advantageous solution for STA in line with the Framework ordering process.

Applications that meet the quality threshold of 60% for each applicable section will be added to the Inclusion Expert Framework.

**4.2 Evaluation process**

Applications will be formally logged upon receipt. Any application that is received after the deadline may be rejected.

Following the deadline, a compliance check will then be conducted on all bids that are received on time to determine whether they correspond to the application requirements. STA may reject any application that does not comply with these requirements.

Applications will be evaluated solely on the responses and associated evidence provided by the Bidder in the following sections of this ITT.

The method of scoring the evaluation sections will be a 0 - 4 point scale. Evaluators will use this to assign a score to each evaluation question response.

|  |  |
| --- | --- |
| Score | Description |
| 4 marks | A score of 4 will reflect that the bidder has demonstrated highly relevant experience and expertise and therefore has a high probability of successfully delivering the required work. |
| 3 marks | A score of 3 will reflect that the bidder has demonstrated sufficient relevant experience and expertise and therefore has a good probability of successfully delivering the required work. |
| 2 marks | A score of 2 will reflect that the bidder has demonstrated some relevant experience and expertise and therefore has some probability of successfully delivering the required work. |
| 1 mark | A score of 1 will reflect that the bidder has not demonstrated relevant experience and expertise and therefore is unlikely to be able to successfully deliver the required work. |
| 0 marks | No answer provided. |

**4.3 Award decision**

Applications will be reviewed individually against the stated criteria. All applicants who exceed the threshold scores for each applicable section will be considered for inclusion on the Framework. The passing technical quality threshold is 60%.

**4.4 Allocation of Work**

Work will be awarded on first come first served basis subject to availability of experts. We will write to all successful Inclusion Experts on the Inclusion Experts Framework the first time we require Inclusion Experts for the relevant specialisms and award the work to those experts who express an interest first. The next time we require these services, we shall write to the Inclusion Experts again but remove those who were awarded work the first time around from the circulation. Subsequent work will continue to be allocated using this method (i.e. those already allocated work will be excluded) until all experts on the framework have been allocated one piece of work. Once all Inclusion Experts have been allocated work, the cycle will repeat. Allocating work in this way is designed to ensure fairness and mitigate the risk of work always being awarded to the same individuals.

Please note that if you have applied for, and are successful for more than one inclusion expert role, you will be restricted to carrying out the inclusion review for one specialism only for a given subject in any review round.  For example, if you are on the framework for two specialisms (e.g. hearing impairment and visual impairment) and are selected to carry out an inclusion review for a particular subject (e.g. key stage 1 reading), you will be told which specialism you will be using to review the test materials; it will not be for both.  However, you may be selected to review for the other specialism for a different subject (e.g. key stage 2 mathematics).

**4.5 Quality**

A quality assessment will be carried out upon completion of each allocated piece of work. Experts who pass the quality assessment will be eligible for later allocation according to the rules above. Those who do not pass the quality assessment will no longer be eligible for later allocations.

**5. BIDDER’S RESPONSE**

**Part A: General**

Please provide responses to questions in the table below. Please note that this section is not scored.

|  |  |
| --- | --- |
| **What is your inclusion specialism?**   * Communication and language development (including dyslexia) * Behavioural development * Autism spectrum disorders * SEND * Representation and diversity * Hearing impairments (HI) * Visual impairments (VI) * English as an additional language (EAL)   **If you have more than one specialism, specify all that apply.** | Please specify: |
| **How many years’ experience do you have of working in your chosen inclusion specialism(s)?** | Please specify: |
| **Specify the age range for your experience working in your chosen inclusion specialism(s).** | Please specify: |
| **Do you have any formal training / qualifications in relation to the Inclusion Expert role(s) that you are applying for?** | Please specify: |

**Part B: Inclusion Expertise and Experience**

**Please note that this section is MANDATORY: All applicants MUST complete this section in order to be considered for enrolment onto the Inclusion Experts Framework. Failure to provide responses to questions in this section will result in your application being rejected.**

If you wish to apply for more than one inclusion specialism please note that you will need to provide responses to the questions for each specialism separately.

Applications will be evaluated solely on the responses and associated evidence provided by the Bidder in this section of the ITT. Evaluation criteria set out in section 4.2 will be used for evaluating responses to questions in this section.

|  |  |
| --- | --- |
| **Specialism 1:** | [Please indicate] |

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| **Expertise and experience of your chosen inclusion specialism or representative group** |
| **Q1. In no more than 500 words, please give details of your expertise and experience of working in your diversity / inclusion specialism or in acting as a representative, including any formal training undertaken. Provide details where expertise has been used in educational settings.**  Your response should demonstrate strong experience and expertise of working in the inclusion specialism role for which you are applying  *Question weighting = 60%* |
| **Bidder’s Response:**  *Word count =* |
| **Q2. In no more than 350 words, give one example of a time when your input led to**  **improved inclusivity in a particular project, publication or classroom**  **situation. Describe what you did, how you tackled any problems or challenges**  **and the final outcome.**  Your response should demonstrate approach to a particular piece of work and ability to deal with concerns.  *Question Weighting = 40%* |
| **Bidder’s Response:**  *Word count =* |

The technical quality threshold is 60%.

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| --- | --- |
| **Specialism 2:** | [Please indicate] |

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| --- |
| **Expertise and experience of your chosen inclusion specialism or representative group** |
| **Q1. In no more than 500 words, please give details of your expertise and experience of working in your diversity / inclusion specialism or in acting as a representative, including any formal training undertaken. Provide details where expertise has been used in educational settings.**  Your response should demonstrate strong experience and expertise of working in the inclusion specialism role for which you are applying  *Question weighting = 60%* |
| **Bidder’s Response:**  *Word count =* |
| **Q2. In no more than 350 words, give one example of a time when your input led to**  **improved inclusivity in a particular project, publication or classroom**  **situation. Describe what you did, how you tackled any problems or challenges**  **and the final outcome.**  Your response should demonstrate approach to a particular piece of work and ability to deal with concerns.  *Question Weighting = 40%* |
| **Bidder’s Response:**  *Word count =* |

The technical quality threshold is 60%.

|  |  |
| --- | --- |
| **Specialism 3:** | [Please indicate] |

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| --- |
| **Expertise and experience of your chosen inclusion specialism or representative group** |
| **Q1. In no more than 500 words, please give details of your expertise and experience of working in your diversity / inclusion specialism or in acting as a representative, including any formal training undertaken. Provide details where expertise has been used in educational settings.**  Your response should demonstrate strong experience and expertise of working in the inclusion specialism role for which you are applying  *Question weighting = 60%* |
| **Bidder’s Response:**  *Word count =* |
| **Q2. In no more than 350 words, give one example of a time when your input led to**  **improved inclusivity in a particular project, publication or classroom**  **situation. Describe what you did, how you tackled any problems or challenges**  **and the final outcome.**  Your response should demonstrate approach to a particular piece of work and ability to deal with concerns.  *Question Weighting = 40%* |
| **Bidder’s Response:**  *Word count =* |

The technical quality threshold is 60%.

**Part C: Additional questions** (not scored)

Please provide responses to questions in the table below. Please note that this section is not scored.

|  |  |
| --- | --- |
| **Are you classed as a Small Medium Enterprise (SME)?** | Yes / No |
| **If you are currently working on any test development / marking activities for STA or any other organisation, please provide details here.** | Please specify: |
| **Please indicate periods of known unavailability for the duration of the contract.** | Please specify: |

**Part D: Declaration by Bidder**

I have examined STA's requirements and the additional special terms set out in this ITT, and hereby offer to enter into a contract with STA for the required services and at the prices set out in this ITT.

I furthermore warrant that:

* I have the required corporate authority to sign this Tender;
* There has been no breach of STA's confidentiality requirements;
* There is no conflict of interest in our proposed delivery of this service;
* There has been no collusion with other Bidders or potential Bidders;
* There has been no canvassing of STA staff; and
* The Tender shall remain open for acceptance by STA for a period of 30 days after the due date for return of Tenders.

|  |  |
| --- | --- |
| Signed: |  |
| Name: |  |
| Date: |  |
| Role: |  |
| Authorised to sign Quotes on behalf of [organisation name]: |  |

**APPENDIX: DRAFT CONTRACT**

This draft contract document is for your information only. Successful bidders will be issued with contracts following the conclusion of the procurement process.

