

DPS Schedule 6 (Order Form Template and Order Schedules)

Order Form

ORDER REFERENCE: **24-25/019**

THE BUYER: **The Department for Education**

BUYER ADDRESS **Sanctuary Buildings, Great Smith Street,
London, SW1P 3BT**

THE SUPPLIER: **CFE (Research and Consulting) Ltd**

SUPPLIER ADDRESS: **Phoenix Yard, Upper Brown Street, Leicester,
LE1 5TE**

REGISTRATION NUMBER: **03345012**

DUNS NUMBER: **896795937**

APPLICABLE DPS CONTRACT

This Order Form is for the provision of the Deliverables and dated 3rd^d April 2025.

It's issued under the DPS Contract with the reference number **RM6126 CCS Research & Insights Marketplace DPS** for the provision of **Evaluation of the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators**

DPS FILTER CATEGORY(IES):

Impact assessment, Multivariate analysis, Thematic analysis, Quantitative, Qualitative, Mixed method (qualitative and quantitative), Online, Telephone, CATI (computer assisted telephone interview), Case studies, Cognitive interviewing / testing, Depth interviews, Focus group discussions, Impact evaluation, Experimental / quasi-experimental impact evaluation, Theory-based impact evaluation (incl. Theories of Change (ToC) and Logic Modelling), Process evaluation, Evaluation scoping / evaluability assessment, Random / stratified random sample, Probability-based sample, Quota-based sample, Cluster sampling, Mixed-mode, Purposive sampling, Push-to-web, Two-stage sampling, England

ORDER INCORPORATED TERMS

The following documents are incorporated into this Order Contract. Where numbers are missing we are not using those schedules. If the documents conflict, the following order of precedence applies:

1. This Order Form including the Order Special Terms and Order Special Schedules.
2. Joint Schedule 1(Definitions and Interpretation) **RM6126 CCS Research & Insights Marketplace DPS**



DPS Joint Schedule 1
- Definitions v1.0.pdf

3. DPS Special Terms
4. The following Schedules in equal order of precedence:

5. Joint Schedules for **RM6126 CCS Research & Insights DPS**

- [Joint Schedule 1 is covered in '2.' above, and *must* be included]
- Joint Schedule 2 (Variation Form)



DPS Joint Schedule 2
- Variation Form v.1.0

- Joint Schedule 3 (Insurance Requirements)



DPS Joint Schedule 3
- Insurance Requirem

- Joint Schedule 4 (Commercially Sensitive Information)



Joint Schedule 4

- [Joint Schedule 5 is covered in '6.' Below, and *must* be included]
- [Joint Schedule 6 (Key Subcontractors)]



DPS Joint Schedule 6
- Key Subcontractors '

- Joint Schedule 10 (Rectification Plan)











DPS Joint Schedule
10 - Rectification Plan


- Joint Schedule 11 (Processing Data)



Joint Schedule 11

- Order Schedules for **24-25/019**
 - Order Schedule 1 (Transparency Reports)

Order Schedule 1
 - Order Schedule 2 (Staff Transfer)

Order Schedule 2
 - Order Schedule 3 (Continuous Improvement)

DPS Order Schedule
3 - Continuous Impro
 - [Order Schedule 4 (Order Tender)]

Technical
response_CFE.pdf
 - [Order Schedule 5 (Pricing Details)]

Price Schedule
 - [Order Schedule 7 (Key Supplier Staff)]

Order Schedule 7
 - [Order Schedule 10 (Exit Management)]

Order Schedule 10
 - [Order Schedule 20 (Order Specification)]

Order Schedule 20

6. CCS Core Terms (DPS version) v1.0.3


RM6126 DPS Core
Terms v1.0.pdf

7. Joint Schedule 5 (Corporate Social Responsibility)



DPS Joint Schedule 5
- Corporate Social Re:

No other Supplier terms are part of the Order Contract. That includes any terms written on the back of, added to this Order Form, or presented at the time of delivery.

ORDER SPECIAL TERMS

The following Special Terms are incorporated into this Order Contract:

Special Term 1. Safeguarding Children and Vulnerable Adults

Special Term 2. Project outputs

Special Term 3. Departmental Security Standards for Business Services and ICT Contracts



Special Terms

ORDER START DATE: 03/04/2025

ORDER EXPIRY DATE: 31/12/2029 – with the option to extend by up to two years

ORDER INITIAL PERIOD: [4 years, 9 months]

BREAK CLAUSES

At the end of each year of the contract, the project and associated contract will be reviewed. The first annual review meeting will take place in March 2026 and will be conducted annually for each year of the contract. Following each annual review meeting, the contract may be terminated with effect of 10 days, by notice in writing by the Buyer.

The Buyer reserves the right to terminate the contract following the conclusion of future Spending Reviews. The first Spending Review is planned to conclude in late spring of 2025.

DELIVERABLES

See details in Order Schedule 20 (Order Specification)]

MAXIMUM LIABILITY

The limitation of liability for this Order Contract is stated in Clause 11.2 of the Core Terms.

Order charges are listed for two scenarios. The Buyer will decide which scenario will be carried forward in May 2025 once the Supplier has informed the Buyer of the outcome of the feasibility study. Detailed breakdowns of the deliverables included in each milestone for both scenarios are set out in the payment schedule:



Payment Schedule

The Estimated Year 1 Charges used to calculate liability in the first Contract Year is [REDACTED] exclusive of VAT (scenario 1) or [REDACTED] exclusive of VAT (scenario 2).

ORDER CHARGES – SCENARIO 1 QED APPROACH

[REDACTED]

ORDER CHARGES

Expenditure for the financial year 2025-26 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2026-27 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2027-28 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2028-29 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2029-30 shall not exceed [REDACTED] exclusive of VAT.

ORDER CHARGES – SCENARIO 2 THEORY-BASED APPROACH

[REDACTED]

ORDER CHARGES

Expenditure for the financial year 2025-26 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2026-27 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2027-28 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2028-29 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2029-30 shall not exceed [REDACTED] exclusive of VAT.

Total Project expenditure shall not exceed **£350,000** exclusive of VAT. The total project expenditure is greater than order charges for scenario 1 and 2. Additional budget may or may not be spent.

REIMBURSABLE EXPENSES

None

PAYMENT METHOD

DPS Schedule 6 (Order Form Template and Order Schedules)

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Via BACS upon submission of valid invoice

BUYER'S INVOICE ADDRESS:

Department for Education, Sanctuary Buildings, Great Smith Street,
London SW1P 3BT

Invoices must be submitted in pdf format, state the Purchase Order number
(provided separately to this form), and sent via email to

AccountsPayable.OCR@education.gov.uk

BUYER'S AUTHORISED REPRESENTATIVE

[REDACTED]

Project Manager

[REDACTED]

Department for Education, Piccadilly Gate, Store Street, Manchester M1 2WD

BUYER'S ENVIRONMENTAL POLICY

Department for Education Sustainability and Climate Change Strategy, 21 April
2022, available online at: [Sustainability and climate change strategy - GOV.UK](#)

BUYER'S SECURITY POLICY

Department for Education Personal Information Charter, available online at:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter#co>

SUPPLIER'S AUTHORISED REPRESENTATIVE

[REDACTED]

Managing Director

[REDACTED]

Phoenix Yard, Upper Brown Street, Leicester, LE1 5TE

SUPPLIER'S CONTRACT MANAGER

[REDACTED]

Senior Research Manager

[REDACTED]

Phoenix Yard, Upper Brown Street, Leicester, LE1 5TE

PROGRESS REPORT FREQUENCY

Weekly progress reports via e-mail

PROGRESS MEETING FREQUENCY

Weekly. During periods of less intensive activity these meetings may be reduced to fortnightly or monthly but will be agreed with the Buyer.

KEY STAFF

See 'DPS Order Schedule 7'

KEY SUBCONTRACTOR(S)
The University of Exeter (UoE)
Qa Research

E-AUCTIONS
Not applicable

COMMERCIALLY SENSITIVE INFORMATION
See 'DPS Joint Schedule 4'

SERVICE CREDITS
Not applicable

ADDITIONAL INSURANCES
Not applicable

GUARANTEE
Not applicable

SOCIAL VALUE COMMITMENT
The Supplier agrees, in providing the Deliverables and performing its obligations under the Order Contract, that it will comply with the social value commitments in Order Schedule 4 (Order Tender)]

For and on behalf of the Supplier:		For and on behalf of the Buyer:	
Signature:		Signature:	
Name:		Name:	
Role:		Role:	
Date:		Date:	

Joint Schedule 4 (Commercially Sensitive Information)

What is the Commercially Sensitive Information?

In this Schedule the Parties have sought to identify the Supplier's Confidential Information that is genuinely commercially sensitive and the disclosure of which would be the subject of an exemption under the FOIA and the EIRs.

Where possible, the Parties have sought to identify when any relevant Information will cease to fall into the category of Information to which this Schedule applies in the table below and in the Order Form (which shall be deemed incorporated into the table below).

Without prejudice to the Relevant Authority's obligation to disclose Information in accordance with FOIA or Clause 16 (When you can share information), the Relevant Authority will, in its sole discretion, acting reasonably, seek to apply the relevant exemption set out in the FOIA to the following Information:

No.	Date	Item(s)	Duration of Confidentiality
Order Schedule 4	20.03.25	Order Tender	For the lifetime of the contract – until 31.12.29
Order Schedule 5	20.03.25	Pricing	For the lifetime of the contract – until 31.12.29

Pack for Call-off Competition

Attachment 3 – Statement of Requirements

Title: Evaluation of the National Professional Qualification (NPQ) for Special Educational Needs Coordinators

Contract Reference: 24-25/019

FURTHER COMPETITION FROM THE CROWN COMMERCIAL SERVICE RM6126 RESEARCH & INSIGHTS DYNAMIC PURCHASING SYSTEM (DPS)

Please see Attachment 7 – non-disclosure agreement (NDA).

- Bidders must agree to the terms of the non-disclosure information in order to receive additional information.
- Only after the NDA has been received will bidders then be sent the additional information pack. We aim to send this to you within one working day.

1. Purpose

- 1.1 The Department for Education referred to as ‘the Authority’ hereafter is seeking to commission a supplier to deliver a process and impact evaluation of the NPQ (National Professional Qualification) for SENCOs (Special Educational Needs Coordinators). It is anticipated that the evaluation will run from February 2025 until August 2029, with the option to extend by up to two years.
- 1.2 The aim of the NPQ for SENCOs is to provide SENCOs with consistent, high-quality training which enables them to work alongside other leaders to build a school culture in which pupils with SEND can participate meaningfully in the full life of the school, achieve ambitious outcomes and make successful transitions to their next steps.
- 1.3 The aim of the evaluation is to evaluate whether the NPQ for SENCOs is being implemented as intended and whether its intended outcomes and impacts are being, or are likely to be, delivered.

2. Background to the Contracting Authority

- 2.1 The Authority is responsible for children’s services and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England. This contract is being commissioned by the Workforce Research Unit in the Teachers Analysis Division (TAD). Research and evaluation undertaken and commissioned by TAD covers a range of policy areas relating to the teaching workforce in schools.

3. Definitions

Expression or Acronym	Definition
CPD	Continuing Professional Development
NPQ	National Professional Qualification
NASENCO	National Award for Special Educational Needs Coordination
SENCO	<p>Special Educational Needs Coordinator</p> <p>A qualified teacher in a mainstream school (including academies and free schools) who has day-to-day responsibility for the operation of SEND policy and co-ordinating SEN provision. SENCOs should also work with the headteacher and governing body to determine the strategic development of SEND policy and provision in the school.</p>
SEND	<p>Special Educational Needs and Disabilities</p> <p>A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>A child of compulsory school age or a young person has learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.</p>
AP	Alternative Provision
ECF	<p>Early Career Framework</p> <p>The early career framework sets out what early career teachers are entitled to learn about and learn how to do when they start their careers. It underpins a new entitlement for 2 years of professional development designed to help early career teachers develop their practice, knowledge and working habits.</p>

4. Summary

- 4.1 The Authority is seeking to commission a process and quasi-experimental or theory-based impact evaluation of the NPQ for SENCOs. The evaluation will examine whether the delivery model is working as intended. It will also assess whether the programme is achieving its intended short-term outcomes. It is anticipated that a mixed-method approach will be employed to achieve these aims. The project is expected to commence in February 2025 and run until August 2029, with the option to extend by up to two years.

5. Background to the Requirement

5.1 Policy Background

- 5.1.1 In 2023, under the previous government, the Authority published its Special Educational Needs and Disabilities and Alternative Provision Improvement Plan, which included the introduction of a new leadership level NPQ for SENCOs. SENCOs play a vital role in setting the direction for their school and coordinating day-to-day SEND provision. All mainstream schools (including academies and free schools) must have a SENCO, and the SENCO must be a qualified teacher, or the headteacher working at the school.
- 5.1.2 The NPQ for SENCOs replaces the NASENCO as the mandatory SENCO qualification. From September 2024, SENCOs who have not completed or started the NASENCO will need to complete the NPQ within three years of appointment to the role. SENCOs who have already obtained the NASENCO or who were appointed before 1 September 2009 are not required to complete the NPQ.
- 5.1.3 The NPQ aims to ensure SENCOs receive consistent, high-quality training that provides them with the skills needed for the role. This will ensure that SENCOs and schools work from the same evidence base and put in place high quality support for pupils with SEND. The new SENCO qualification is part of the Department for Education's evidence based continuing professional development offer provided through the NPQ programme.

5.2 Course Delivery

- 5.2.1 The NPQ for SENCOs will be delivered by six different lead providers, listed below.
- [Ambition Institute](#)
 - [Best Practice Network](#)
 - [Church of England](#)
 - [National Institute of Teaching](#)
 - [Teach First](#)
 - [University College London \(UCL\) Institute of Education](#)
- 5.2.2 Lead providers will work with delivery partners, such as teaching school hubs, to provide training. Lead providers will have autonomy, within the constraints of the

NPQ for SENCOs content framework, to design and deliver the qualifications to meet the needs of participants.

5.3 Course Duration and Assessment

- 5.3.1 The NPQ for SENCOs takes 18 months to complete, followed by a 3 to 4 month assessment window. SENCOs meet their statutory requirement on receiving the outcome of their NPQ. The course will be assessed using a written assessment.
- 5.3.2 The first cohort started the NPQ in October 2024. Usually NPQs are delivered in October and Spring each year. Any changes to the delivery model will be shared with **potential suppliers** as soon as possible.

5.4 Participant Suitability

- 5.4.1 The course is primarily aimed at SENCOs working in mainstream schools, including academies and free schools, who are required to take the NPQ to meet the statutory requirements for the role. It may also benefit:
- Those aspiring to be a SENCO in the near future, whether or not they have secured a role yet;
 - Those in a non-statutory 'SENCO' role for example in an independent school, special school, alternative provision setting or 16-19 organisation. Staff in these roles may not have qualified teacher status (QTS);
 - Staff who support the SENCO, either formally as a deputy SENCO or leading a particular area of SEND provision within the school;
 - Line managers of SENCOs or other senior leaders with responsibility for curriculum, behaviour, pastoral needs or managing provision.

5.5 Scholarship Funding Eligibility

- 5.5.1 For autumn 2024, the Authority will provide scholarship funding for SENCO NPQ courses to all teachers and leaders from publicly funded schools and 16 to 19 educational organisations, hospital schools, young offender institutions, staff working in local authority virtual schools (local-authority-run organisations that support the education of children in care) and other local authority staff with a responsibility to deliver curriculum content (for example, local authority supply or peripatetic teachers). Future funding is to be confirmed in the upcoming Spending Review.

5.6 What the intervention will deliver

- 5.6.1 The Authority has developed a draft theory of change (ToC) for the NPQ for SENCOs, which outlines how we expect the programme to deliver its intended outcomes and impacts (see Annex A). The ToC reflects the Authority's early thinking and may be revised as learning develops. The outcomes and impacts we expect to see are also outlined below, however the Authority notes that measuring the ability of schools to meet the needs of their pupils with

SEND, and the attainment and well-being of pupils with SEND is out of scope of this evaluation.

Short-term Outcomes

Following completion of the NPQ, we expect participants will have:

- Improved confidence to perform their role
- Improved understanding of the evidence-base of how to best support pupils with SEND
- Improved understanding of legislation and statutory guidance needed for the role
- Improved ability to make decisions informed by the best available evidence-base
- Improved leadership skills
- An improved ability to carry out their SENCO role
- Improved job satisfaction

In addition to these outcomes, we would also like to explore satisfaction with career progression pathways.

Long-term Outcomes

We expect participants will have:

- Improved career progression

We expect schools (at a national level) will have:

- Increased consistency in SEND provision
- Improved ability to meet the needs of their pupils with SEND

We expect schools whose SENCO is participating in the NPQ will have:

- Improved quality of SEND provision
- Improved continuing professional development to support pupils with SEND
- Teachers have improved confidence that their schools' leadership team has a clear strategy for how to support pupils with SEND
- Improved culture where pupils with SEND can thrive
- Teachers have increased knowledge of high quality, effective SEND provision and how to put this in place

Impacts

The impacts we expect to see are:

- Improved outcomes (attainment and wellbeing) for pupils with SEND
- Increased retention of SENCOs within the workforce, within their school and within the SENCO role
- Increased retention of other teachers and leaders in the school

5.7 Previous Evaluations

5.7.1 The Department for Education has commissioned multiple evaluations of CPD programmes, including on-going evaluations of the 2021 reforms to the National Professional Qualifications and the Early Career Framework. We expect the evaluation of the NPQ for SENCOs to build on this previous work.

Findings reports from DfE commissioned evaluations of CPD programmes can be found here:

- Evaluation of the 2017 National Professional Qualifications - [Evaluation of the 2017 National Professional Qualifications - GOV.UK \(www.gov.uk\)](#)
- Evaluation of the 2021 reforms to the National Professional Qualifications (NPQs); interim reports 1 and 2 - [Evaluation of 2021 national professional qualifications - GOV.UK \(www.gov.uk\)](#)
- Evaluation of the national roll-out of the early career framework (ECF) induction programmes - [Early career framework induction evaluation - GOV.UK \(www.gov.uk\)](#)
- Teaching and Leadership Innovation Fund (TLIF) evaluation - [Teaching and Leadership Innovation Fund \(TLIF\) evaluation and project reports - GOV.UK \(www.gov.uk\)](#)

5.7.2 The Education Endowment Foundation has also undertaken and commissioned relevant studies:

- [Characteristics of Effective Teacher Professional Development | EEF \(educationendowmentfoundation.org.uk\)](#)
- [Early Career Framework Early Roll-out - trial | EEF \(educationendowmentfoundation.org.uk\)](#)
- [Special educational needs and disabilities \(SEND\) | EEF \(educationendowmentfoundation.org.uk\)](#)
- [Teacher quality, recruitment and retention | EEF \(educationendowmentfoundation.org.uk\)](#)

6. The Requirement

6.1. Research Objectives

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- 6.1.1 The aim of the research is to evaluate whether the NPQ for SENCOs is being implemented as intended and whether its intended outcomes and impacts are being, or likely to be, delivered.
- 6.1.2 It is expected that the evaluation will prioritise assessing the impact of the programme on short-term outcomes for several reasons: the identified shorter-term outcomes are likely to be more directly attributable to the intervention, findings would be available more quickly, and measurement is likely to be more difficult over time as more SENCOs undertake the NPQ. However, we welcome **potential suppliers** to propose approaches for assessing the long-term outcomes and impacts outlined below.

6.2. Overarching Research Questions

Take-up and Delivery

- What are the characteristics of those who take-up and complete the NPQ compared to those who do not?
- How do participants experience the application process?
- Is the delivery model working as intended?

Short term Outcomes (immediately after completing the NPQ)

- To what extent does the NPQ for SENCOs improve participants' ability and confidence to carry out the SENCO role?
- To what extent does the NPQ for SENCOs improve participants' leadership skills and their confidence to lead?
- Does job satisfaction improve for participants?

Long term Outcomes

- To what extent does the NPQ for SENCOs improve the culture around SEND in participating schools?
- To what extent does the NPQ for SENCOs improve participants' career progression?
- To what extent does the NPQ for SENCOs improve the consistency of SEND provision nationally?
- To what extent does the NPQ for SENCOs improve the quality of SEND provision in participating schools?

Impacts

- Does the NPQ for SENCOs impact retention of SENCOs within the workforce, within their school and within the SENCO role?
- To what extent does the NPQ for SENCOs impact the retention of other teachers and leaders in the school?

6.3. Sampling and Target Participant Group

- 6.3.1 The Authority has identified that the participant groups outlined below may be suitable for inclusion in the evaluation, however we encourage **potential suppliers** to identify the optimal participant groups to be included in the evaluation as part of their bid.

- Participants of the NPQ who are in post as a SENCO in mandatory settings (mainstream schools including academies and free schools)
- Participants of the NPQ who are not in post as a SENCO in a mandatory setting. This includes, but is not limited to: aspiring SENCOs, those fulfilling a similar role in other settings, staff who support the SENCO.
- Indirect participants: School leaders whose SENCO is participating in the NPQ, teachers working in schools whose SENCO is participating in the NPQ
- SENCOs that are required to complete the NPQ but have not yet taken part.
- Parents whose children with SEND attend a school where the SENCO is participating in the NPQ
- Lead providers of the NPQ for SENCOs
- Key officials at the DfE

6.4. Population Estimates

- 6.4.1 Data on estimated population sizes will be disclosed to **potential suppliers** on the condition that they complete the non-disclosure agreement form provided in **Attachment 7 – non-disclosure agreement (NDA)**. The Authority will provide data on the take-up of the NPQ with the successful bidder following contract award once this data is available, providing it is needed to deliver the evaluation.
- 6.4.2 Any quantitative research must enable the drawing of robust and representative samples, as far as possible. For the purposes of this research, representative means a sample with “strong external validity in relationship to the target population the sample is meant to represent... the findings of the survey can be generalised with confidence to the population of interest”¹. **Potential suppliers** should set how they would sample populations of interest as part of their proposal.

6.5. Data Sources

- 6.5.1 The following datasets are available however we encourage **potential suppliers** to identify and recommend the most appropriate data sources for use in the evaluation. Unpublished data will be shared with the supplier, subject to agreement by the Department’s Data Sharing Approval Panel. **Suppliers** should also lay out in their bid the robustness and timing implications of using each source.
- **School Workforce Census (SWC)**. The School Workforce Census is a statutory data collection that takes place each autumn. The census collects information from schools and local authorities on the school workforce in state-funded schools in England, including information on teaching and support staff, their characteristics, teacher retention and pay, qualifications and details of the subjects taught in secondary schools. This dataset does not include individual e-mail addresses or telephone numbers for teachers and leaders.

¹ Lavrakas, Paul J., editor (2008) Representative Sample Encyclopaedia of Survey Research Methods accessed on 2nd October 2024 from <https://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n469.xml>

- [National Pupil Database \(NPD\).](#) [The National Pupil Database is created by linking individuals' personal information taken from data provided by schools and local authorities via statutory data collections \(such as the school census\) to attainment data from awarding bodies. The NPD holds information including demographics, attainment, absence and exclusion and children in need and children looked after in England.](#)
- [Get Information about Schools database \(GIAS\).](#) Get Information about Schools (GIAS) is the DfE's register for several organisation types and where information on other organisations is recorded and maintained.
- **Application- and applicant-level information held by the DfE's** [Register for a national professional qualification \(NPQ\)](#) service, including:
 - Applicant contact email
 - School or training setting
 - The training provider applied to
 - When the applicant became a SENCO or if they intend to become a SENCO
 - The status of their application and progress after starting, including course outcome

Note that DfE's Register for a NPQ service does not include contact telephone numbers.

6.6. Suggested Approach and Analysis

- 6.6.1 The evaluation will prioritise assessing impact, alongside a process evaluation. To obtain a robust measure of impact, our preferred approach is a quasi-experimental design. We are aware that this relies on obtaining a sufficient sample size and identifying a feasible comparator group. If a comparator group cannot be identified, we are interested in exploring a theory-based approach.
- 6.6.2 **Potential suppliers** should set out their assessment of the feasibility of this approach as part of their bid and should put forward their suggestions for methodology in scenarios where 1) a comparator group of a sufficient size can be identified, and 2) a comparator group cannot be identified. We also encourage **suppliers** to propose an alternative approach if they deem it superior. All approaches will be considered providing they meet the aims and objectives of the evaluation. The final approach will be agreed with the successful **supplier** once final data on NPQ registrations is available.
- 6.6.3 We propose that both scenarios would involve descriptive analysis of monitoring data from the SWC and DfE's Register for a NPQ service. Analysis at baseline will inform final decisions about the methods and sampling approach. Analysis at the endpoint will focus on

completion rates and patterns, including the profile of completers compared to non-completers.

- 6.6.4 We anticipate that both scenarios may also involve qualitative research and surveys. The successful **supplier** will be responsible for arranging any qualitative research directly with respondents. **Potential suppliers** should set out their approach to sampling for qualitative fieldwork, including the estimated size and profile of the sample. If surveys are included in the **Suppliers'** proposed approach, the **Supplier** must outline estimates of response rates and how they will be maximised, as well as how participant burden will be considered. **Suppliers** should also set out how they will ensure optimal linking between pre and post surveys if pre and post surveys form part of their approach. **Suppliers** should set out how any data collected will be shared back to the department for future analysis, including linking to administrative datasets.

6.7. Selecting a Comparator Group for quasi-experimental impact Analysis

- 6.7.1 To decide on the feasibility of conducting quasi-experimental analysis, we suggest that analysis should be conducted to determine whether a participant-level comparator group of sufficient size can be identified. We anticipate the comparator group will consist of SENCOs with similar characteristics as the intervention group, but who are not participating in the NPQ. We recommend that SENCOs in this group should not hold the previous SENCO qualification, the NASENCO. We welcome **potential suppliers'** views on the feasibility of including a comparator group in the evaluation based on expected population sizes. We also welcome **potential suppliers'** views on how they would sample the comparator group, and the sample sizes required to achieve robust samples for comparison with the intervention group.

6.8. Supplier Experience and knowledge

- 6.8.1 The **successful supplier** is expected to have experience of theory-based and quasi-experimental based evaluation methods. The **successful supplier** is also expected to have experience of working with administrative datasets, including data matching and working with combined survey data and administrative data. Experience of education research is also desirable.
- 6.8.2 The **successful Supplier** will be expected to be conversant with literature about the practice of monitoring and evaluation, including how this applies in the UK government context and at the DfE. **Suppliers** should be familiar with the following Government publications:
- HMT Magenta Book <https://www.gov.uk/government/publications/the-magenta-book>
 - HMT Green Book <https://www.gov.uk/government/publications/the-green-book-appraisal-and-evaluation-in-central-government>

6.9. Liaison Arrangements

- 6.9.1 The **successful Supplier** will be required to agree the timings of keep-in-touch meetings with the DfE project manager, to inform them of progress and ensure timely responses to any

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issues or concerns. It is envisaged that a project set-up meeting will take place in February 2025 (via Microsoft Teams), after which regular keep-in-touch meetings will be required. The **Supplier** will also be required to prepare for and attend steering group meetings at key points in the evaluation – we estimate that these will occur twice a year.

6.10. Timings

DATE	ACTIVITY
19/11/2024	Launch of Procurement via Jaggaer e-Tendering Portal
19/11/2024	Clarification period starts
03/12/2024 09:00	Clarification period closes ("Bid Clarification Deadline")
10/12/2024	Deadline for the publication of responses to Clarification questions
20/12/2024 09:00	Deadline for submission of Bid ("Bid Submission Deadline")
30/12/2024	Commencement of Evaluation Process
31/01/2025	Proposed Award Notification Date
14/02/2025	Expected execution (signature) date for Contract
17/02/2025	Expected commencement date for Contract

6.11. Fieldwork and Reporting Timelines

6.11.1 The successful **supplier** will be notified by February 2025. To collect baseline data as soon as possible following cohort 1 starting the NPQ in Autumn 2024, we anticipate that fieldwork will need to start as soon as possible after contract award.

6.11.2 To enable policy development, it is key that this evaluation feeds into early process learning to inform continuous improvement of the programme. We expect **potential suppliers** to recommend a reporting schedule that balances the need for timely insight with efficiency, as part of their bid.

6.12. Budget

6.12.1 The budget for this project, including expenses and any respondent incentive payments is £350,000 (excluding VAT). The value of the contract may be increased in future years if additional work is required. Any increase in value, or extension of the contract, would be subject to further approvals. Any changes to the contract would also need to comply with the relevant regulations for public contracts. A detailed breakdown of costs is required within **Attachment 4 Price Schedule** as per the instructions set out in **Attachment 2 Instructions to Bidders**.

6.13. Format of Proposal

6.13.1 Your written proposal should clearly demonstrate how you will deliver the requirements, including whether the services will be delivered solely by your 'in-house' capability or whether you intend to Sub-Contract any element(s) of the Services delivering the proposal. Details of sub-contractors should also be provided as part of your response to Qualification Criteria 4 – Further Information within **Attachment 2 Instructions to Bidders**.

6.13.2 Your proposal should be in the following format:

- **Format:** Microsoft Word or PDF
- **Font:** Min. font size 11 pt
- **Page Limit:** No more than 10,000 words. Anything longer than this will be disregarded and not evaluated. This includes the Additional Proposal Sections.

6.13.3 Your proposal should contain the following:

- **Section 1:** Table of Contents - not included in word count.
- **Section 2:** Summary of Proposal.
- **Section 3:** Meeting the Requirement:
 - Aims and Objectives.
 - Methodology and Rationale.
 - Project Management and Monitoring.
 - Staffing (Include CVs of the project team members as an Annex – CVs are not included in word count).
 - Relevant expertise.
 - Outputs and Reporting.
 - Quality.
 - Timetable of Activities (Including time per activity).

- **Section 4:** Risk Management (Including Risk Register). (Further details given in 'Proposal Requirements – Section 4: Risk Management' below).
- **Section 5:** Data Security Consideration and Arrangements.
- **Section 6:** References
- **Section 7:** Social Value Theme – as detailed in TEC8 in '6. Technical Evaluation Criteria' of 'Attachment 2 Instructions to bidders'

6.14. Proposal Requirements – Section 4: Risk Management

- 6.14.1 You should submit as part of your proposal a one-page summary on what you believe will be the key risks to delivering the project and what contingencies you will put in place to address them.
- 6.14.2 A risk is any factor that may delay, disrupt, or prevent the full achievement of a project objective. All risks should be identified. For each risk, the one-page summary should assess its likelihood (high, medium, or low) and specify its possible impact on the project objectives (again rated high, medium, or low). The assessment should also identify appropriate actions that would reduce or eliminate each risk or its impact.
- 6.14.3 Typical areas of risk for a research project might include staffing, resource constraints, technical constraints, data access, timing, management, and operational issues, but this is not an exhaustive list.

6.15. Additional Proposal Requirements – Dependencies

- 6.15.1 You should indicate in your proposal if you are reliant on any third party for the access of information, data or undertaking any of the work. This should be considered in addition to your requirement to outline formal sub-contracting arrangements within your response.

6.16. Additional Proposal Requirements – Monitoring Techniques

- 6.16.1 You should indicate in your proposal how you will monitor the project to ensure it is delivered in terms of quality, timeliness, and cost.

6.17. Additional Proposal Requirements – The Use of Incentives

- 6.17.1 With some important exceptions, the Authority believes that the routine use of respondent incentives in surveys is, in general, not justified as they are rarely cost effective in either increasing participation or reducing non-response

biases. If you are proposing the use of respondent incentives in your proposal you must set out why you feel they are necessary, why it is not possible to achieve the required sample sizes or response rates without the use of incentives, how and to what extent they will raise the overall response rate, how you will mitigate any specific biases that could be introduced, and provide a cost comparison with non-incentive methods. Your arguments should be supported by empirical evidence from past use.

6.17.2 The exceptions to this are payment for participation in group discussions or in-depth qualitative interviews, payment to cover respondent expenses e.g., travel and childcare costs, and compensation for excessive demand on respondents, e.g., taking basic skills tests, diary keeping, panel maintenance and compensating schools for the respondent's time. If you wish to use a prize draw incentive then you must also set out in your proposal how you will comply with all relevant legislation and codes of practice (e.g., the MRS Regulations for Administering Incentives and Free Prize Draws), state that you shall be solely liable for any breach of these and that you shall indemnify the Authority against any claims that may be made under them.

7. Key Milestones and Deliverables

7.1 The successful **supplier** will be expected to prepare all outputs relating to the project to the timelines agreed at project inception and written into the contract. The successful **supplier** will conduct analysis at baseline to inform decisions on the final sampling and methodological approach. Therefore, the contract will include deliverables that are guaranteed, in addition to deliverables which will be subject to call off.

7.2 We expect **potential suppliers** to outline the outputs that will be produced for the project as part of their bid. Outputs should balance the need for timely insight with efficiency. Each output will be subject to review by the Authority and will be signed off by the Authority prior to use and/or publication.

7.3 Deliverables will include the following:

- A full evaluation plan and evaluation framework
- A short word report detailing analysis of monitoring information once full application data is available. This output must adhere to the DfE style guide and publishing standards. The exact format, length and contents of the report would be decided between the successful **supplier** and the Authority.
- Research materials including any questionnaires, topic guides, privacy notices and any project background for participants
- Analysis plans for any quasi-experimental impact analysis, detailing available data, proposed methods, limitations and assumptions.

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- Full, labelled data tables for any surveys with agreed cross breaks. As a minimum these will include all questionnaire questions and demographics, but the Authority reserves the right to request additional breaks including breaks based on linked administrative data. All tables should include confidence intervals and significance testing for each cell.
- Pseudonymised, cleaned and coded SPSS and R datafiles of quantitative outputs, including any derived variables. If any weighting is needed, the weighting variable should also be provided, along with instructions for the Authority as to how and when to apply the weighting.
- Anonymised transcripts from qualitative fieldwork.
- Data linking files with respondent number and multiple matching variables/ identifiers to enable high quality data matching (e.g. teacher reference number, staff matching reference)
- Semi-regular presentations of interim findings delivered to key stakeholders, aligned to the end of key fieldwork milestones
- Final research report in word, adhering to the DfE style guide² and accessibility requirements. The exact format, length and contents of the report would be decided between the successful **Supplier** and the Authority. All reports should include a full methodological or technical annex. The technical annex must include explanations of modelling and assumptions used.
- Labelled syntax for the creation of derived variables and any analysis

7.4 The successful **Supplier** will also be expected to produce a contract Exit plan.

7.5 The Authority will set out the final deliverables once the Authority and the **successful Supplier** have agreed the approach.

7.6 Indicative timings of Key Milestones

Milestone	Delivery Date or Timeframe (timings are indicative and can be changed)

² [Research reports: template and style guide - GOV.UK](#). Note that this guidance may be updated over time.

8. Social Value and Sustainability

8.1. All bids will be assessed on social value as part of the tender assessment criteria. The criteria which **potential suppliers** must demonstrate they meet is outlined in '**Attachment 2 Instructions to Bidders' Technical Evaluation Criteria 8 (TEC8): Social Value- Wellbeing - Improve health and wellbeing**. Bids will be scored on their action to support the health and wellbeing, including physical and mental health, in the contract workforce. Bids will also be scored on influencing staff, suppliers, customers and communities through the delivery of the contract to support health and wellbeing, including physical and mental health.

9. Quality

9.1. **Evaluation findings must be sufficiently robust to guide future policy decisions. This means that any research undertaken as part of this Contract needs to be defensible in design and that the collection, analysis and interpretation of data must be transparent and systematic. Methodological decisions and any implications of such decisions must be clearly explained.**

9.2. **As part of the proposals, potential suppliers shall also provide a quality control plan that demonstrates their organisation's quality control procedures. Where relevant, this should include any specific accreditations held by the Supplier (e.g. ISO).**

9.3. **Suppliers should take note of the following guidelines for producing research outputs as part of this Contract. These are intended to ensure that the reporting process is efficient and produces outputs of good quality that will be acceptable to the Authority. The guidelines are:**

- All reports and other outputs of the Contract shall use language that a non-analyst would understand and have clear policy-relevant messages. Sentences, headings and paragraphs shall be short and concise. Slang and jargon shall be avoided. Where technical terms must be used, a glossary shall be provided;
- Reports shall be written in the third person and should refer to analytical findings in the past tense. The successful supplier shall ensure the style and tense used does not change throughout the report. Drafts must be consistent in language and acronyms, use of footnotes and use of references throughout;
- Research methods shall be described succinctly in the main text. Further detail

that would allow a technical peer reviewer to understand the research methods and ascertain their quality shall be provided in a technical annex;

- Reports should begin with an Executive Summary of 3-5 pages in length. This shall be suitable for use as a stand-alone summary of the research findings. It shall clearly identify the main points arising of policy relevance;
- Reports that are intended for publication shall be drafted using the DfE report template that will be provided by the Authority. In the case of these reports the successful **supplier** shall follow guidance provided for external partners on creating accessible documents so must be aware of the requirements;
- The successful **supplier** shall schedule a report-planning meeting with the Authority. This shall take place when data collection and analysis has been conducted and before drafting of the report begins. For this meeting, the successful **supplier** shall provide a suggested outline of the report contents and a narrative of the main points that will be covered and the emerging conclusions. Discussion and agreement on these points in advance should make the report writing process more efficient and minimise wasted effort by the **Supplier** and Authority;
- The **Supplier** shall build in time for thorough quality assurance of research outputs, including research reports, to ensure they have been thoroughly checked before submission and so are free from calculation errors. The schedule shall build in time for this process and should document it thoroughly;
- The **Supplier** should allow adequate time for the Authority to review draft reports and return comments. Any comments provided by the Authority must be fully addressed.

9.4. The Authority reserves the right to examine any aspect of the successful Suppliers' work in detail, including quality assurance documentation, or to commission suitable agents to do this.

9.5. Evaluation findings may be shared with NPQ for SENCOs delivery partners or other stakeholders or be published in Departmental research reports. The contractual arrangement between the successful Supplier and the Authority will need to enable the Authority to use the data in this way.

9.6. The Authority will own and retain all Intellectual Property Rights arising from this Research Project.

10. Price

- 10.1. Prices are to be submitted *only* within **Attachment 4 Price Schedule** as per the instructions set out in **Attachment 2 Instructions to Bidders** excluding VAT and including all other expenses**

relating to Contract delivery.

Suppliers should ensure that there is no reference to prices within the Technical sections of their bids.

11. Staff and Customer Service

- 11.1. The **Supplier** shall communicate all changes to the Key Personnel as defined in the Call-Off Contract throughout the Term.
- 11.2. The successful **supplier** shall provide a sufficient level of resource throughout the duration of the Contract to consistently deliver a quality service.
- 11.3. The successful **supplier's** staff assigned to the Contract shall have the relevant qualifications and experience to deliver the Contract to the required standard. Proposals should give details of relevant qualifications and expertise of all staff involved, and the respective roles of the team members.
- 11.4. If it is proposed to subcontract any of the work, similar information should be given about the staff involved, any management fees, if applicable, and arrangements for quality assurance. The Authority reserves the right to reject any proposed subcontracting if it has concerns about the implications for the quality of outputs.
- 11.5. Bids should emphasise how project responsibilities will be distributed amongst team members of differing expertise.
- 11.6. The **Supplier** shall ensure that staff understand the Authority's vision and objectives and will provide excellent customer service to the Authority throughout the duration of the Contract.
- 11.7. The **Supplier** shall communicate all changes to the Key Personnel as defined throughout the contract.
- 11.8. The **Supplier** will be expected to be flexible in their approach, be responsive to emerging priorities, and be able to apply their expertise in a fast-moving organisational/strategic environment to deliver short term tangible benefits.
- 11.9. The **Supplier** will be expected to provide weekly e-mail updates for the Authority detailing: progress with regards to milestones made in the previous week including completes and the response rate, key outstanding and upcoming/emerging issues (with planned or existing mitigations where relevant), key actions to be completed in the next week, including any meetings coming up.
- 11.10. The successful **Supplier** shall maintain open channels of communication with the Authority to resolve issues, share lessons learned and present new ways of working during project review meetings. Any proposed new ways of delivering the Services shall be brought to the Authority's attention and formally agreed prior to any changes being implemented.

11.11. We expect the bidders to illustrate that they have the following capabilities through (but not exclusive to) providing details of their previous relevant research, through bios of staff and collaborators and through details of their relevant internal processes:

11.12. Understanding of the Education Sector and Relevant Experience

11.13. Technical – Evaluation, research and analysis services capability including:

- Conducting desk-based literature synthesis work to integrate findings, identify potential case examples, evidence gaps and future areas of activity.
- Expertise in defining Theory of Change models/logic models to scope projects in cooperation with stakeholders and using theory-based evaluation methods to investigate the impact of an intervention, explain why an intervention did or did not work, and how context may have influenced outcomes
- Scoping and implementing quasi-experimental evaluation designs.
- Conducting counterfactual analysis – defining high quality counterfactuals, (for example using matching methods) and use these to make causal inferences.
- Conducting quantitative data collection, including research tool definition, sampling and undertaking quantitative fieldwork. This should include specific reference to drawing representative samples and should include more than one mode of distribution (i.e. online, face to face, telephone).
- Conducting qualitative data collection, including research tool definition and undertaking qualitative fieldwork.
- Expertise in the analysis of secondary data to identify trends.
- Expertise in analysing primary data collections, both quantitative and qualitative, interpreting findings (including insight analysis) and producing visualisations.
- Expertise in the dissemination of findings via verbal and written communication, including publishable content.

11.14. Service Delivery, Staffing & Research Management capability, including:

- Approach to working with DfE throughout this contract, including identifying a single point of contact.
- Approach to risk management
- CVs for staff and collaborators outlining their expertise and experience suitable for this requirement;
- Roles and responsibilities in relation to this contract;
- Whether the team member is on staff at the Proposed Provider or a subcontractor.

- Quality assurance processes.
- Approach to ethical concerns
- Approach to data security and any accreditations held.

12. Service Levels and Performance

12.1. The Authority will measure the quality of the **Supplier's** delivery by:

KPI/SLA	Service Area	KPI/SLA description	Target
1	Delivery	Deliverables presented to the Authority according to the timescales determined at the start of each requirement and are in the agreed format.	99%
2	Output Quality	When agreed, deliverables are quality assured, clear, accurate and of a publishable standard (where relevant). This means that they are compliant with DfE publishing standards, use a DfE template (where relevant) and are free from errors.	99%
3	Staff	Staff appointed to the project are competent and suitably qualified to perform the work required of them. Staff communicate effectively, attend regular meetings and follow up as required. Staffs' deliverables are consistent with the requirements expected by the Authority.	99%
4	Project Management	The Authority is satisfied with the project management by the supplier, and that the overall project is under control.	99%
5	Delivery	Weekly emails during any fieldwork period from the Supplier to the Authority outlining progress (including as a minimum the number of completes, response rate and if project is on track with the agreed timescales).	99%

- 12.2. In the event of poor performance through the failure to deliver KPIs to time and/or of appropriate quality, the Authority shall meet with the successful **supplier** to understand the root causes of the issue. The successful **supplier** shall formulate a Performance Improvement Plan to rectify these issues and meet the requirements described above. The Performance Improvement Plan must be provided to the Authority's Contract Manager within 7 days in electronic format.
- 12.3. If poor performance continues, following formal written warnings, early termination of the Contract will also be considered.
- 12.4. The Authority will monitor the work of the successful **supplier** throughout the Contract through regular contact via multiple channels (e.g. emails, telephone and virtual meetings).
- 12.5. The Authority will also require the successful **supplier** to participate in regular review meetings to review the quality and performance of the services provided. The **Supplier** shall be appropriately represented at such review meetings.

13. Security and Confidentiality Requirements

13.1. Departmental Security Standards for Business Services and ICT Contracts

- 13.1.1 The Authority's security standards clauses are included as the Buyer's Security Policy within **Attachment 6a Order Contract Terms & Attachment 6b Order Form**.

13.2 Supplier Security Assurance Questionnaire

- 13.2.1 Suppliers and any sub-contractors are required to complete **Attachment 5 Supplier Security Questionnaire** as part of their bid, for the Authority to obtain a level of assurance with regards to our assets throughout the life of the contract.
- 13.2.2 **Suppliers** shall address any Data Protection or Information Security issues that they anticipate encountering in relation to the Contract and their approach to mitigate them. Any information security accreditations held by the successful **supplier** or sub-contracted organisations shall be clearly outlined.
- 13.2.3 The Authority reserves the right to reproduce or share any deliverables.
- 13.2.4 The successful **supplier** shall seek approval in advance from the Authority's Project Manager for any press release, presentation or publication related to this project until the final report is published; sufficient time should be allowed for this. After publication of the final report, the successful **supplier** shall keep the Authority's Project Manager informed of any further use of data and/or findings from the project.
- 13.2.5 All copyright, know-how and other property rights generated from this project remain property of the Crown. The successful **supplier** shall ensure that all documentation and wherever possible all computer media are clearly marked accordingly.

- 13.2.6 Any outputs shall not be published or shared with any third parties without the written permission of the Authority.
- 13.2.7 In some cases, work conducted under this contract (such as evaluation scoping work) may provide a foundation for future research or evaluation projects, which would be competitively tendered. In order to ensure a level playing field in any subsequent tendering exercise, the Department reserves the right to include outputs delivered under this contract as part of the specification for a subsequent tender. The **Supplier** should ensure that outputs under this contract are suitable for use in this way. This approach will ensure that the **Supplier** would be able to bid for any subsequent evaluation study, subject to it being tendered through a route which the **Supplier** has access to.
- 13.2.8 Data should be transferred in accordance with the Authority's requirements for security and confidentiality.

13.3 Data Collection

- 13.3.1 **Suppliers** will be expected to clear any data collection tools with the Authority before engaging in field work. **Suppliers** should include Data Privacy Notices for research participants via respondent documentation and/or interviewer briefing notes, and clearly state what the data is being collected for and on behalf of the Authority and that no reference is made, implied or otherwise, to the data being used solely by or available only to the supplier. **Suppliers** should establish with the Authority the legal basis for data processing under the General Data Protection Regulation and the Data Protection Act 2018.
- 13.3.2 The respondent documentation and/or interviewer shall ensure that the respondent clearly understands (before they give their consent to be interviewed) the purpose of the interview, that the information they provide will only be used for research and analysis purposes and, in the case of interviews (telephone or face-to-face), that they have the right to withdraw from the interview at any time. Where consent is used as the legal basis for data processing, consent procedures should ensure compliance with the General Data Protection Regulation and the Data Protection Act 2018.

13.4 Burden

- 13.4.1 The Authority seeks to minimise the burdens on schools taking part in surveys. It is therefore important that bids should set out how the proposed methodology will minimise the burden on schools.
- 13.4.2 When assessing the relative merits of data collection methods, the following issues should be considered:
- Only data essential to the project shall be collected;
 - Data should be collected electronically where appropriate and where schools and/or LAs prefer this;
 - Questionnaires should be pre-populated wherever possible and appropriate;

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- Schools must be given at least four working weeks to respond to the exercise from the date they receive the request; and
- LAs should receive at least two weeks, unless they need to approach schools in which case, they too should receive 4 weeks to respond.

13.4.3 The Contractor shall clear any data collection tools with the Authority before engaging in field work.

13.4.4 Researchers shall check with the Authority whether any of the information that they are requesting from schools can be provided centrally from information already held.

13.5 Consent Arrangements

13.5.1 The Authority and the **Supplier** shall agree in advance of any survey activity taking place the consent arrangements that shall apply for each of the participant groups. All participants should be informed of the purpose of the research, that the **Supplier** is acting on behalf of the Authority and that they have the option to refuse to participate (opt out). Where opt-in consent is used, the approach should be compliant with the General Data Protection Regulation and Data Protection Act 2018. Contact details should be provided including a contact person at the Authority. Children who are 16 or over will usually be able to give their own consent but even where this is so, the Contractor, in consultation with the Authority, should consider whether it is also appropriate for parents, guardians or other appropriate gatekeepers (e.g., schools, Local Authorities) to be informed when a child has been invited to participate in research.

14 Payment and Invoicing

14.1 Details of payment and invoicing requirements are included within **Attachment 6a Order Contract Terms** and **Attachment 6b Order Form**.

14.2 Following contract award, **the Authority** and successful **supplier** shall agree the payment schedule. It is expected that payments will be scheduled against project milestones, with a reasonable amount of the total contract value reserved for the final payment. Payments will be made once the Authority has approved that goods/services have been supplied or delivered to the quality required by the Authority.

Annex A - Draft Theory of Change for the NPQ for SENCOs

