

DPS Schedule 6 (Letter of Appointment and Order Schedules)
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DPS Schedule 6 (Letter of Appointment Template and Order Schedules)

Letter of Appointment

This Letter of Appointment is issued in accordance with the provisions of the DPS Contract Step into the NHS Communications Campaign between CCS and the Agency, dated 21/11/2023

Capitalised terms and expressions used in this letter have the same meanings as in the Order Incorporated Terms unless the context otherwise requires.

ORDER:

| | |
|----------------------|---------------|
| Order Number: | PO Number TBC |
|----------------------|---------------|

| | |
|---|---|
| Order Start Date: | Upon Signature |
| Order Expiry Date: | 12 months from signature date |
| Order Initial Period: | 12 Months |
| Order Optional Extension Period: | Up to 2 periods of 12 month extensions subject to funding and internal approvals of the Client. |

| | |
|------------------------------------|---|
| Goods or Services required: | Goods or Services required are set out in DPS Schedule 1 of the DPS Agreement and the relevant Brief and are to be delivered in line with the accepted Proposal as detailed at Annex A of this Letter. Subsequent calls for Goods or Services shall be priced and agreed using the Statement of Works form as per Annex B of this Letter of Appointment. |
|------------------------------------|---|

| | |
|---------------------|--|
| Key Staff: | For the Client: [REDACTED] For the Agency: [REDACTED] |
| Guarantor(s) | Not Applicable |

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| | |
|--|---|
| Order Contract Charges (including any applicable discount(s), but excluding VAT): | £69,600 |
| Liability | See Clause 11 of the Core Terms |
| Additional Insurance Requirements | Not Applicable |
| Client billing address for invoicing: | NHS ENGLAND X24 PAYABLES K005 PO BOX 312 LEEDS LS11 1HP |
| Special Terms | N/A |

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PROGRESS REPORT AND MEETING FREQUENCY

We will meet fortnightly to discuss progress but this might change to weekly at key points in the project.

KEY SUBCONTRACTOR(S)

N/A

COMMERCIALLY SENSITIVE INFORMATION

Not applicable

SOCIAL VALUE COMMITMENT

The Agency agrees, in providing the Goods or Services and performing its obligations under the Order Contract, that it will comply with the social value commitments in Order Schedule 4 (Order Proposal)

SERVICE CREDIT CAP

N/A

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 Letter of Appointment including the Order Special Terms and Order Special Schedules.
2. *Joint Schedule 1 (Definitions and Interpretation) RM6124*
3. *The following Schedules in equal order of precedence:*
 - *Joint Schedules for RM6124*
 - *Joint Schedule 2 (Variation Form)*
 - *Joint Schedule 3 (Insurance Requirements)*
 - *Joint Schedule 4 (Commercially Sensitive Information)*
 - *[Joint Schedule 6 (Key Subcontractors)*]
 - *Joint Schedule 10 (Rectification Plan)*
 - *Joint Schedule 11 (Processing Data)*
 - *Order Schedules for [Insert Order reference number]*
 - *Order Schedule 1 (Transparency Reports)*
 - *Order Schedule 2 (Staff Transfer)*
 - *Order Schedule 3 (Continuous Improvement)*
 - *[Order Schedule 9 (Security)*]
 - *[Order Schedule 10 (Exit Management)*]
 - *[Order Schedule 14 (Service Levels)*]
 - *[Order Schedule 15 (Order Contract Management)*]
 - *[Order Schedule 20 (Order Specification)*]
4. CCS Core Terms
5. *Joint Schedule 5 (Corporate Social Responsibility) RM6124*
6. *Order Schedule 4 (Proposal)* as long as any parts of the Order Proposal that offer a better commercial position for the Client (as decided by the Client) take

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precedence over the documents above.

No other Agency terms are part of the Order Contract. That includes any terms written on the back of, or added to this Order Form, or presented at the time of delivery. For the avoidance of doubt, the relationship between the Parties is non-exclusive. The Client is entitled to appoint any other agency to perform services and produce goods which are the same or similar to the Goods or Services.

FORMATION OF ORDER CONTRACT

BY SIGNING AND RETURNING THIS LETTER OF APPOINTMENT (which may be done by electronic means) the Agency agrees to enter into an Order Contract with the Client to provide the Goods or Services in accordance with the terms of this letter and the Order Incorporated Terms.

The Parties hereby acknowledge and agree that they have read this letter and the Order Incorporated Terms. The Parties hereby acknowledge and agree that this Order Contract shall be formed when the Client acknowledges (which may be done by electronic means) the receipt of the signed copy of this letter from the Agency within two (2) Working Days from such receipt.

| For and on behalf of the Client: | | For and on behalf of the Agency: | |
|--|---|--|---|
| Client Signature:  | | Agency Signature:  | |
| Name: |  | Name: |  |
| Role: |  | Role: |  |

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ANNEX A

Agency Proposal



Appendix E Bidder
Response Step Into N

Annex B

Statement of Work- Step into the NHS Communications Campaign

This Statement of Work is issued under and in accordance with the Order Contract entered into between the parties dated [insert date of signature of Order Contract.]

Any schedule attached to this Statement of Work will describe in detail the different types of Services to be provided under that Statement of Work. A schedule attached to this Statement of Work only applies to the relevant project to be delivered under that Statement of Work, and not to any other Statement of Work, or to the provision of the Services as a whole.

1.1 Where a Statement of Work would result in:

- a variation of the Services procured under this Order Contract;
- an increase in the Charges agreed under this Order Contract; or
- a change in the economic balance between the Parties to the detriment of the Client that is not provided for in this Order Contract, the relevant term(s) will be dealt with as a proposed Variation to this Order Contract in accordance with the Variation procedure set out in Clause 24.

Project:

Project start Date
Notice period for
cancellation
[Project Notice
Period]:
Overarching
Brand/Campaign

Communications and Marketing campaign to encourage NHS careers by illustrating the range of career opportunities, challenging misconceptions about working in the NHS and improving job-seeking skills in a classroom environment

12 months contract from contract signature
3 Months

N/A

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Goods or Services

a) Outcome goals

Our overall strategic aim is to support the ambitions of the NHS Long-term Workforce Plan by illustrating the range of career opportunities, challenging misconceptions about working in the NHS and improving job-seeking skills in a classroom environment.

- Raise awareness of the range of career opportunities in the NHS within a classroom environment
- Support the career aspirations of young people in education
- Develop job seeking skills of young people in education (key stage 3)
- Challenge the gender stereotypes of NHS professions (key stage 2)
- Help understanding of the NHS and the services it offers (key stage 2)

Outcomes:

- Number of entries
- Number of students participated
- Number of schools
- ROI based on comms spend per student who entered and exposed to resources
- Changes to attitudes towards careers in the NHS eg better understanding of the range of careers among students
- Satisfaction with resources among teachers.

b) Business/ brand/ channel objectives

- Increase email engagement from:
 - KS2 - open rate from 9% to 11%, click to open rate 5% to 7%
 - KS3 - open rate 11% to 11.5%, click to open rate 7% to 9%
- Increase downloads of competition resources

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- KS2 – 1,777 between October 2022 and April 2023 to 2,000 for the same period in 2023/24
- KS3 – 4,640 between October 2022 and April 2023 to 5,000 for the same period in 2023/24

c) SMART objective/ policy objective

- 10% increase in the number schools participating in the competition compared 2022/23
- 10% increase in the number of entries across primary and secondary schools compared to 2022/23
- Retention of 50% of schools who entered competitions in 2022/23
- 9 out of 10 teachers saying that Step into the NHS has helped their students understand the range of career opportunities in the NHS
- 9 out of 10 teachers saying that resources support the delivery of the relevant key stage curriculum
- Increase percentage of state schools entering the competition from 79.7% to 85% (KS3 only)
- Improve current ROI on **marketing** spend (£10 per student entering, estimated £1.40 per student being exposed to the resources and classroom activities).

Context (insight)

a) About our organisation

NHS England leads the NHS in England to deliver high quality services for all.

We do this by ensuring that the healthcare workforce has the right numbers, skills, values and behaviours to support the delivery of excellent healthcare and health improvement to patients and the public. The NHS's first ever workforce plan; a once-in-a-generation opportunity to put staffing on a sustainable footing and improve patient care. It aims to train, retain and reform our workforce with ambitions short, medium and long-term targets

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We believe that the most important resource the NHS has is its people. Without a skilled workforce there is no NHS. That includes doctors, nurses, midwives, paramedics, physiotherapists and many more roles - in fact there are over 350 different types of careers performed by more than one million people in the NHS.

b) Outline of the policy context

The NHS Long-Term Workforce plan says 'There will be a 'bulge' in the 18- year-old population over the next few years, which possibly will not be seen again for the rest of the century. As such, there is an imminent narrow window to offer as many routes as possible to school leavers into careers in healthcare.'

The 18-year-olds of the future are today's school students and with the ambitious targets in the workforce plan, it is important to talk to them now about the range of opportunities and routes into the NHS. We cannot rely purely on recruitment campaigns with short-term targets.

We need to plant seeds by changing attitudes towards NHS careers to mitigate the risks to future workforce supply in 5, 10 and 15 years. To achieve this, we need to challenge myths and stereotypes of NHS careers including gender before they become deep-seated biases. This means reaching young people early including at primary school when biases are proved to begin. It needs to challenge the views that the NHS is just doctors and nurses, every career needs a degree and you need to excel academically to work in the NHS.

c) Data, research and useful links

- [NHS Long-term Workforce Plan](#)
- Step into the NHS website – www.stepintothens.nhs.uk
- [Increasing careers exposure in primary schools – research](#)
- [Blog on research gender stereotypes of NHS careers among primary school children](#)

d) Previous communications activity

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Email marketing has previously included 6 sends to teachers in July, September November, January. February and March with audience segmentation by subject, SLT, previous entrants/expressions of interest.

Partnerships with Teachco, National Careers Week and the Career Development Institute have also involved emails to their members.

Organic and paid for social (Facebook and Twitter) have been delivered primarily through the NHS Health Careers channels but also through partnerships and stakeholder communication.

Audiences (insight)

Audience data

In the last year, we have seen participation from 123 secondary schools and 51 primary schools. Over 2,388 students across the two competitions entered with an estimated 17,500 participating in classroom activities related to the competition resources. This figure is based on post-competition evaluation with teachers who were asked how many students they ran the competition with, as most schools only send us their best entries.

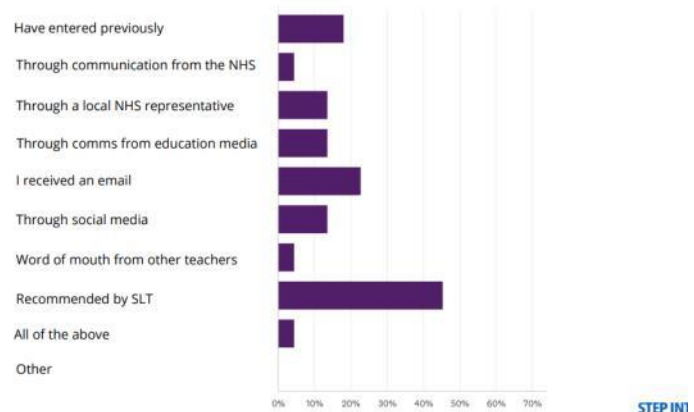
How teachers heard about the competition

Surveys with participating teachers split into KS2 and KS3, have shown how they discovered the competition, with primary schools saying it mostly came from SLT recommendations while secondary teachers saying they entered before or they had heard about it via email. See appendix 1 and 2.

KS2

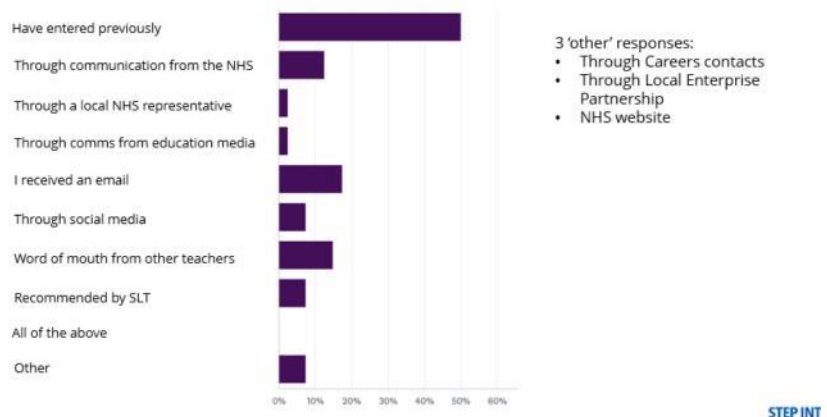
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**Where did you hear about the competition?
Please tick all that apply**



KS3

**Where did you hear about the competition?
Please tick all that apply**



2. Current audience insight

Satisfaction with resources

Satisfaction levels with the resources are high among teachers with 100% saying that the resources are clear and well-designed with 90% saying that they helped their school with meeting the Gatsby benchmarks. 90% of teachers said that their students are more likely to consider an NHS career due to a change in

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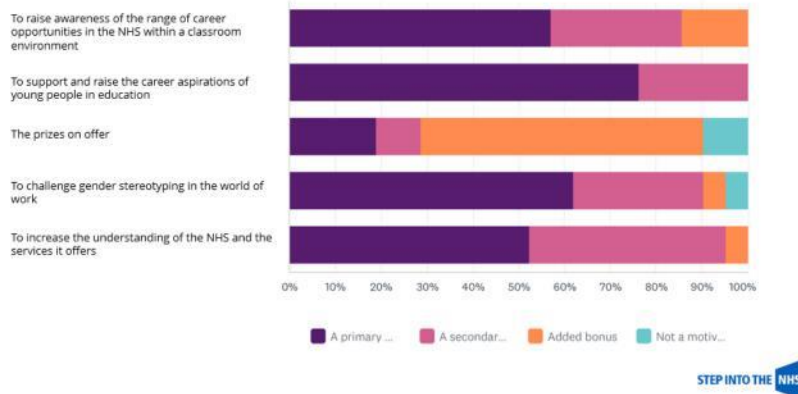
misconceptions and 95% said it increased their students understanding of the NHS, its services and the range of careers.

Motivations for schools run the competition

Motivations to enter the competition differ depending on the key stage but the one constant is that teachers are looking to support and raise the careers aspirations of their students.

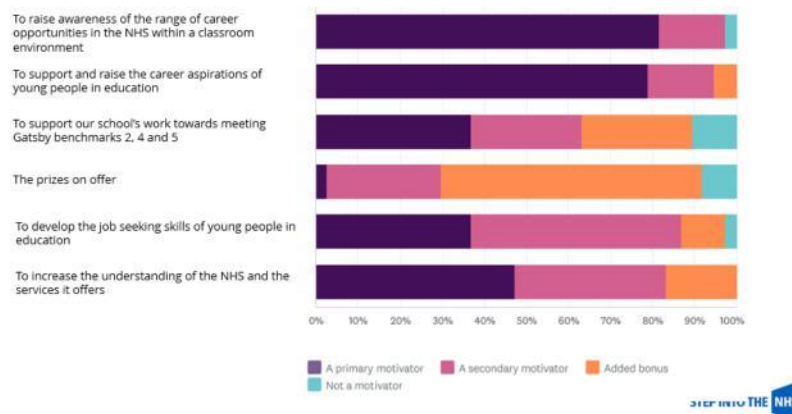
KS2

Primary motivations for taking part



KS3

Primary motivations for taking part



“The greatest impact on our students of the competition is broadening their awareness of opportunities within the NHS - to

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think outside the box about possible job roles within an organisation.”

KS3 teacher

Full evaluation of the competition will be made available to the successful agency.

3. Customer journey

Any communications CTAs should direct people to the teachers' section of the Step into the NHS website where they can find context for the competition and can download the teaching resources. They can also contact the NHS Health Careers helpline for further information or if they have questions.

Schools must then submit their students' entries via the online submission form or send them to us via freepost. Digital upload is the most popular method for the submission of entries.

4. Stakeholders and influencers

Teachers are the gatekeepers to us achieving the overall vision and goals of the project. The senior leadership team are vital influencers of educators in schools and are an important audience for us to focus on. They are also the most engaged with our email communications.

We should also explore stakeholders and respected influencers who supply resources and lesson plans to schools. Local NHS organisations can also be very influential in respect of engaging their local schools for participation.

5. Think/ feel/ do

Think – we want teachers and the senior leadership team to be thinking about how these resources and competition can support them with the Gatsby Benchmarks, DfE careers strategy and Ofsted. We want their students to think about a future career in the NHS and research the careers available.

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Feel – we want teachers and the senior leadership team to feel that the project is helping their students with their career aspirations. We want their students to feel like they can have a future career in the NHS no matter what their background or academic ability.

Do – we want teachers to use the resources in a classroom environment and to submit entries for judging.

Strategy

Existing strategy

With the focus on key stage 2 and key stage 3 education, the existing strategy focuses on separate campaigns with different teaching resources and communications strategies.

Step into the NHS in primary schools (key stage 2) – stepintothens.nhs.uk/primary

In September 2018, following a successful pilot, Step into the NHS in primary schools was launched across England. The programme is designed to support the Department for Education's careers strategy.

A suite of teaching resources is at the core of the primary schools programme. A teachers' pack is available to download from the Step into this NHS website. It is estimated that around 2,500 students participate in the competition every year.

The competition encourages students to celebrate their learning from working through the resource and asks them to create a piece of art or writing focusing on the range of careers in the NHS.

Step into the NHS in secondary schools (key stage 3) - stepintothens.nhs.uk/secondary

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The secondary schools' competition is aimed at students at key stage 3 and asks them to create an advert for one of the 350+ roles in the NHS for their peers.

It aims to strengthen students' understanding of the range of NHS careers and teaches skills to help them apply for jobs in the future. A teachers' pack including a series of resources can be downloaded from the Step into this NHS website. It is estimated that around 17,000 students participate in the competition every year.

Entries for both competitions must be submitted by 30 April with the national winner and ten regional winners chosen in June.

Entries can either be sent to a Freepost address or uploaded on to the Step into the NHS website.

7. Known sensitivities

There are greater challenges in respect of engaging primary schools for a project such as this. Unlike secondary education, there's no set curriculum or Ofsted targets for careers education at primary level. It has also been a challenging time for schools with the impact of COVID-19 meaning that there's been a focus on schools trying to level-up students.

This has been compounded by teacher strikes leaving less time for careers education and/or non-curricular activity.

8. Branding arrangements

- The branding will follow the NHS Health Careers branding guidelines and the NHS Identity Guidelines.

9. Constraints – for example if the strategy must include a certain channel (eg TV)

- New digital products eg websites, microsites and apps are out of scope for this project. Therefore, we will be looking for agencies to consider the use of existing digital platforms in their recommendations. However, there may be scope for new content eg video, imagery to be created to better meet the objectives of the project and the target audience

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Project Plan:

| <ul style="list-style-type: none"> • HEE has the intellectual property rights for all resources and therefore will be able to share them, including the design files, with the successful agency | |
|--|----------------|
| | |
| Action | Timing |
| <ul style="list-style-type: none"> • Kick-off meeting | Early November |
| <ul style="list-style-type: none"> • Finalise communication strategy • Confirm judges • Confirm ambassadors | Mid-November |
| <ul style="list-style-type: none"> • Begin crafting email / social copy | Late November |
| <ul style="list-style-type: none"> • Brief judges and ambassadors on creating new assets / arranging a local school visit • Creation of updated stakeholder toolkit | Early December |
| <ul style="list-style-type: none"> • Prep for the virtual CPD webinar • Prep for 'Step into the NHS day' | Mid-December |
| CHRISTMAS HOLIDAYS | |
| <ul style="list-style-type: none"> • 2nd Email transmits featuring the first mention of the 'Step into the NHS day' • Paid and organic social campaign goes live targeting teachers across both Meta and LinkedIn | Early January |
| <ul style="list-style-type: none"> • Virtual CPD webinar goes live | Mid-January |
| HALF-TERM BREAK | |
| <ul style="list-style-type: none"> • Paid social campaign targeting parents goes live on Meta only, around half-term • Partnership activity with CDI goes live | Mid-February |
| <ul style="list-style-type: none"> • 3rd email transmits again featuring a mention about the 'Step into the NHS day' | Early March |

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| | | |
|---|------------------------|--|
| <ul style="list-style-type: none"> • NCW partnership goes live • 2nd paid social campaign goes live targeting teachers | | |
| <ul style="list-style-type: none"> • 'Step into the NHS day' goes live • 2nd paid social campaign targeting parents goes live | Mid-March | |
| EASTER HOLIDAYS | | |
| <ul style="list-style-type: none"> • Final email transmits re- minding educators of the final deadline • Final social campaign targeting teachers goes live | Mid-April | |
| <ul style="list-style-type: none"> • Competition closes | 30 th April | |
| <ul style="list-style-type: none"> • Entry processing focused timeframe | Early May | |
| <ul style="list-style-type: none"> • Entry shortlists delivered to regional NHS judges | Mid-May | |
| <ul style="list-style-type: none"> • NHS to choose each regional winner • Hopscotch to liaise with winning schools • Virtual winner's day preparation begins | Late May | |
| <ul style="list-style-type: none"> • Core judges are briefed about involvement in the winner's day • Virtual winner's day goes live | Mid-June | |
| <ul style="list-style-type: none"> • Final scores tallied • Overall winner is announced and communicated | Late June | |
| <ul style="list-style-type: none"> • NHS begin school visits to award winners • Prizes / Certificates printing and delivery | Early July | |
| | | |

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Contract Charges:

1.1 The contract value for this provision is £69,600 excluding VAT

1.2 NHSE will make payment upon receipt of uncontested invoices.

1.3 Invoices and payments will be authorised and processed by NHS Shared Business Services.

1.4 All invoices and credit notes must be addressed to the following address:

1.5 Invoices can be emailed to sbs.apinvoicing@nhs.net in PDF

format or posted to the above address.
Invoices can also be submitted via tradshift

1.6 In order to be valid for payment invoices raised by the Supplier must contain the following information as a minimum:

- Name the Supplier;
- Include the Purchase Order number;
- The Supplier's bank details
- The email address for financial correspondence;
- Contain a brief description of Services provided.

1.7 All invoices submitted are to be clearly annotated as Cost Code

Client Assets:

Not Applicable

International locations:

Not Applicable

Client Affiliates:

Not Applicable

Special Terms:

Not Applicable

Key Individuals:

Set out details of the key personnel from the Agency for this Project if relevant.

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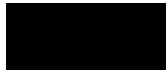
Authorised Agency
Approver:

Marcus Hernon Managing Director

Authorised Client
Approver:

Set out details of the person(s) who have the authority to agree day to day decisions on behalf of Client for this Project.

Agency Signature:



and on behalf of Hopscotch Consulting Client Signature:



As Client Authorised Approver for and on behalf of NHS
England