

MANDARIN EXCELLENCE PROGRAMME: AWARD CRITERIA AND TEMPLATE**Award Criteria**

1. Potential Providers are required to complete all sections in the following template, attaching any further documents to their response where requested. Once completed, please upload this document and any other documents requested by the Department to the DfE eTendering system for evaluation.
2. Potential Providers are advised to read all ITT documents in full before completing the Award Criteria questions. We would suggest that Potential Providers use Document 3- Specifications to support them when answering the questions below.
3. Please note that only documents requested by the Department will be evaluated. Attachments should be short and support the Potential Providers' answer. Attachments or weblinks which are general and do not directly address the response required will be disregarded. Unless provided for you as a template, all additional attachments must be word documents with font size 12 in Arial.
4. Please include your word counts next to each answer. Any word limits specified must be adhered to and material in excess of these limits will not be evaluated. Where word limits apply to attachments, this has been stated for each question.
5. The criteria that will be used to evaluate each bid is in this document and titled Evaluation Criteria. When determining the final score for each bid, please note that not all sections are equally weighted. Overall weighting will be Technical Score: 65%, Price Score: 25% and Social Value Score: 10%. The weighting of each sub criterion in the technical score is provided for your reference as part of each requirement labelled next to each question.

Summary of score weighting

Section Each sub section below will be scored out of 5 points	Weighting	Sub weighting	Maximum score per section
A: Overall vision	4%		5
B: Delivery proposal for programme	33%		5
• Learning in schools		23%	
• Intensive learning China		7%	
• Intensive learning non-China		3%	
C: Developing teaching capacity	5%		5
D: Communications plan	3%		5
E: Project management, grant administration and risks management	17%		5
F: Independent Evaluation	3%		5
G: Social value: Removing Barriers	10%		5

H: Costs and value for money	25%		5
<ul style="list-style-type: none"> Payment by results proposal for supplier costs 		10%	
<ul style="list-style-type: none"> Total delivery costs including an intensive learning experience with travel to China 		10.5%	
<ul style="list-style-type: none"> Total delivery costs including an intensive learning experience without travel to China 		4.5%	
Total maximum score:	100%		40

- Quality Threshold: Please note that the Authority may at its absolute discretion refuse to consider your bid further if you receive an unweighted score of less than a '3' on any individual question across the Technical, Social Value or Price questions.
- The bids will be evaluated by a panel of at least five subject matter experts, including commercial representatives. The contract will be awarded to the Potential Provider with the highest combined score across all three areas.
- In the event of a tied overall score, preference will be given to the bid with the highest Technical Score.
- The Department reserves the right to withhold awarding the contract if no Potential Provider passes the Technical Score.
- Following evaluation, a summary of the relative quality score and relative price score will be fed back to all Potential Providers. An example of the level of information provided is given below:

	Technical threshold result						Social Value	Price	Weighted Combined Score	Rank for Compliant Potential Providers
Question number	A	B	C	D	E	F	G	H		
Weighting	4%	33%	5%	3%	17%	3%	10%	25%	100%	
Bid A	5.00	4.00	5.00	5.00	4.00	5.00	5.00	4.00	34.00	1st-WINNING BID
Bid B	3.00	5.00	3.00	3.00	3.00	4.00	3.00	3.00	29.54	2nd
Bid C	2.00	1.00	2.00	5.00	2.00	3.00	3.00	2.00	15.12	4th
Bid D	3.00	5.00	3.00	1.00	2.00	1.00	3.00	2.00	24.96	3rd

Award Criteria Questions

Technical Questions - section weighting 65%
<p>IMPORTANT INFORMATION:</p> <p>Please provide an answer for each question explicitly. References to answers in other questions/sections may not be considered and could result in a lower score being applied.</p> <p>Evaluators cannot take into account previous knowledge of your delivery unless it is included in the bid, therefore please be explicit about outcomes you have delivered and provide clear evidence and examples of your skills and experience.</p> <p>Please only upload the information requested and where directed to do so. Any additional documentation will not be evaluated.</p> <p>The Authority may, at its discretion, seek independent advice to validate information declared, or to assist in the evaluation.</p>

Ref	Technical Requirement
A	<p>Vision for the Programme</p> <p>Potential Providers are asked to summarise their vision for delivery of the programme.</p> <p>Bids should describe the overall vision for the delivery of the programme. You will need to explain how the programme will operate for the duration of the contract to introduce and embed the teaching of Mandarin and ensure that the Government's priority of increasing the number of Mandarin pupils, on their way to a high level of fluency within 6 years of starting the programme will continue to be met.</p> <p>The panel want to be confident that, for example:</p> <ul style="list-style-type: none"> • The Potential Provider thoroughly understands the Department's aims, and the opportunities and challenges presented by the programme; • The Potential Provider supports the Department's aims through their approach to contract management and value for money philosophy; • The Potential Provider has experience in and can demonstrate evidence of being able to introduce and spread innovation in the sector; and • The Potential Providers would be working towards the same ultimate goals as the Department, in a genuinely cohesive way. <p>SUBCRITERION WEIGHTING: 4%</p>

745 words not including footnotes

UCL Institute of Education [IOE] and the British Council share the Department for Education's values and ambitions for Mandarin language learning and teaching.

Our understanding of the strategic opportunity and challenges are:

- China is of strategic importance to the UK and education plays a role in developing the wider relationship
- The International Education Strategy emphasises global mobility and exchange in forging international partnerships¹
- to influence and engage fully with China the UK needs to increase Chinese language literacy and cultural knowledge
- multiple sectors² cite Mandarin as beneficial to pupils in future careers, yet
- language learning overall has been declining in the UK³ and
- skill deficiencies weaken the UK's export intensity⁴ and ability to engage culturally and educationally.

Excellence in languages is vital to meeting these challenges and opportunities.

The MEP will continue the unique schools-led programme innovated by IOE and the British Council in collaboration with the Department. Our bespoke approach will remove barriers to Mandarin, raise academic standards in Chinese language study and create a sustainable legacy of quality Mandarin teaching, accessible to all students, whatever their background.

Our vision is that by July 2025 almost 14,000 English pupils will be on the path to Mandarin fluency achieved through:

- a transformational change in Chinese language learning across a critical mass of 75 schools
- the removal of system barriers
- a motivated, sustainable, professional teaching force able to innovate in Chinese teaching across and beyond participating schools
- sustained regional groups of schools around hubs continuing to develop the teaching of Chinese
- continued innovation in the provision of online and blended learning and training making best use of technology.

The IOE and the British Council have led the way in introducing and spreading innovation in Mandarin Chinese provision by:

- developing the Chinese teachers' network starting with the Mandarin teachers' eforum, and the annual Chinese conference delivered since 2004
- publishing textbooks for KS3 and KS4 and developing examinations

- initiating national programmes - the PGCE Mandarin pathway and a national programme of professional development for teachers of Chinese, Chinese teaching assistants, programmes to learn Chinese in China, the Mandarin Speaking Competition and the development of online provision for both student learning and teacher training
- building a network of schools between 2016-21 who trust us and our support
- upskilling internally in provision of online learning and training.

We will support the Department's approach to contract management. Strategic guidance will come from the MEP Headteacher Steering Group, the MEP Expert Group and the Department. There will be involvement and support from many other stakeholders including the British Association for Chinese Studies, the IOE PGCE Languages team, the Centre for Language Education and Cooperation in China, the Chinese Embassy, Ofqual and Examination boards and commercial materials providers. There is wholehearted support for the programme from leadership in all schools and their Chinese teachers.⁵

High quality, intensive learning in China and in England will continue. The pupils' learning experience in China will be an integral part of the overall curriculum and British Council offices in China will ensure the programme builds on the work covered at home to add value.

A national communications campaign will establish a greater awareness that Mandarin is a realistic and attractive language choice among students, schools, parents, higher education, employers and the wider general public. Students will feel excited and proud to be part of it and Mandarin Chinese will sit firmly alongside European languages as a realistic and attractive curriculum choice.

We will enable the continuation of the rigorous school-led model of delivery and intensive study⁶ to provide the Department with greater value for money. Eighty percent of the budget will be granted to schools to enable them to ensure that MEP pupils achieve 'excellence'. Compliance, performance and outcomes defined in Grant Agreements will ensure value for money objectives are flowed down to schools. Our model will reward schools for pupil participation and retention. In turn this will enable schools to resource and employ teachers according to their needs while empowering their students to fulfil their potential.

Our unique ability to work with long-standing and well-respected partners in the UK and China, means we are able to leverage support and funding from sectors that others cannot. For example, MEP teachers will benefit from our externally funded Teacher Training Programme, at no cost to schools. Funding for intensive study in China will come from partners for intensive study.

IOE and the British Council welcome the opportunity to work with the Department to achieve the ambitions of the MEP.

¹ <https://www.gov.uk/government/publications/international-education-strategy-2021-update/international-education-strategy-2021-update-supporting-recovery-driving-growth>

² <https://www.britishcouncil.org/contact/press/speaking-mandarin-will-give-school-leavers-career-advantage-say-77-cent-business-leaders>

³ <https://www.britishcouncil.org/research-policy-insight/research-reports/language-trends-2020>

Ref	Technical Requirement					
	<p>⁴ https://www.gov.uk/government/publications/the-costs-to-the-uk-of-language-deficiencies-as-a-barrier-to-uk-engagement-in-exporting</p> <p>⁵ In March/April 2021 headteachers from 66 current MEP schools signed a letter in principle in support of, and to follow the fundamental vision of success presented by IOE and the British Council in this document.</p> <p>⁶ In 2018 and 2019 all costs for the pupils and teachers of the two-week residential intensive-learning course in China were contributed by the Centre for Language Education and Cooperation. This leveraged partnership funding is estimated at 1.25m GBP for 1,400 pupils (or £893 per pupil). The new MOU between British Council and CLEC lists MEP as an area for continued collaboration and support - either as intensive learning in China or as an online alternative.</p>					
DfE Use only	Score for evaluation	0	1	2	3	4 5

Ref	Technical Requirement
B	<p data-bbox="331 47 794 76">Delivery proposal for programme</p> <p data-bbox="331 82 1490 176">Please set out your detailed proposal for the delivery of the programme and how you will work with schools on the programme. Proposals should demonstrate how Potential Providers will achieve the following:</p> <ul data-bbox="384 219 1528 1787" style="list-style-type: none"> <li data-bbox="384 219 1410 275">• Develop and deliver a programme to support school leaders to successfully introduce and/or maintain Mandarin in their schools; <li data-bbox="384 318 1449 405">• Establish exactly how the current group of 75 schools will be engaged and supported to ensure their provision to the levels required to offer the proposed programme of study; <li data-bbox="384 448 1474 504">• Detail how they will manage a transition of approximately 6,5000 pupils from the existing programme; <li data-bbox="384 546 1474 602">• Ensure that teachers are equipped to deliver the programme confidently and are supported by their school leadership teams; <li data-bbox="384 645 1506 701">• Accumulate and disseminate case studies from schools to maximise benefits to all schools and colleges wishing to teach Mandarin; <li data-bbox="384 743 1528 898">• Encourage and support an intensive programme of 8 hours of delivery weekly that is made up of a combination of class-time teaching, after-school teaching and self-study; The Potential Providers would be expected to set the content and the assessment criteria for the hurdle tests so that content is standardised across all schools. We can provide examples of previous hurdle tests to assist with the design; <li data-bbox="384 940 1522 1229">• Ensure that resources are hosted on a platform accessible by teachers, pupils and parents which has been developed in line with the Security and IT standards listed in Attachment 2. Potential Providers will be required to host resources previously created under the current contract, as well as developing new resources to further support Mandarin learning, which will be maintained, reviewed and adapted as required to meet teaching needs. All documents which are owned by Crown Copyright will be made available to the winning bidder. The Department may decide to host resources on www.gov.uk in the future, and this decision will be discussed and agreed within the first year of the contract; <li data-bbox="384 1272 1517 1628">• Potential Providers are asked to provide a response of how they would deliver an intensive learning programme for pupils to take place in China. The course should take place in the school summer holidays, for either year 9 or 10 pupils (depending on travel arrangements in coming years). The course should consist of a range of intensive linguistic and cultural programmes, including an average of four hours of intensive language study per day, and totalling at least 40 hours of intensive study. In addition, due to current restrictions on travel guidelines, we ask that Potential Providers also provide a proposal as to how they would deliver intensive learning in line with government advice on Covid (for example, should travel restrictions continue and travel to China is not permitted according to government advice). Potential Providers will be assessed equally on each proposal; <li data-bbox="384 1671 1506 1787">• Retain and recruit schools (as necessary) to join the programme. Each school is to be given £20,000 per year for participating in the programme. This is to be paid by the contract Potential Providers from the budget of the overall contract and is not subject to payment by results but is subject to due diligence. Potential Providers

	<p>should demonstrate how they would manage the allocation of funds according to due diligence for public funding;</p> <ul style="list-style-type: none"> • Stimulate demand for Mandarin amongst the most able students and those who influence student choices. Engage with headteachers and those who influence headteacher choices, building the case for Mandarin to be taught in their schools; • Engage with universities and employers to raise awareness and understanding of Mandarin and increase the explicit demand for pupils with Mandarin qualifications; and • A good bid will clearly demonstrate how programme KPIs can be met and how expected outputs will be measured. Potential Providers should also provide explanation as to the type of information sources and evidence which will be used to demonstrate that KPIs have been achieved. <p>SUBCRITERION WEIGHTING: 33%</p>
	<p><i>2492 words not including tables, table headings and footnotes</i></p> <p>1. School Support</p> <p>The Mandarin Excellence Programme will continue to be a successful schools-led programme with school leaders as its driving force. Accordingly, IOE will work collaboratively with headteachers and teachers, giving practical and subject-specific guidance at all stages as existing schools' programme delivery expands year-on-year. School leaders will retain the flexibility to organise Mandarin provision according to their needs and context, while meeting the requirements of the programme. These requirements will be set out in a Grant Agreement with school leaders and communicated clearly by IOE's subject experts.</p> <p>Engaging and supporting the existing 75 MEP schools will be key to programme sustainability and continued impact. IOE will organise schools-led MEP headteacher meetings each term, chaired by an MEP headteacher both to disseminate information about the programme and to provide us with collaborative strategic guidance and feedback from the headteachers. IOE and British Council will provide annual MEP communication packs for use in governor and parents' meetings.</p> <p>Schools will provide pupils with 8 hours of intensive Mandarin learning per week, comprising 4 taught hours and 4 hours of self-study. Delivery models will differ slightly across schools. Most schools will timetable at least one taught hour after the normal school day, while some will also opt for early morning (tutor time) lessons. Encouragement and support will be given to schools via termly teacher meetings and by individual communication and via the online platform Edmodo. Case studies of successful delivery methods will be shared as discussed below. The potential for regional school hubs to deliver some of the requisite taught hours collaboratively online will be explored, whether through a regular short session or a whole-day off-timetable intensive study event shared across schools. Regional hubs will also be encouraged to share teaching and expertise in the sixth-form, allowing students to stay on the programme even where class sizes are small.</p> <p>All pupils will take standardised hurdle tests at the end of each year, set by curriculum experts at IOE and approved by the Programme Expert Group. The test formats established for Years 7, 8 and 9 are designed to provide GCSE-relevant skills development</p>

through Key Stage 3 and are set based on clearly defined vocabulary and grammar lists. Students will sit Listening and Reading tests through an innovative online platform. Speaking and Writing Tests will be teacher-marked and moderated by IOE. All teachers will receive training on a standardised approach to marking. There will be no speaking component for the Year 9 hurdle test, acknowledging finite staffing capacity in schools¹. Students will sit the HSK3 test in Year 10 and GCSE in Year 11. In Year 12, students will sit HSK4 and EPQ or commence study on a 2-year A-level Chinese programme.

Current support relationships with and between all 75 schools will continue uninterrupted and be further developed, emphasising collaborative delivery and sustained innovation in teaching and learning. The existing school hub model will be strengthened and mutual collaboration and support between schools further promoted and facilitated. Experienced lead teachers in hub schools will continue to lead on school hub events. The termly teacher meetings will provide dedicated time for regional colleagues to plan together. Where a school's leadership changes, IOE will engage pro-actively with the new SLT for the first year, with the support of the headteacher from the hub school in the region.

To ensure high-quality provision across the network, IOE will conduct support visits to schools in person and engage with staff online as appropriate. Classroom observations will continue to form a key part of a formative support strategy promoting a high quality of teaching, both face-to-face and online. Systematic records of interactions with each school, will enable IOE to track school engagement and give specific, constructive feedback, as well as recommendations for ensuring long-term pupil engagement in the relevant school context. IOE will also routinely identify and monitor challenges affecting delivery and provide practical guidance and follow-up until resolved.

As part of routine quality monitoring, each year IOE will identify examples of successful MEP delivery practice to share with other schools, including:

- Successful timetabling solutions
- Successful student recruitment approaches
- Successful intensive learning arrangements
- Successful parent engagement
- Effective support for students from disadvantaged backgrounds

These will be disseminated alongside the case studies already published on the MEP webpages and shared in the British Council's communications pack for schools. Selected schools will be asked to complete a more comprehensive, whole-programme case study including practical considerations and challenges overcome. Student voice will form part of each case study to ensure that other schools can gain the maximum benefit from students' own experience and feedback.

To maintain a stable number of MEP schools overall, potential MEP schools will continue to be identified through contact with current MEP schools, DfE recommendations and through expressions of interest. A rolling shortlist of interested schools will be kept, allowing replacement schools to be selected if some schools are unable to continue with the programme. New schools will follow an established recruitment and induction procedure. IOE will continue to provide induction workshops and materials for new staff and new schools with increased focus on supporting disadvantaged students.

MEP pupils in all schools retained on the programme will transition to their successive year group and will begin MEP studies after the 2020/21 summer break. Efficiency of the transition will be assisted by the timing of the start of the new contract, allowing a seamless transition of the existing programme to the programme under the new contract. All UPN data will be retained for every student participating in MEP. A full audit of churn and dropout

of pupils in schools that continue to participate in the programme will take place in the autumn 2020/21 term; we will work with the Department to disaggregate by gender and disadvantage. An audit will also ensure that records for MEP pupils registered in Year 7 will be gathered at this point. Monitoring of gender and disadvantage will also begin to support analysis of any bias in MEP processes.

2. Equipping Teachers

IOE will continue to anticipate and respond to teachers' training needs. Training content will continue to be adapted to meet each new development in MEP teaching and learning, targeting relevant schools/teachers as needed. Upcoming training will prioritise equipping teachers to deliver HSK 3 and GCSE confidently at KS4, while planning ahead for KS5 progression. Technology will be used to optimise day-to-day support for all schools, while a blended approach to whole-network CPD will be adopted.

MEP teachers include increasingly specialised Mandarin teaching experts, so teacher-led training and active sharing of good practice will be facilitated. Quality learning materials will be routinely identified and shared on IOE CI's Mandarin Resources for Schools website, MARS, described below. Leading teachers will continue to be invited to contribute successful and innovative practice at MEP and other IOE training events, and experienced delivery staff will be offered formalised opportunities to gain MEP Expert Teacher status. Expert teachers will be expected to engage with IOE's existing research-based CPD programmes and to contribute to MEP teacher training events, ensuring that all MEP teachers receive ongoing training that is practical, up-to-date, and research-based. Teachers wishing to pursue this route will have access to leadership and/or research methodology training provided by IOE.

Regional MEP school collaboration and mutual teacher training opportunities between MEP schools will be crucial to the continued impact and ongoing innovation of the programme. To support school leadership in exploiting this aspect, IOE will develop and promote practicable models for schools to benefit from working relationships with suitable regional university departments. Existing models such as the Northern Hub initiative with the University of Leeds, which supports MEP schools in the North of England, will be emulated in other regions, helping school hubs to overcome potential barriers as described in **Table 1** below, and to deliver some of the event types described in **Table 2**.

Table 1: Facilitating effective school hub collaborations

Potential barriers	IOE will...
<i>Geographical distance between MEP schools</i>	<ul style="list-style-type: none"> - Retain the regional hub model and help link school hubs to suitable, accessible universities offering Chinese - Promote the use of remote teaching technology for part of each event, and provide relevant teacher training
<i>Teacher work capacity/time</i>	<ul style="list-style-type: none"> - Explore with headteachers the possibility of some level of responsibility recognition to strengthen the work of regional school hubs and the organisation of local intensive study events - Facilitate initial outreach events through administrative and curriculum support, liaising with regional universities
<i>Travel time (and cost)</i>	<ul style="list-style-type: none"> - Encourage and arrange virtual meetings to reduce teacher travel time. For student events a blended and flexible

		learning approach will be promoted to ensure that face-to-face events are high-value relative to travel time and costs.
Table 2: Examples of events to be supported by IOE and regional university outreach		
Event or delivery	Online/blended/in person	
Teacher joint practice development meetings	Blended/in person	
Masterclasses and mutual lesson observations	Blended/in person	
Inter-school student competitions	Online/blended	
In-school intensive study events	In person	
On-campus cross-school intensive study events	Blended/in person	
Cross-school ski/l-booster revision lessons	Blended/in person	
Shared sixth-form teaching where numbers/travel allow	Blended/in person	
3. Hosting resources		
<p>IOE's Mandarin Resources for Schools (MARS) platform will be used to host resources for teachers, pupils and parents.² MARS makes all resources free and accessible to all schools in England in perpetuity, forming part of the programme's legacy, and parents will receive a link to the platform through the British Council's schools communications pack. The platform will be made available in line with DfE Security and IT standards, and as it is open source there will be no collecting, controlling or processing of any personal information or data from any user accessing the platform. Before any resources are hosted on MARS they undergo rigorous quality assurance by subject experts to ensure content is relevant, current, and of a suitable standard for classroom use.</p> <p>Resources developed under the current contract and hosted publicly on the IOE website include student projects, MEP teaching films, intensive study materials, case studies and schemes of work. Based on teaching needs in Key Stages 4 and 5, further resources will be developed by IOE including more guided self-study materials (the Student Projects) to support students' independent learning. New resources will target specific skills based on analysis of longitudinal MEP test data. IOE will continue to author the Student Projects to support independent learning, while training teachers to use these to promote learner independence. The potential of a flexible shared teaching and learning platform will be explored to ascertain how this could help to standardise the quality of delivery across all MEP schools.</p>		
4. Intensive Learning		
<p>For pupils of all abilities, intensive study events have been identified as a key motivator for staying on the MEP.³ Table 3 gives an overview of the events each student will experience on the programme.</p>		
Table 3: Intensive Learning Events by Year Group, 2021-2025		
MEP Year Group	Intensive Study Model	
Year 7	In-school or inter-school intensive study days <ul style="list-style-type: none">- Delivered by teachers or local providers- Designed to motivate pupils and consolidate language foundation	
Year 8	Regional intensive study events supported by universities in collaboration with schools <ul style="list-style-type: none">- Delivered by university staff and other providers- Designed to engage and challenge pupils' language knowledge while expanding cultural awareness	
Year 9	Intensive learning in China (or online if there is no event in China) (see below for proposed models)	
Year 10	Online intensive learning in the UK <ul style="list-style-type: none">- Delivered by IOE online via school hubs- Self-guided online project work over four days; pupils create a viable marketing campaign in Mandarin	

4.1 Intensive learning in China

The IOE and British Council have experience delivering large residential intensive-learning courses in China. The evaluation of MEP and school mobility programmes⁴ demonstrates that intensive study periods act as significant motivators to join the MEP and continue with study afterwards. International trips with a strong language and cultural design are known to have impact on reinforcing language learning, offering unique and sometimes life-changing experiences with positive impact on confidence, resilience and intercultural outlook.

Two-week residential intensive-learning courses in China will be delivered for students in year 9. The features of these residential events are detailed in **Table 4** below.

Table 4: MEP residential intensive learning courses in China

Features of the linguistic and cultural programmes for Year 9

- *delivery across eight to ten cities*
- *an average of four hours of language learning per day, totalling 40 hours, hosted in prestigious Chinese universities using student residential facilities for accommodation and classroom facilities for lessons*
- *immersive experiences to practise language skills through real-life activities, e.g. interviewing locals in a park, market shopping and haggling, or navigating the public transportation system to visit different neighbourhoods*
- *a range of evening and weekend activities to introduce students to China's traditional and contemporary culture, e.g.:*
 - *visits to sites off-limits to tourists - the Chinese Meteorological Administration;*
 - *opportunities to engage in local life - square-dancing with senior Chinese citizens;*
 - *interactive tasks with young Chinese students from different ethnic minorities - playing Chinese games or learning how to use popular Chinese apps for social networking and engaging with China's growing sharing economy.*

Independent evaluation will explore the specific value of the trip on pupils' language ability, confidence to engage internationally, resilience and motivations to continue with Mandarin in studies and careers.

We have secured agreement in principle for both the physical and online programmes through a multi-year MOU with the Centre for Language and Education Cooperation (previously called Hanban) of the Ministry of Education China to part-fund the intensive learning in China. This agreement helps secure the involvement of top institutions to support delivery e.g. universities. This leveraged partnership funding in 2018 and 2019 was estimated at 1.25m GBP for 1,400 students. We will again attempt to negotiate so that China-based costs are fully covered for students and teachers. The administration of the hardship fund will further allow students from disadvantaged backgrounds to have their travel costs fully covered.

Securing China partner involvement and relationship management, risk assessment, risk mitigation and quality assurance for both physical and virtual intensive learning programmes will be the responsibility of IOE and British Council. Academic excellence will be assured by IOE, through the training of the teachers delivering the intensive learning.

For the physical programme, pupil and teacher flight and visa logistics will be conducted by IOE. Partners, venues, platforms and locations will be reviewed and quality assured to ensure the visits are planned and conducted at a level similar to UK academic, safeguarding, inclusion and data protection standards.

4.2 Online intensive learning (in case of no programme in China)

If required, an online intensive learning programme will exploit digital delivery advantages. Instead of exploring one location, all pupils will experience a national tour of the best locations and sites. This ten-day programme will be delivered over two weeks and is detailed in **Table 5** below.

Table 5: MEP online intensive learning programme

Features of the online intensive learning plan for MEP Year 9
<ul style="list-style-type: none"> • <i>Live welcome and closing events for all pupils and teachers including cultural performances and speaking opportunities for UK and Chinese stakeholders. UK parents and carers could also attend.</i> • <i>Live and recorded visits to places of cultural and historic importance. These visits will take advantage of topical UK and Chinese events and themes e.g. Winter Olympics, COP26, Panda Zoo, Forbidden City, Terracotta Warriors, a Chinese school/university, cooking and tea ceremony demonstrations, market visits, where pupils can use their language skills in a live and meaningful context.</i> • <i>Live question and answer sessions with Chinese people from the locations above e.g. an athlete, an animal handler, a tour/historic guide</i> • <i>Live language lessons with Chinese teachers - topics and language linked to the visit locations above to help students prepare for visit and reflect afterwards</i> • <i>Live collaboration with Chinese students to practise language from taught lessons and social events - classes will be partnered with the same Chinese peers for the ten days</i> • <i>Live future career and study inspiration sessions with panels of UK students and early career professionals/entrepreneurs that are using Mandarin in their study and work careers.</i>

The above will result in a minimum of thirty hours of tuition and collaboration with Chinese people.

5. Sustaining demand and increasing up-take

Progression and career pathways for pupils will be key to the sustained success of the MEP as older participants now begin to plan for their post-school pathways. Here, too, university engagement will be a key strategic focus. IOE sits on the Council of the British Association for Chinese Studies and will continue to work with them and the British Chinese Language Teaching Society to raise awareness of school leavers with Mandarin qualifications, helping ensure universities can provide suitable progression routes. Pupils, teachers, and university colleagues will be invited to attend an existing "Schools and Universities Day" organised by IOE, further providing university departments with practical insight into the language level of MEP graduates, and providing pupils with awareness of what is on offer both for those pursuing Chinese Studies and those wishing to develop Mandarin as part of a career path. The external communications approach will include engagement with universities and employers to raise awareness of the importance of Mandarin and pipeline of talent graduating through MEP.

In line with the DfE's Careers Strategy (2017), IOE will also treat careers education, information, advice and guidance (CEIAG) as an integral part of MEP delivery. We will work with the Association for Speakers of Chinese as a Second Language, supporting its ongoing research into employability for Mandarin learners. We will continue to identify and recruit Mandarin Ambassadors from various industries. A communications strategy will be developed to engage with employers and showcase the language ability of pupils on the programme. Schools will be supported in seeking Mandarin and China-related work experience opportunities for KS5 MEP students, boosting employability and building employers' awareness of what real Chinese and China literacy can do for their businesses.

Ensuring sufficient challenge levels for all pupils is also key to the sustained quality and longevity of Mandarin provision in participating schools, during and beyond the life of the programme. The intensive learning approach will promote outstanding learning outcomes and provide plentiful opportunities to shine, but the programme will offer many more types of enrichment activity encouraging learners to develop a personal, life-long relationship with Mandarin (see **Table 6** below for the planned range of MEP enrichment activities). To inspire and motivate pupils, IOE and British Council will also continue to increase pupils' exposure to diverse and successful role models, including Mandarin students and graduates and industry professionals, through online and in-person talks and events including through British Council's Generation UK mentorship programme and Mandarin Ambassador initiative.

Table 6: Stimulating long-term student demand for Mandarin

Key Stage	Enrichment activities beyond day-to-day teaching and learning. 2021-2025
All	<i>Independent open-ended tasks</i> <i>Innovative teaching and learning</i> <i>Opportunities for competition</i> <i>Stimulating project work including teamwork with Chinese peers</i> <i>Opportunities to compete in the UK-wide British Council Mandarin Speaking Competition</i> <i>Online talks from academics and students in Chinese departments</i>
3	<i>Student Projects offering self-guided exploration of Chinese and China-related topics</i> <i>Challenging pace of learning through intensive 8-hour weekly delivery</i> <i>Creative work showcased</i> <i>Intensive study in China</i>
4	<i>UK-based intensive study experience building professional skills</i> <i>Student Projects consolidating GCSE language knowledge while developing future employability and global citizenship (these Projects lead students to engage creatively in Mandarin with the United Nations Sustainability Goals)</i>
5	<i>Students encouraged to pursue professional internship opportunities as part of their chosen study pathway</i> <i>University and future opportunities promoted</i> <i>UK and international qualifications available as part of the programme</i> <i>The opportunity to pursue personal areas of interest through EPQs</i> <i>Mentoring Key Stage 3 and 4 MEP students and promoting continued Mandarin study</i> <i>"Student As Teacher" outreach- delivering Mandarin taster lessons in feeder primary schools</i>

Interested parents and governors will have the opportunity to learn some elementary Chinese online via IOE online courses, and there will be occasional opportunities for parents to attend online talks organised by IOE/BC about learning Chinese and learning about China, beyond those provided by their child's school. These initiatives will further enhance community demand for and familiarity with Mandarin learning throughout and beyond the life of the programme.

	<i>Table 7: Meeting and measuring Key Performance Indicators, Information Sources and Evidence⁵</i>
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KPI	How will the KPI be met?	Measuring outputs, information sources and evidence
1. Recruitment of 1800 additional participating students per Year 7 cohort from 2021-2024.	MEP schools are required to recruit 24 students (on average) in Year 7. Schools will be aware that they will need to sustain this level of student recruitment to meet this KPI.	Schools will submit projected figures in the autumn term, followed by a pupil data audit in the Spring term (including UPN), confirming student recruitment numbers. The data gathered in the Spring term will be used to update the longitudinal pupil data set.
2. Retention of 75 schools and their pupils throughout the lifecycle of the programme.	Should school numbers fall below 75 new schools will be recruited to the programme, so sustaining 75 schools. Pupil retention is expected to be around 95% in schools that remain on the programme and payments by results will encourage this.	The number of signed Grant Agreements held by UCL in September will confirm the number of schools on the programme. Pupil retention will be confirmed by a pupil data audit in the Spring term, where pupils who have withdrawn from the programme will be confirmed.
3. 90% of participating schools report that they are more confident in delivering a rigorous model for teaching Mandarin.	Schools will deliver 8 hours of weekly study, and students will participate in intensive study for their respective year groups.	This measure will be included in the independent evaluation specification and report. Schools will be surveyed to evidence this KPI.
4. 80% of participating schools report that pupils enjoy being part of the programme and learning Mandarin.	Schools will participate in a varied and enjoyable programme of activities, including intensive study, throughout the lifespan of the programme.	This measure will be included in the independent evaluation specification and report. Schools will be surveyed to evidence this KPI.
5. The programme receives positive media coverage to increase awareness of the Mandarin Excellence Programme and encourage take up from schools.	The communication strategy will deliver strong, clear messages for stakeholders about MEP and the value of learning Mandarin to a high level of fluency.	Media coverage and social media activity will be monitored at source by the MEP Communications team and reported in monthly highlight reports.
6. Compliance with the implementation	All students eligible to attend intensive study activities are given the opportunity to do so, including pupils from	Pupil and school participation levels (pupils enrolled in the activity with

	<i>plan for the delivery of a programme of intensive language study activities (including China).</i>	<i>disadvantaged backgrounds.</i>	<i>UCL) will be reported monthly from the date that implementation of intensive study activity begins until the activity has take place. Pupil satisfaction will be included in the independent evaluation specification and report. School pupils will be surveyed to evidence this KPI.</i>
	<i>7. Pupils to have a high level of fluency in Mandarin.</i>	<i>Schools will deliver 8 hours of weekly study. All students will sit assessments each year as they progress from Year 7 onwards.</i>	<i>Pupil marks for hurdle tests and HSK3 will be submitted to UCL by schools and compiled in the summer term. Marks for each language skill (reading, listening, speaking and writing) will be collated. GCSE and A Level results will be compiled at the end of the academic year. All results will be measured against what is agreed as a 'good grade'. Pupil level data will be submitted to the DfE in a longitudinal pupil dataset at the end of the summer term.</i>
	<i>8. Ensure a means of providing a sufficient supply of qualified Mandarin teachers through appropriate ITT routes (PGCE and Schools Direct).</i>	<i>UCL IOE will train 20 Chinese language teachers who will graduating from the PGCE Languages – Mandarin pathway each year.</i>	<i>PGCE Mandarin pathway student numbers recorded at/by UCL will be confirmed during and at the end of each academic year.</i>
	<i>9. Increase access to learning Mandarin to pupils from disadvantaged backgrounds.</i>	<i>Schools will be asked to confirm MEP pupils in receipt of FSM as an indicator of pupils from disadvantaged backgrounds, and pupils travelling to China will receive financial support.</i>	<i>Numbers of pupils (confirmed by schools) participating in MEP intensive study from disadvantaged backgrounds, will be reported to UCL. This will be reported to the DfE along with the value of financial support allocated for intensive study in China. This measure will be included in the independent evaluation</i>

			specification.
	<p>¹ It will be recommended instead that Year 9 students take part in the British Council Mandarin Speaking Competition to enhance their speaking confidence.</p> <p>² MARS enables users to find resources by keyword or filter using a simple search interface. Materials can be filtered specifically for MEP, and filtered further by qualification, type of resource, topic, and language skill.</p> <p>³ In the independent evaluation of the first MEP, it was found that intensive study events fostered "greater student confidence" and provided a "strong motivational impact."</p> <p>⁴ The draft evaluation of the DFE funded International School Exchanges programme identified positive impact on students' intercultural outlook, confidence with and tolerance for other cultures and pupil resilience.</p> <p>⁵ For the new programme, student data will be disaggregated using their UPN and working with the Department to identify gender and disadvantage.</p>		
DfE Use only	Score for evaluation	0 5	1 2 3 4

Ref	Technical Requirement
C	<p>Developing teaching capacity</p> <p>Proposal to set out a detailed plan for a national programme to support Mandarin teachers, preferably based in the UK.</p> <p>A good bid will demonstrate flexible and innovative methods, maximise impact of training and ensure consistent quality.</p> <p>Proposals should demonstrate and outline how Potential Providers will achieve the following:</p> <ul style="list-style-type: none"> • Develop and deliver a national, evidence-based, professional development programme to enhance Mandarin teachers' skills, taking full account of the range of different institutions in which Mandarin will be taught; • Recruit and train a sufficient number of teachers, 20 per annum, preferably from within the UK, to deliver the full scope of the programme. Teachers to be employed by schools; • Support schools, in line with the recommendations from the expert group, to prepare curricula and develop resources and good teaching materials appropriate to their pupil bodies; • Embed effective, sustainable teaching practices and build capacity in the teaching profession to lead on their own professional development in the future; and • Embed effective, sustainable teaching practices that will continue to increase the number of pupils studying Mandarin beyond the life of the programme. <p>SUBCRITERION WEIGHTING: 5%</p>

900 words excluding tables, table captions and footnotes

IOE will support Mandarin teachers with consistently high-quality and innovative training. This will incorporate the IOE Secondary PGCE Languages Mandarin Pathway, the Mandarin Teachers' eforum with >1,200 members, the Chinese Teachers' Annual Conference and the annual programme of Continuous Professional Development (CPD). This CPD- open to all UK Chinese teachers - will be flexible, incorporating year-long and shorter courses, reflecting current pedagogy.

Table 1- UCL /OE National Teacher Training Programme

UCL IOE NATIONAL TEACHER TRAINING PROGRAMME

ITT PROVISION:	NATIONAL IN-SERVICE PROGRAMME OF CPD	MANDARIN EXCELLENCE PROGRAMME SPECIFIC CPD
<p>PGCE Languages (Mandarin Pathway)</p> <ul style="list-style-type: none"> -Training 20 new teachers of Mandarin annually -Mandarin-specific pedagogy input from IOE Mandarin experts -school placements in established Mandarin in-teaching schools (including many MEP schools) 	<p>Available to all Mandarin teachers in the UK</p> <ul style="list-style-type: none"> -Annual Chinese Teaching Conference -Extended CPD programmes from early service to experienced level teaching -Short Courses addressing Mandarin-specific pedagogy, assessment and research 	<ul style="list-style-type: none"> - available in addition to the National In-service programme - exclusive to MEP schools and teachers -addressing MEP-specific teaching pedagogy and programme delivery -developing regional cluster support and collaboration

ITT Provision

Supporting initial teacher training (ITT) and developing teaching capacity for MEP, IOE will recruit 20 Mandarin pathway PGCE Languages students annually, including those who have studied Chinese at university, those who have lived in China and native speakers of Chinese. This innovative pathway, providing significant Mandarin-specific pedagogy and placements in MEP schools with strong Chinese teaching, will maximise the impact of student teacher ITT. In 2020, 65% of graduates went to work in MEP schools and they all join a PGCE Alumni network, which shares best practice.

National Teacher Training Programme

Our national Teacher Training CPD Programme will consist of longer courses with certification, and workshops and seminars designed to inspire teachers and develop quality sustainable practice. Delivery will be offered flexibly in face-to-face, online and blended learning formats, working with UCL Digital colleagues to provide high-quality online content and wider access for teachers.

There will be core annual courses alongside shorter workshops and seminars reflecting input from evidence-based needs analysis from teachers and headteachers in line with recommendations from the Programme Expert Group and referring to guidance from NCELP [table 2]. Directly supporting MEP delivery will be an Early Career programme for our PGCE graduates' first year of work (NQT), to strengthen and sustain their teaching career. Additionally, our Mandarin Upskilling Programme will provide another sustainable pathway for MEP schools to ensure quality teaching by 2025, building on existing

teachers of other languages to deliver Mandarin lessons at KS3 in their schools.² Shorter workshops support current needs around subject knowledge, pedagogy and assessment.

Our Annual Chinese Teaching Conference will deliver teacher-led workshops, embedding quality teaching practice, strengthened by six plenaries emphasising effective practice grounded in research evidence. There is a gap between research and classroom practice³ and our approach will encompass what is being done globally, in languages generally and Chinese specifically, linking with Chinese teaching research in the UK, Australia and the US to maximise impact of our CPD. We will support classroom-based research through the Subject-Experts' Micro-programme⁴, sharing results to strengthen pedagogical knowledge and practice across the community.

MEP Teacher Training, School Support and Embedding Innovative Practice.

MEP teachers will benefit from our national CPD programme, and also receive specific CPD [table 2], providing opportunities for teacher-led input to maximise impact, using classroom-based evidence from MEP delivery. This will build teacher capacity to lead on professional development and is unique to the programme⁵. We will expand this innovative approach through regional Hub-specific training alongside London-based meetings. By supporting regional training and developing guidelines for exchange, we will ensure consistent quality of training whilst creating self-sustaining regional networks that can develop beyond MEP.

MEP school visits will provide detailed lesson observation feedback and facilitate discussions with SLTs. This approach will support less-experienced schools to embed a sustainable Mandarin foundation with our centralised support and regional support from the Hub school.

In line with recommendations from the Expert Group, we will support schools by developing quality materials and curricula, and sharing school-specific delivery models and teacher-generated materials. These will be shared on Edmodo⁶ and MARS (Mandarin Resources for Schools), IOE CI's unique platform. To build on programme legacy, we will deliver MEP student projects and cross-curricular projects embracing GCSE, HSK3-5 and Extended Project Qualifications and will develop innovative platforms facilitating blended teaching. Furthermore, we will provide subject-specialist teaching assistants from IOE CI partners at Peking University and the Centre for Language Education and Cooperation, who will support materials creation and delivery in class and online, innovatively ensuring each assistant impacts multiple schools.

To ensure continued increases in pupils studying Mandarin beyond 2025, schools will share case-studies, allowing flexible approaches to suit school communities.⁷ Hurdle tests will provide pupils with an annual progress indicator which, with HSK exams, could be carried forward by schools post-2025 to provide motivation and a benchmark of excellence.

Pupils need to see the relevance of Mandarin. We will engage HE with our Schools and Universities Day, bringing together pupils, teachers and universities. We will embed language-mentoring opportunities with UCL students and support schools' engagement with local academic establishments and communities; in disadvantaged areas these opportunities can be influential on pupil choice. With British Council we will promote learning outcomes through communications and targeted materials. We will collaborate with China-based partners, including British Council and Generation UK, to support international partnerships between schools, and engage industry to provide internship opportunities, generating student desire for Mandarin beyond the MEP.

By delivering high-quality, innovative teacher training, supporting schools' capacity to lead on evidence-based training development we will embed sustainable practice that will carry beyond 2021-2025.

Table 2- National Teacher Training and MEP Teacher Training Plan for 2021-2025

National Programme (all teachers)

Mandarin Pathway MFL PGCE (annual)

- Subject-specific input from /OE/CI experts
- School visits providing targeted support for student teachers
- Support for Mandarin Subject Mentors in school
- Masters -level training in pedagogical research methods
- Linking theory to practice
- In-school action research dissertations

Annual Chinese Teaching Conference

- 2days
- 6 plenaries with national and international speakers
- 30 teacher-led workshops
- Exhibition of resources to support Mandarin teaching and learning (including overseas study providers, educational book providers, digital content providers)

Core Courses (delivered annually):

NQT Early Career Micro Programme (year-long course, blended learning)

Mandarin Upskilling Programme (three-year course, blended learning)

- Online course development and provision
- Face to face workshops throughout the year
- Intensive Study

Subject Expert Micro Programme (year-long course, blended learning)

Early Leader's Course (year-long course, blended learning; on demand)

One Day Workshops, Seminars and Collaborative Events:

Schools and Universities Day [with >20 Universities from England, Scotland and Wales- repeated every 2 years]

Exams Input Workshop x2 (GCSE and KS5) [with AQA & Edexcel Examination Boards] (x2)

Skills-based Workshop x2 (speaking/listening; reading/writing; teaching characters)

Pedagogy-based Workshop (grammar, behaviour management et al)

Innovative Thinking Workshop (use of technology, project-based learning et al)

[other workshops will be added in response to teacher demand and as opportunities arise, in keeping with a flexible approach]

(the above to be delivered in different formats- online, face-to-face, blended, as appropriate)

MEP Specific Programme (private to MEP teachers, in addition to the National Programme)

One Day Workshops and Seminars:

Termly national network training meetings

Workshops tailored to individual school cohorts

Specific training needs anticipated for each new year group

1 day face-to-face or 2 virtual sessions


New learning styles explored, good practice shared

Promoting teacher confidence in collaborative online teaching

HSK Training for MEP teachers

Use of MEP-specific Technology Training

- Guidance for accessing MEP platforms
- e.a. Edmodo for network contact, GoChinese for hurdle test access

Ref	Technical Requirement
	<p><i>Individual walk-throughs for Jess tech-savvy teachers</i></p> <p>MEP School Visits <i>SLT discussions</i> <i>Lesson observations and targeted feedback from subject experts</i> <i>Communication strengthened</i> <i>Feedback to MEP team on common themes arising, to inform national training</i></p> <p><i>MEP Intensive Study - Teacher Training in China by JOE ITT and JOE CI experts</i></p> <p>Leeds University Northern Hub and other Regional Hubs <i>Model for regional school/university collaboration</i> <i>Intensive study events for multiple schools (KS3)</i> <i>Regional "teach-meet" events with masterclass observation and discussion</i> <i>New learning styles explored, good practice shared</i> <i>Term/ regional network training meetings</i></p>
	<p>Table 3: Subject Expert Micro-programme- MEP participants for 2020-2021</p> <p>Participants</p> <p></p> <p><i>This micro-programme provides experienced, qualified Mandarin teachers with the opportunity to strengthen their pedagogical and subject knowledge develop through classroom-based enquiry, to improve and evaluate pupil outcomes, through learning from and engaging critically with research.</i></p> <p><i>Participants work in groups around research areas and have the opportunity to explore new ideas, reflect and discuss with other colleagues and experts through interactive and stimulating activities via the UCL e-learning platform.</i></p> <p>Research Areas <i>Learning strategies for Chinese tone identification and production</i> <i>Developing learners' competence in Chinese character production via decomposition methods</i> <i>"Self-discovery vocabulary learning method" and its impact on recognition and production of written words in Chinese</i></p>
	<p>¹ IOE CI will benefit from Dartford Grammar School- a key MEP school- being a Language Hub School within the NCELP network.</p> <p>² Since 2018, 16 teachers from MEP schools have taken advantage of this training.</p> <p>³ This gap is acknowledged by ResearchEd in their efforts to bridge the gap between teachers and research in education.</p> <p>⁴ See table 3 for MEP teacher participation in 2020-21 and further content details.</p> <p>⁵ In the independent evaluation of the first MEP, this was acknowledged by Headteachers of MEP schools as a unique element offered by IOE CI.</p> <p>⁶ Edmodo is an online classroom platform, which MEP teachers can use to connect with either other online, and also create classes for their MEP students, to engage them online.</p> <p>⁷ GCSE results and the British Council Language Trends Surveys have demonstrated that typically across languages females are more dominant in take-up- however, Mandarin is one of the few language subjects where the gender balance is almost equal.</p>

Ref	Technical Requirement					
DfE Use only	Score for evaluation	0	1	2	3	4 5
Ref	Technical Requirement					
D	<p>Communications and Engagement Plan</p> <p>Proposal to show how the communications plans will improve pupils' and key stakeholders' perception and value of Mandarin learning.</p> <p>A good bid will demonstrate how strong, clear messages will target and influence key audiences. It will also be largely delivered through existing channels of communications and linked to specific outcomes.</p> <p>Proposals should demonstrate how Potential Providers will achieve the following:</p> <ul style="list-style-type: none"> • Develop and deliver strong, clear messages for pupils, and those who influence pupils, about the value of learning Mandarin to a high level of fluency. You should make clear how targeting key audiences and messages will lead to increased take up of Mandarin amongst the target pupil group; • Recruit new schools from a list provided by the Department; and • Drive up awareness of Mandarin amongst Higher Education institutions and employers and promote their value. <p>Due to restrictions on government spending on communications, the cost of this cannot exceed £100k for the full duration of the contract. We would be looking for cost effective and zero cost communication methods.</p> <p>If your bid is accepted, a full business case and communications plan will need to be submitted and approved by Cabinet Office procedures to release this element of the funding. Potential Providers should be aware that costed activities may not receive funding.</p> <p>SUBCRITERION WEIGHTING: 3%</p>					

741 words

Communications

Our communications approach will support the MEP vision and targets:

- Removing barriers to teaching and learning Mandarin
- Recruiting and retaining schools, teachers and students, including disadvantaged students, and encouraging sustainability
- Increasing awareness of the value of Mandarin - especially among higher education and employers, and
- Supporting DFE and FCDO objectives in China.

We will use an insight-led approach, approved through Cabinet Office if required, to create and deliver clear messaging through tailored content. We will measure effectiveness using a benchmarked Reach, Engagement, Conversion and Advocacy framework.

Working with feedback from existing participants and evidence from MFL sector research, we will develop communications addressing known barriers and create and deliver strong and clear messaging to be used across a variety of channels. Short films, infographics, web and social media content will use the voices and work of participants and alumni to highlight individual stories, with data to show the impact and growth of Mandarin fluency across the whole programme.

The main objectives for annual planning include:

Aim	Target audience to influence	Strong and clear messages
Remove barriers for schools to introduce Mandarin, then sustain participation	For use by schools at decision-making points e.g. with parents, students and governors	The use and value of Mandarin for individual learners Mandarin is a language anyone can learn MEP involvement can contribute positively to the school's performance The range of support available to schools
Encourage pupils, especially those who are disadvantaged, to learn Mandarin	Pupils, teachers, parents	<p>Pupils How much fun learning this language can be Connections that language can help you make with other cultures Global future study and career opportunities available to Mandarin speakers</p> <p>Parents Mandarin learning is</p>

		accessible for all pupils. Language learning develops multiple life skills Funding and support is available, especially for disadvantaged students
Grow awareness of the value of Mandarin within specific sectors	Schools, Education sector, Higher Education Institutions and UUK, and employers including China British Business Council	School sector and specific new schools from DFE list The positive story of Mandarin teaching and learning in the UK Opportunities to take part/join the programme Impact of the MEP programme HE sector Increasing cohort of Mandarin speakers ready to take study further and how to prepare Employers Demonstrate the talent entering the market with Mandarin fluency and increased cultural awareness
Demonstrate the UK's commitment to Mandarin and China relations	Chinese stakeholders. FCDO audiences in China, Language learners in China BEIS ministers	The UK's commitment to increased positive educational, cultural and economic relationships with China Appreciation of China's support and involvement

Low-cost or no-cost communications channels will be prioritised. Paid-for channels will only be used where they offer superior value for money and with prior approval from DfE/Cabinet Office.

MEP schools	Annual communications pack provided to all MEP teachers and communications leads - standard presentations, social media text and visual content, press releases and guidance for engaging with local press
Digital presence	Dedicated web pages at both British Council and Institute of Education will be used to create new content, that is informational and inspirational
Organic social	Multiple Facebook and Twitter accounts

Ref	Technical Requirement						
		posting several times a week. These can be combined into campaigns for greater enaaaement					
	Email newsletters to signed up lists	Communications to participating schools through British Council Schools newsletter [8,000 UK teachers], British Council HE newsletter					
	Languages sector networks	British Council and IOE networks, secretariat to the MFL APPG, and annual language trends research mean we have strong existing relationships and visibility amongst UK MFL and education stakeholders, and at sector events					
	Events	Live digital events for students and parents with Mandarin speaking guides, under-graduates and early career professionals promoting the benefits and global opportunities available and introducing cultural experiences - kung fu, tea ceremony, cooking					
	Webinars/F2F events	Report or resource launches, panel events or presentations to relevant audiences. We will also schedule into existing scheduled events, for example the British Council Education Exchange webinar series ¹					
	Press	Moments such as results day, evaluation launches, China intensive learning will be opportunities for UK and China press drives, with the support and approval of the Deoartment					
	Paid channels	Digital banner and social media advertising, sector newsletters and social posts through TES [6 million users]. Up-to-date sector email address lists, segmented by profession or institution					
	The communications timeline will align with: <ul style="list-style-type: none">the main education decision-making points in the academic yearChinese cultural festivals, UK Education events, World events - COP26, China Winter OlympicsBEIS and Educational ministerial visits to ChinaMEP programme milestones. <p>¹ https://www.britishcouncil.org/education/schools/education-exchange-digital-events</p>						
DfE Use only	Score for evaluation	0	1	2	3	4	5

Ref	Technical Requirement
Ref	Technical Requirement

E	<p>Project and Contract Management & Risks and Issues</p> <p>Proposal to show details of the project management structure, effective grant administration and staffing.</p> <p>To support this, Potential Providers are asked to submit the following documents:</p> <ul style="list-style-type: none"> • A project plan to outline critical dates, deadlines and activities to be undertaken. Maximum word count: 1000 words • A completed risk and issues log (please use the provided template- (Template 1: Risk assessment tool) which demonstrates the risks and issues that have been identified in delivering the programme, together with contingencies/counter measures and plans for managing and mitigating such risks. Typical areas of risk for this type of programme might include staffing, resource constraints, data access, timing, management, communications and operational issues, but this is not an exhaustive list. Maximum word count: 1000 words <p>Within the space allocated below, Potential Providers are asked to set out their response on the following:</p> <ol style="list-style-type: none"> 1. Grant management: Their approach to grant administration and a proposal of how they would allocate grant funding to schools to support the objectives of the programme. Payments to schools should also be accounted for and clearly set out in the cost schedules in Section H. 2. Supply chain management <p>Guidance notes:</p> <p>Grant management:</p> <p>A grant administrator will be required to oversee the grant funding to schools. Full requirements are set out in Document 3- Specifications and should be referred to. This role will involve, but is not limited to, the following roles:</p> <ul style="list-style-type: none"> develop a grant funding agreement, to be agreed with the Department, based on existing departmental Grant Funding Agreements. complete a fraud risk assessment and actively monitor school spend to mitigate against the risk of fraud. to set out and monitor the formula for allocation of additional funding for pupils participating in intensive study visits and payments for continued participation by pupils. Investigate any alleged or confirmed fraud, using appropriately experienced investigators and report findings back to the Buyer. Monitor and report back to the Department on the progress of activities towards agreed milestones for schools on the programme and any payments to schools as a result of these. The Potential Provider will be expected to keep all grant funding for schools separate to the overall contract value and have funding for schools kept within an ESCROW agreement that they will be responsible for arranging. <p>Supply Chain Management:</p> <ul style="list-style-type: none"> - Within the section below, potential providers should submit a management statement to describe the supply chain arrangements for the management of
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	<p>the project, including the legal and contractual relationship between the members of any proposed consortium (if applicable) and the lead Potential Providers and how you will report to and work with the Department.</p> <ul style="list-style-type: none"> - This statement must also include details identifying the personnel (including how many days they will be involved for) and/or roles with relevant skills and experience and a project plan outlining critical dates and deadlines and activities to be undertaken to achieve them. - This should include the resources required to do so, and how they will work with others to achieve this. A good bid would include an organogram of resources required to deliver the programme (this can be provided as a separate attachment on the eTendering portal). <p>This statement must also include:</p> <p>Confirmation of DUNs number for each Potential Provider and definition of their company status- for example, are they an SME by definition¹;</p> <ul style="list-style-type: none"> - Which element of the programme is delivered by each member of the supply chain; <p>How values of the Mandarin Excellence Programme will be embedded across the supply chain;</p> <ul style="list-style-type: none"> - What due diligence has been conducted on the supply chain to ensure that social values are embedded within the supply chain; <p>Evidence of a risk assessment on the supply chain;</p> <ul style="list-style-type: none"> - Copies of CVs of the key personnel to deliver the programme (these are not subject to the wordcount but are limited to 2 A4 pages of size 12 Arial font per CV); and - The Potential Providers must demonstrate project management, risk and governance in line with recognised project management methodology; for example, PRINCE2 or APM. <p>The panel want to be confident that, for example:</p> <p>Government funding is being spent according to government functional standards for grants and that there are clear reporting mechanisms in place to monitor how schools are spending grant funding, and how this will be communicated to the Department;</p> <ul style="list-style-type: none"> - There is sufficient evidence of a rational for how the payments to schools support the objectives of the programme; <p>Effective due diligence and counter fraud measures are in place to ensure government funding is spent responsibly in line with the objectives of the programme;</p> <ul style="list-style-type: none"> - The programme will be managed effectively and with flexibility, and that the management structure is robust;
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Ref	Technical Requirement
	<ul style="list-style-type: none"> - The project plan is realistic and achievable; - That key roles /responsibilities have been identified and the CVs of identified individuals are provided. The Potential Providers must also identify whether Disclosure Barring Service or security baseline checks are required for posts and include this detail within their risk log; - The Potential Provider understands the potential risks and issues of this kind of work; - The Potential Provider has the experience and ability to mitigate these risks and issues, as far as possible; and - Of how Potential providers intend to track the pupils participating in the programme, the full extent of their engagement and the progress that they have made. <p>SUBCRITERION WEIGHTING: 17%</p>

Project Plan

The project plan will be owned by the UCL IOE MEP project manager and continuously reviewed and updated throughout the life of the programme. UCL IOE (IOE) will provide progress updates on the project plan to the Department as part of the agreed reporting cycle.

With PRINCE2 qualified and APM accredited Project Managers in the MEP staff team project management will be aligned with recognised project management methodology. The principle of PRINCE2's 'management by exception' will be used. Regular reporting will take place via monthly progress reports and meetings which are used to confirm progress to date to enable work to continue within each agreed stage of activity. Where there is a risk of a deviation from agreed KPIs or high impact project issues arise these will be brought to the attention of the Senior Responsible Officer (SRO) at the Department immediately.

Risk and Issues Log

The attached risk assessment tool demonstrates a selection of key risks and issues that have been identified in delivering the programme, together with contingencies/ counter measures and plans for managing and mitigating such risks. This will be reviewed and updated on an ongoing basis with any additions/ changes reported to the Department as part of the agreed reporting cycle, and where necessary by exception.

The Programme Manager and Project Manager will be responsible for identifying risks and opportunities at an operational and strategic level. The main information sources for risk identification will be through the management information collected and reported for the programme and through ongoing intelligence gathered by the project team, which will be used to update the Risk and Issues Log.

Grant Management

A Mandarin Excellence Programme (MEP) Grant Allocation team, reporting to the MEP programme Manager, will be initiated at IOE to:

1. Ensure appropriate escrow arrangements are in place;
2. Develop a grant agreement to be approved by the Department;
3. Manage grant agreements with schools;
4. Ensure allocation of grant funds;
5. Ensure outcome achievement of the grant agreements;
6. Monitor performance, including checkpoints defined by the grant agreement;
7. Ensure compliance and investigate any alleged fraud;
8. Resolve issues and queries raised by schools.

Monitoring and reporting to the Department will demonstrate how MEP schools deliver grant outcomes. IOE will report on the progress of activities towards agreed milestones for schools on the programme, performance against retention targets, payments made to schools, risks and issues and lessons learned. As part of this, we will ensure that activity and outcomes from schools are consistent with the grant conditions. Where activities and outcomes are not meeting grant conditions, we will work with the school and establish whether a satisfactory explanation is available. If not, IOE will agree next steps with the Department, which may include either commissioning an audit of the school (budgeted for as a risk premium), suspending the school from the programme, or exploring legal recourses.

Retention of schools will be monitored on an on-going basis. If school numbers fall below the 'steady state' of 75 schools the DfE will be informed immediately and steps will be

taken to recruit replacements. The number of signed and active Grant Agreements held by IOE in September of each year will confirm the number of schools participating in the programme, and the £20,000 payments that will need to be made to schools in September of each year.

School Funding - Retention

Payments for continued participation of pupils will be made on a 'per pupil' basis. This payment will be made on a sliding scale. Each school will receive multiple payments - one for each year group of MEP pupils. Schools are expected to retain more than 90% of their pupils on the programme. The following payment model will apply for each school:

- 90%-100% retention - £110 per pupil
- 80%-89% retention - £95 per pupil
- 70%-79% retention - £80 per pupil
- Below 70% retention - no additional payment

Two special cases apply to this:

- 1) In 2022/23, assuming Intensive Study takes place in China, the following model will apply to ensure that overall budget for payments to schools do not exceed £3.3million in that year.
 - 90%-100% retention - £95 per pupil
 - 80%-89% retention - £85 per pupil
 - 70%-79% retention - £75 per pupil
 - Below 70% retention - no additional payment
- 2) If there is no trip to China, retention payments are increased to £220 per Year 9 pupil to enable hub and spoke school regional group activity to complement the virtual online intensive learning and extra activity with groups of MEP learners from other schools during the year, to ensure a high level of motivation is maintained and pupils are retained in future years.

Retention of pupils, disaggregated by gender and disadvantage, will be monitored at two stages annually throughout the lifecycle of the programme.

- The autumn term of each year when all MEP schools will complete a delivery survey providing pupil numbers in year group. Reported student numbers will be shared with the Department in December (annually).
- In the spring term of each year schools will be asked to update their longitudinal student data, indicating any students that have withdrawn from the programme. This will become the measure for student retention in that academic year compared to the previous academic year, and the baseline for the measure of student retention in the following year.

Retention payments for schools will be calculated based on the spring term data capture, and payments will be made annually, by school summer half term.

The longitudinal student data will also be used to determine, report and calculate any potential bias in gender and/or disadvantage and intensive study payments for Year 7 and Year 8 pupils in MEP schools. Based on spring term data capture intensive study payments for these year groups will be made by the school summer half term.

In line with recommendation from the independent evaluation of the current MEP, our financial planning assumes 95% retention.

School Funding – Intensive Study

Intensive study payments will be made to schools to support the following;

- Locally delivered year 7 intensive language study activities at £100 per pupil.
- Year 8 intensive language study course at a university or other suitable location at £100 per pupil.
- Residential intensive language study course in China at £400 per pupil (or alternative UK based intensive study at £200 per pupil).

Monitoring of pupil participation in Year 9 intensive study in China, including pupils from disadvantaged backgrounds will begin once the annual budget is confirmed by the Department. The visit will take place in July. Prior to that student UPN data and hardship funding allocation data pertaining to this activity will be provided to the Department. Intensive study payments for pupils travelling to China will be confirmed annually in May, and payments made to schools in June.

Performance Reporting

In order to monitor pupil progress towards achieving a high level of fluency, MEP hurdle test result data will be submitted to the Department annually. Hurdle test results for Years 7, 8, 9 and 10 will be collated after moderation in July, and submitted to the Department prior to summer recess for the House of Commons. Success will be measured against what is agreed as a 'good grade'. Pupil level data will be submitted to the Department in a longitudinal pupil dataset. Due to summer holiday closures Year 11 results (GCSE grades) will be collected from schools and submitted to the Department in September of each year.

Milestones and KPI's relating to school pupil satisfaction and school confidence measured, sourced and evidenced by the independent evaluation will be reported annually in August.

Supply Chain Management Statement

The lead contracting party will be UCL Consultants Ltd (UCLC; DUNS 385506936; limited company). UCLC is a wholly owned subsidiary set-up to administer the arrangements for consultancy and tendered services undertaken by IOE staff. The British Council (DUNS 227120391; Non-departmental Public Body and Charity) are a subcontracted delivery partner.

Representatives from both IOE and the British Council will attend quarterly meetings with the SRO at the Department. Day to day communication between IOE and the Department about operational matters will take place through the MEP Project Manager at IOE.

The attached organogram (Annex 1) demonstrates the resources required to deliver the programme and how they will work with others to achieve this (full breakdown of days are included in the Financial Schedules).

The values of both UCL Institute of Education (IOE) and the British Council are aligned with and embedded across the values of the Mandarin Excellence Programme. IOE is a world leading centre for research and teaching in education and social science and is a major provider of teacher education. IOE's Chinese Network supports schools in the sustainable development of the teaching and learning of Mandarin Chinese. The British Council makes a positive contribution to the UK and the countries it works with in cultural relations and educational collaboration, changing lives by creating opportunities, building connections and engendering trust. These values delivered in partnership will enable the continuation of the rigorous school led and largely school funded model of delivery that is MEP. Both UCL and the British Council make publicly available their annual reports, including their commitments to social values.

Recognising our success in delivering the current Mandarin Excellence Programme, we have consciously chosen to maintain the same supply chain so as to minimise risk, maintain and improve quality and build on the capability created and lessons learned.

Programme responsibilities – UCLC/UCL IOE

- Leadership and Project Management
- School management, recruitment, and grant administration
- Contract, financial, and supply chain management
- Research & Evaluation
- School Mandarin curriculum and pedagogy support
- Development and quality assurance of teaching resources and teacher training
- Development of regional Mandarin hubs and initiatives to reduce barriers to studying Mandarin
- Y8 UK Intensive learning.
- Hurdle Test development and administration.
- Intensive Learning in China:
 - Teacher Training.
 - Flight Bookings & Management.
 - Student data capture and data sharing.
 - Pre Departure School Coordination
- Year 9 Intensive Learning Non-China:
 - Teacher Training (Planning).
 - Intensive Learning Teacher Training (Delivery).
- Wider stakeholder engagement.
- School visits & observations.

Programme responsibilities – British Council

- Marketing & Communications.
- Events for students and parents – e.g. pathways with Mandarin
- Year 9 Intensive Learning in China – physical and/or virtual.
- Stakeholder and relationship management in China
- Securing income in kind to cover China trip expenses
- Intensive learning risk assessment, quality assurance logistics and support for schools in China.
- Intensive Learning China Pre-Departure School Meeting.
- Year 9 Intensive Learning Non-China :
 - Teacher Training (Planning).
 - Digital Programme Development and delivery.

Programme responsibilities – MEP Schools

- Lead on delivery of the programme of study.
- Ensure that MEP pupils study for 8 hours per week throughout the academic year, made up of a combination of timetabled class-time teaching, after-school teaching and self-study including forms of blended/online learning.
- Employ a teacher of Chinese.
- Embed effective, sustainable teaching practices.
- Continue recruiting MEP students in Year 7.
- Implement a rigorous programme of study for the duration of the programme.
- Retain pupils on the programme so that as many as possible achieve a high level of fluency in Mandarin Chinese.
- Ensure pupils already participating in the programme seamlessly continue with

Ref	Technical Requirement								
	<p>their MEP studies into 2021/22 and beyond.</p> <ul style="list-style-type: none">• Ensure that MEP students participate in all MEP learning and assessment activities that contribute towards their 8 hours of study as specified by IOE and the British Council.• If selected to be a hub school, support and advise established MEP schools in their hub cluster with matters relating to the ongoing effective delivery of MEP.• Working with the delivery partnership in their approach to removing barriers for schools who are new to, or are not yet, delivering Mandarin.• Ensuring delivery and use of funds are in accordance with the grant funding agreement.								
DfE Use only	Score for evaluation			0	1	2	3	4	5

Ref	Technical Requirement
F	<p>Independent Evaluation</p> <p>Proposal to show how the programme will be independently evaluated on an annual basis.</p> <p>A good bid will demonstrate how the evaluation will be undertaken, who by and how impartiality will be guaranteed, together with robust quantitative and qualitative methods to measure the impact of the programme and provide evidence against the KPIs set for the programme.</p> <p>The Department must be involved in the selection of any independent evaluator and reserves the right to seek further clarification from Potential Providers as to how impartiality has been guaranteed. The Department reserves the right to request that an alternative independent evaluator is selected, should there be any concerns about the impartiality of the evaluator selected by the Potential Provider.</p> <p>SUBCRITERION WEIGHTING: 3%</p>

Focus and Scope of the Independent Evaluation

The independent evaluation, conducted by an external and impartial supplier, will provide a summative and formative evaluation across the next four years of MEP, building on research and evaluation already undertaken on the first five years of delivery.

The next phase of the evaluation will be undertaken following a stage-by-stage methodology beginning in September 2021 until August 2022. An annual interim report confirming the findings towards summative KPIs and formative recommendations for improvement will be published in August 2022, and in August each following year. A final report covering the period from September 2021 until August 2025 will be published in August 2025. Reporting will be linked to the communications plan to engage students, schools, parents and external education sector audiences.

The methodology and impartiality will be reviewed and adjusted annually following review and recommendations from the evaluators and from The Department. The focus of the evaluation should be adjusted accordingly.

The interim and final reports will describe how the programme is being delivered, focusing on the following areas of impact;

- Programme achievements
- Student progress
- The support for schools teaching Mandarin
- The teaching model and adherence to the MEP methodology
- The impact of the Covid-19 pandemic on MEP
- Why schools have withdrawn from the programme.
- Innovative solutions MEP schools use to successfully remove barriers.
- How the programme supports disadvantaged MEP pupils, and successfully remove barriers to disadvantaged pupils
- The additional impact of intensive learning, in particular the trip to China
- Student transition out of MEP into further/higher education and careers

The KPI's in the table below will also be evidenced in the independent evaluation reports using the described methodology:

KPI	Methodology
90% of participating schools report that they are more confident in delivering a rigorous model for teaching Mandarin.	Online quantitative and qualitative survey and qualitative interviews
80% of participating schools report that pupils enjoy being part of the programme and learning Mandarin.	
Compliance with the implementation plan for the delivery of a programme of intensive language study activities (including China).	Programme Management Information Data, Online Survey, Telephone Interviews
Increase access to learning Mandarin to pupils from disadvantaged backgrounds.	Programme Management Information Data, Telephone Interviews

Methodology

Ref	Technical Requirement																				
	<p>The main sources of research and insight to demonstrate impact will be:</p> <ol style="list-style-type: none"> 1. Quantitative analysis of programme MI data, including results of Hurdle Tests, HSK tests and data on teaching hours, gender and disadvantage. School scoping visits - visiting 6 schools. These schools will be selected based on criteria including longevity in MEP, prior experience with Mandarin, insight from the MI data and results from the online survey. Qualitative scoping visits will include semi-structured interviews with staff and focus groups with students. To maintain an element of longitudinal insight into the performance of the challenges within MEP the evaluator will continue working with some schools from previous waves of the evaluation through both scoping visits and in-depth interviews. 2. Online survey of participating staff and school leaders. The online survey will explore all areas of MEP and will include quantitative and qualitative analysis of questions that address the programme aims and KPI's. 3. Follow-up in-depth telephone interviews with school leaders and teachers in targeted schools providing qualitative insight. 4. Interviews with staff in schools that are no longer part of the programme but have participated in MEP up to academic year 2020/2021 will provide qualitative insight into why schools have withdrawn 5. Monitoring and qualitative interviews with MEP student alumni. <p>Impartiality will mainly be maintained by:</p> <ul style="list-style-type: none"> • Appointing an external supplier, independent of the Department, IOE and British Council • Sampling, data collection and analysis methodology being selected by the supplier • Final reports being assured and issued by the supplier. <p>Annual Evaluation Timeline</p> <table border="1"> <thead> <tr> <th>Task</th><th>Timing</th></tr> </thead> <tbody> <tr> <td>New MI Data: understanding & sampling</td><td>October to November</td></tr> <tr> <td>School scoping visits</td><td>November to March</td></tr> <tr> <td>Online survey - School staff</td><td>April</td></tr> <tr> <td>In-depth interviews with school staff, students and alumni</td><td>April to May</td></tr> <tr> <td>Analysis</td><td>May to July</td></tr> <tr> <td>1st Draft of report & case studies shared for feedback</td><td>End of July</td></tr> <tr> <td>Feedback</td><td>Mid August</td></tr> <tr> <td>Final impartial report / Case studies delivered, communications and dissemination, lessons learned</td><td>End of August</td></tr> <tr> <td>Plan methodology for the following year as required</td><td>September</td></tr> </tbody> </table> <p>We recommend that the external, independent supplier Research Stories continue to deliver the evaluation from September 2021 to maintain consistency and knowledge management unless the Department requests a new procurement exercise. Research Stories is a research and insight agency (SME), specialising in education and international cultural exchange and were selected as a result of a competitive tender process.</p>	Task	Timing	New MI Data: understanding & sampling	October to November	School scoping visits	November to March	Online survey - School staff	April	In-depth interviews with school staff, students and alumni	April to May	Analysis	May to July	1st Draft of report & case studies shared for feedback	End of July	Feedback	Mid August	Final impartial report / Case studies delivered, communications and dissemination, lessons learned	End of August	Plan methodology for the following year as required	September
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Ref	Technical Requirement					
DfE Use only	Score for evaluation	0	1	2	3	4 5

Ref	Technical Requirement
G	<p>Social Value: Removing Barriers</p> <p>The bid should detail how you propose to remove barriers for schools to teach Mandarin. Proposals should demonstrate how the Potential Providers will achieve the following:</p> <ul style="list-style-type: none"> • Reflect the recommendations as appropriate, from the independent evaluation of the existing programme (Annex 3); • Include a plan to review why schools have stopped teaching Mandarin and what would remove those particular barriers; • Demonstrate how they will work with schools and offer support to remove as many barriers as possible for pupils wishing to learn Mandarin; and • Provide an innovative approach in supporting disadvantaged pupils who are studying Mandarin and which removes barriers to enable more disadvantaged pupils to study Mandarin, where possible at no or little cost to the Department. <p>SUBCRITERION WEIGHTING: 10%</p>

995 words not including footnotes

The core systemic barriers affecting take-up of Mandarin by schools across England concern:

1. **Teacher supply and quality:** UCL IOE will recruit 20 PGCE Mandarin pathway students annually, while also using placement and online pedagogy support to encourage and support other ITT providers (universities and School Direct) across the country to accept Mandarin student teachers. IOE will also offer bespoke Professional Development Programmes for Mandarin teachers, focusing on teaching quality.
2. **Appropriate accreditation:** IOE has considerable expertise in developing accreditation for Chinese and will consult with the Department, Ofqual and exam boards to establish appropriate KS5 progression routes and will provide schools with information and training regarding GCSE, HSK and A-level examinations.
3. **Quality teaching materials:** IOE has written the leading Mandarin textbooks used in KS3 and KS4. We will continue to develop MEP student projects and our unique Mandarin Resources for Schools (**MARS**) searchable resource bank, encouraging teachers to share resources. IOE will lead schools in exploring the pedagogical benefits of a shared online teaching platform to help standardise quality of provision, freeing up teacher time for school-specific planning and teaching, rather than creation of generic teaching materials.
4. **Knowledge about Mandarin and the benefits of Mandarin study:** IOE and British Council will disseminate messaging about the accessibility of Chinese, support available for schools and the importance of Chinese and China literacy for future opportunities and employment, including through:

Communications packs for schools and parents
Pupil, school, and parental engagement with universities and employers
Pupil experiences (student ambassador events, live digital tours, cultural input)
Case studies and digital media from MEP events
Student materials and intensive study design emphasising practical and career benefits of Mandarin study

5. **Progression from school to university:** IOE will liaise closely with universities to ensure that Mandarin learners in schools can access appropriate university pathways, studying Chinese either as a degree subject or as part of a combined degree.

The recommendations from the independent evaluation of the existing programme will be implemented to ensure the removal of barriers is comprehensively addressed within the MEP school network, including by:

- Emphasising the benefits of the Hub and Spoke model to schools, supporting their meetings, and focusing resources/support on those schools most needing assistance.
- Ensuring early cohort MEP schools' experience is passed on effectively to newer participating schools, particularly in relation to barriers and different schools' successful solutions.
- Focusing support on schools with only one MEP teacher, including provision of Chinese teaching assistant support and teacher sharing where feasible.

	<ul style="list-style-type: none"> • Focusing on greater use of technology to increase engagement for the MEP and Mandarin learning more generally, including rural areas, by <ul style="list-style-type: none"> - devoting more time to training teachers about the use of technology - sharing knowledge and experience of the different platforms and apps available for teaching Mandarin - exploring the potential to engage teachers in a common shared approach - ensuring online platforms are equitable and accessible by all • Using technology to reduce travel time and cost barriers for teacher meetings, building on good practice developed in response to challenges posed by the Covid-19 pandemic. <p>Where schools have stopped teaching Chinese, a review will be undertaken to inform further work on the removal of barriers. A case study project in collaboration with Hub schools will investigate non-MEP schools in different regions who have stopped teaching Mandarin, aiming to capture all the factors influencing their decision. We will also look at selected schools in England's east and south-west regions who have never offered Chinese, as well as a sample of schools across DfE Opportunity Areas, to find out more about their perceptions. These case studies will be compared with existing MEP school case studies, leading to more in-depth knowledge of the potential barriers and helping develop flexible, school-specific recommendations for each school interested in starting Chinese. Findings will be published in order to feed into national-scale strategies for supporting language learning in schools across the country.</p> <p>The British Council's Language Trends Survey¹ shows that the most disadvantaged pupils continue to be far less likely than their peers to study languages at GCSE. IOE will work with a small online headteacher group including MEP schools and schools in predominantly disadvantaged areas to discuss how to remove barriers for disadvantaged pupils to study Mandarin. This group will consult with the Expert Group, the National Centre for Excellence in Language Pedagogy, the British Council and colleagues within IOE to develop this focus for both MEP and non-MEP pupils.</p> <p>We would:</p> <ul style="list-style-type: none"> • Initiate monitoring of disadvantage to identify any biases in MEP workstreams (student/school recruitment, Hurdle and other tests, intensive learning opportunities including the trip to China) and review these more widely across non-MEP schools teaching Chinese • Explore barriers and solutions through evaluation and implement an innovative digital solution. MEP schools would link with schools in more disadvantaged areas, offering support, combined with online resources, to facilitate pupils' access to Mandarin. Digital interaction with our PKU teaching assistants would further support delivery. • Support schools to recruit and support learners following the Educational Endowment Foundation's Pupil Premium guidance, as referenced in the recent DfE Pupil Premium policy paper². • Provide parents with additional information, guidance, and opportunities to engage with Mandarin. • Support development of hardship funds for study in China (specifically for MEP students, also investigating potential sponsorship more widely).
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Ref	Technical Requirement					
	<ul style="list-style-type: none"> • Encourage hub-wide catch-up sessions and/or occasional intensive Saturdays, supported by university student mentors, for pupils who are unable to attend off-timetable lessons. • Ensure all centrally-provided MEP student projects are mobile-friendly, accessible on a wide range of devices and downloadable as printable material. • Provide tailored advice and templates for in-school and community promotion, including online exhibitions and pre-selection events for parents. • Identify and share inclusive models of student recruitment and retention. This will include a Year 6 China week and introductory Chinese lessons for parents, via IOE's existing online Chinese course (using the main KS3 textbook), supported by MA student mentors. • Involve student role models and undergraduate mentors; enhance links with and visits to regional universities <p>¹ https://www.britishcouncil.org/research-policy-insight/insight-articles/language-trends#:~:text=The%20annual%20Language%20Trends%20report,teaching%20and%20learning%20in%20schools.&text=Very%20few%20state%20secondary%20schools,French%2C%20German%2C%20or%20Spanish</p> <p>² https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>					
DfE Use only	Score for evaluation	0	1	2	3	4 5

Costs and value for money

Please note that, as specified in Document 1, Potential Providers will need to provide:

- 1 Two completed cost sheets using the Excel template (**Template 2a: Mandarin Excellence Programme Pricing schedule including China and Template 2b: Mandarin Excellence Programme Pricing Schedule without China**). Please upload both schedules where requested on Jaggaer.
- 2 A statement within the space provided below that sets out the proportion of the total contract spend (not including payment to schools) that will be subject to payment by results.

Guidance notes:**1. Cost schedules**

Please download and complete the two pricing schedules labelled **Attachment 2a: Mandarin Excellence Programme Pricing Schedule including China** and **Attachment 2b: Mandarin Excellence Programme Pricing Schedule without China** from the eTendering portal, providing all costs according to academic years of delivery.

Your costs should be detailed within the cost schedules provided, which includes the following elements:

- The maximum contract value is £16.4million exclusive of VAT. Potential Providers should provide an overall cost which is exclusive of VAT (which must not exceed £16.4million, and also an overall cost which does include VAT.
- A line showing your total overall costs per financial year stating clearly whether or not VAT will be charged and if so, for which funding lines.
- The relevant tabs should be completed where you can separately identify and include all expenditure that you expect to incur in relation to proposed activities, i.e. costs associated with:
 - o overheads i.e. premises/facilities/licences; staffing i.e. management, delivery and administration. Staff costs here should show the number of individuals, roles and the percentage of their time they will work on this particular contract; and a table for each year showing the main activities to be undertaken, date activity is envisaged to be undertaken/completed together with the associated cost.
- Due to current restrictions on travel guidelines, we have asked that Potential Providers provide two cost schedules so that costs for a delivery model that includes China can be clearly separated from an alternative delivery proposal where travel to China is not permitted, according to government advice on Covid. For example, should travel restrictions continue and travel to China is not permitted according to government advice.
- Both cost schedules, together, are weighted at 25% of the overall evaluation score. The Department considers the opportunity to travel to China to be a key aspect of the Mandarin Excellence Programme and therefore where travel is permitted, would promote the opportunity for China to continue to be offered to pupils. Therefore, the cost schedule involving China costs has a sub criteria weighting of 70%, with the cost schedule for the intensive learning experience being weighted at 30%.

- **Guidance on contract arrangements:**

- The total four-year programme value is not expected to exceed £16.4 million (excluding VAT). Year 1 costs must not exceed £4.1 million (excluding VAT). If bids should exceed the published budget, the Department reserves the right to reject the bid in its entirety and if costs are not given in the format and with the detail requested then no score will be awarded for this element.
- Subject to achieving onward financial approval, the contract is intended to run from 1st September 2021 until 31st August 2024, with the prospect of an extension until 31st August 2025.
- The contract duration is for a period of 3 years with a break clause after Year 1 and Year 2. After Year 3, the Department reserves the right to extend the contract for up to one year.
- Due to Government spending restrictions, the Department is required to seek onward funding approvals from Treasury for proposed years 2 and 3 of the contract, as well as any potential extension year. Whilst this prevents us from having full approval for onward spend beyond Year 1, it is our intention to seek this approval during year 1 of the contract. Potential Providers need to take this into account.
- The decision to continue beyond year 1 of the contract is solely at the discretion of the Contracting Authority. Before any extension year, the Department would aim to give the winning bidder at least 3 months' notice.
- All Potential Providers are asked to provide upfront and fixed costs for the full term of the contract, plus the extension year and will be evaluated against the full-term cost. We would expect costs to be proportionately distributed across all years of the programme and reserve the right not to continue with the programme beyond Year 1.

Costs attributed to Management fee:

- Given the nature of delivery of the programme, we would expect the management fee to be proportionate and decrease throughout the life cycle of the contract as initial start-up costs reduce.

Costs attributed to Communications:

- As explained earlier, there are restrictions on all paid for communications and marketing activities funded by the Department. You should set out any planned expenditure on these activities with supporting information on the nature of the planned activities of low or no cost activities, up to a maximum of £100k for the life of the contract. If your bid is accepted, a full business case and communications plan will need to be submitted and approved by Cabinet Office procedures to release this element of the funding. Potential Providers should be aware that costed activities may not receive approval from Cabinet Office procedures.

Costs attributed to the Intensive learning experience:

- Potential Providers must provide costs for the intensive learning experience based in China, and due to current restrictions on travel guidelines, we ask that Potential Providers also provide costs required to deliver intensive learning in line with government advice on Covid (for example, should travel restrictions continue and travel to China is not permitted according to government advice). It is the Department's preference that where, government guidelines allow, pupils are able to travel to China.

- It is not expected that every participating pupil will be able to go on a trip but we are looking to eliminate barriers that might prevent pupils from going if they wish. Potential Providers are asked to allocate up to £50,000 per year from the grant funding allocation to schools, to be made available for pupils whose financial situations might otherwise limit them to travel to China. The selection criteria for this will be set by the Department and Potential Providers are expected to work with schools to allocate funding.
- Schools will be expected to contribute towards the cost of visits to China eg through fundraising, sponsorship, parental contribution.

Payments to schools

Potential Providers should factor payments to schools into their cost forecasts to clearly demonstrate how funds will be allocated and spent.

Funding allocated to schools from within the contract value is set out below:

- a. Each school participating in the programme is to be paid a fixed payment of £20,000 on an annual basis. On the expectation that all 75 schools remain on the programme for the full 4 years of the programme, a minimum of £6,000,000 must be allocated from the total contract value to allow for this. This is to be paid by the contractor from the overall value of the contract and should be included in all costings.
- b. Potential Providers must allocate up to £50,000 of the total contract value on annual basis, to be made available for pupils whose financial situations might otherwise limit them to travel to China. The selection criteria for this will be set by the Department and Potential Providers are expected to work with schools to allocate funding.
- c. Potential Providers are asked to provide a payment mechanism that allocates funding for pupils according to their participation on the intensive study visits and a payment to recognise that pupils remain on the programme from year to year. This should be detailed in the relevant tab on both pricing schedules.
- d. When completing the Pricing Schedules, the Potential Provider should assume 100% attendance from all pupils on any intensive study visits to ensure that this funding is budgeted for within the total contract value. Should there then be less than 100% attendance on any of the events above, any remaining savings must be declared back to the Department.

On VAT:

- i) Please include VAT when submitting prices in the designated boxes. Potential Providers will be evaluated on their total delivery costs exclusive of VAT (which must not exceed £16.4million) however Potential Providers must make clear where VAT is applied and the value of this.
- ii) Where the contract price agreed between the Department and contractor is inclusive of any VAT, further amounts will not be paid by the Department should a vatable supply claim be made at any later stage.
- ii) It is the responsibility of Potential Providers to check the VAT position with HMRC before submitting a bid.

Guidance on costs:

- Costs should be clear and realistic. Please include a clear statement on how value for money will be achieved relating to all key aspects of the service delivery. If there is no demonstrable value for money representing good use of public funds, then we reserve the right to fail a bid on those grounds.
- The costs provided must include all charges that are applicable to the delivery of the DfE requirements. The Total Price submitted will be the fixed price included within any subsequent contract and there will be no adjustment to the contract pricing if additional charges are subsequently identified.
- You must ensure that all estimated costs are real, auditable and can be justified. Be sure you separately identify and include all expenditure that you expect to incur in relation to proposed activities, i.e. costs associated with overheads e.g. premises/facilities/licences and staffing, e.g. management, delivery and administration.
- When calculating the costs to be allocated to Potential Providers, please be aware that at least 10% of the total supplier costs is subject to payment by results. This is 10% of the total fixed and variable costs allocated to the delivery of the contract, excluding any fixed or variable costs to schools.
- You should clearly state what are fixed costs (including payment to schools) which will be payable by the Department and what costs will be subject to assessment of performance by results for schools, with the associated target/payment trigger. Please note that for each year of the programme, the Department reserves the right to review targets and associated payment by results and therefore these may be amended on an annual basis.

Evaluation:

- When awarding score for this criterion, the evaluation panel will take into account the total overall proposed contract cost and the credibility, achievability and robustness of the targets proposed and any other value added.
- The Department will be looking for costings that demonstrate **value for money for the use of Public Funds**.
- The Department will be looking for a clear demonstration of a significant proportion of the total contract value to be allocated to payments for schools.
- **Please note that, as part of the ethos of open book accounting, the Department reserves the right to seek clarification on calculations and costs.**

2. Payment by Results

To support the Department's intention to ensure that tax payer's money is being spent effectively and efficiently, we are using a Payment By Results mechanism for this contract. The Department will be looking for funding formulas that represent the best value for money for the Department and enable a sustainable operating model. It will be the contractor's responsibility to ensure that this is affordable for the duration of the contract.

When calculating the costs to be allocated to Potential Providers, please be aware that at least 10% of the total supplier costs is subject to payment by results. This is 10% of the total fixed and variable costs allocated to the delivery of the contract, excluding any fixed or variable costs to schools.

Proposals that allocate a greater proportion of total supplier costs to a payment by results mechanism will attract more marks, however to ensure that the contract remains affordable, the Department reserves the right to exclude options which are 20% more or less than the median received across all bids. The Department reserves the right to seek further clarification on proposals from Potential Providers.

<p>Please note that fixed costs to deliver the programme must not exceed £2,500,000 over the life of the contract.</p> <p>A good bid would also set out how the payment by results formula will increase across the life of the contract.</p>						
H	SUBCRITERION WEIGHTING: 25%					
	Response[maximum 2,500 words including cost schedules]:					
DfE Use only	Score for evaluation	0	1	2	3	4 5

Evaluation Criteria

This section describes the criteria against which bids will be scored, together with the scoring mechanism and associated weightings for each section. This matrix will be used as a guide only to ensure a consistent approach is taken when scoring the bids.

Scoring Scale

Assessment	Marks	Criteria
Excellent	5	<p>A comprehensive and excellent response that answers the question in full, addresses the key points and provides evidence to demonstrate that the Potential Provider has the knowledge, experience, capability, resources and capacity to meet the requirement. Proposals contain novel or creative ideas which are realistic and which would enhance the service provision. To achieve a score of 5 bids would exceed normal expectations and should clearly be seen as offering value added solutions. Responses demonstrate positive impact on a range of stakeholders and offer outstanding social value.</p> <p>Demonstrates an excellent understanding and high level of confidence with no concerns or omissions identified with evidence that the Potential Provider can meet the requirement in full and to a high standard.</p>
Good	4	<p>A good response that fully answers the question, addresses the key points and provides evidence to demonstrate that the Potential Provider has the knowledge, experience, capability, resources and capacity to meet the requirement in full.</p> <p>Demonstrates a good understanding and level of confidence. Full and relevant evidence is provided to support the response and explain how the Potential Provider will satisfy the criteria in full.</p>
Satisfactory	3	<p>The response answers the question and demonstrates a satisfactory understanding of the requirements and provides evidence that that the Potential Provider has the knowledge,</p>

		<p>experience, capability and resources to meet the requirements but the response may lack some clarity or detail in how the proposed solutions will be achieved. Evidence provided, while giving acceptable statements, is not specifically demonstrated towards how the elements of the programme link together to meet the end user's experience or the aims of this project.</p> <p>Relevant evidence is provided to support the response. Lack of clarity and any missing evidence or detail is only minor.</p>
Poor	2	<p>The response does not answer the question in full and fails to address all the key points or provide relevant evidence to demonstrate that the Potential Provider has the knowledge, experience, capability, resources or capacity to meet the requirement.</p> <p>Demonstrates a lack of understanding or confidence. The response includes concerns or omissions that are considered to present a risk or would have an impact on service delivery that would require significant external intervention to manage or resolve.</p>
Unacceptable	1	<p>The response does not answer the question and fails to address the key points or provide any evidence to demonstrate that the Potential Provider has the knowledge, experience, capability, resources or capacity to meet the requirement.</p> <p>Demonstrates no understanding or confidence. The response includes concerns or omissions that are considered to present a significant risk or would have an impact on service delivery that would require significant external intervention to manage or resolve before commencement of programme.</p>

Annex 1 - Organogram

