Order Schedule 20 (Order Specification)

Order Ref: CCS Framework RM6209 -- ITT Reference Number 7567

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Order Schedule 20 (Order Specification)

This Schedule sets out the characteristics of the Deliverables that the Supplier will be required to make to the Buyers under this Order Contract DPS Ref RM6209.

**STATEMENT OF REQUIREMENT FOR DIO OVERSEAS PRIME CONTRACTS(OPC) TRAINING TIER 1 WEBINAR AND TIER 2 PRACTITIONER.**

**Description of Support Required**.

1. The Defence Infrastructure Organisation (DIO) Overseas Prime Contracts (OPC) project requires the Supplier to work collaboratively with the Project Team to develop training packages that are designed to train MoD staff who will be responsible for the execution, administration and delivery of a suite of Facilities Management (FM) contracts across Defence’s overseas estate.
2. DIO has already completed most of the underpinning Defence Systems Approach to Training (DSAT) work that delivers the Training Needs Analysis (TNA). Objectives and Key Learning Points (KLPs) are under development.

**Background**

1. The OPC Programme is a procurement enabled change programme responsible for the delivery of the next suite of Total FM (TFM) arrangements to support the MoD’s overseas estate. The programme comprises 5 separate projects for Gibraltar HFM, Cyprus Hard FM, Cyprus Soft FM, Germany & Wider Europe (TFM) and finally South Atlantic Islands TFM (out with this requirement due to timescales). The projects deliver non-discretionary services ensuring the estate remains legally compliant, as well as providing a range of bespoke discretionary services, capable of adapting and responding to the changing needs and expectations of stakeholders to transform infrastructure service provision to the Defence community, ensuring innovations and advances are fully embraced, with first class operational delivery, enhanced quality, reduced supplier costs and that industry norms and best practice are delivered where possible. First service entry is planned to commence from July 2022 in Gibraltar.
2. Please be aware that this requirement is to be procured by a Competitive Tender process being run through the Crown Commercial Service (CCS) Digital Inclusion and Support Dynamic Purchasing System (DPS) Framework Arrangement.

**Requirement**

1. An initial Training Needs Analysis has been developed and identified the following requirements:
2. **Tier 1 OPC** **Hard Facilities Management (HFM) Webinars** - Develop a series of ten 60 -120-minute DIO Instructor Led Webinars to reflect the developed details of OPC. The Authority will facilitate the Instructor led element of this requirement. Required by 21st March 2022.
3. **Tier 2 OPC HFM Practitioner Instructor Led Classroom Training & Computer Based Training (CBT)** – Develop a 2.5-day classroom package of training to cover detailed practitioner level details of OPC. This package will be a variation of the material developed in 5(a), exploring elements in greater detail. The package to be trialled as a pilot course before launch. Training for three MoD personnel to deliver the training (train-the-trainer) to be included. The training package to be converted into an equivalent 2.5-day CBT package to exist alongside the OPC Foundation CBT. Required by 06th June 2022.
4. **Tier 1 OPC Soft Facilities Management (SFM) Webinars** - Develop a series of seven 60 – 120-minute DIO Instructor Led Webinars to reflect the developed details of OPC. The Authority will facilitate the Instructor led element of this requirement. Required by 02nd January 2023.
5. **Tier 2 OPC SFM Practitioner Instructor Led Classroom Training & CBT** – Develop a 2.5-day package of training to cover detailed practitioner level details of OPC. This package will be a variation of the material developed in 5(c) exploring elements in greater detail. Training for three MoD personnel to deliver the training (train-the-trainer) to be included. The training package to be converted into an equivalent 2.5-day CBT package to exist alongside the OPC Foundation CBT. Required by 1st February 2023.
6. Individual prices are required for serials 5a, 5b, 5c, and 5d above.
7. The Supplier will be required to liaise with the incoming HFM/SFM Supplier and The Authority Subject Matter Experts (SMEs) to identify and incorporate information on processes, procedures and innovation that are unique to the incoming HFM/SFM suppliers for both the training packages. No TNA is required, a simple verification of the KLPs and Learning Specs (LSpecs) may be required, this will be established during liaison with the incoming HFM/SFM suppliers and the DIO.
8. The CBT courseware is to be compatible with the Defence Learning Environment (DLE) for delivery to trainees. A full pilot course for each CBT element is to be delivered by the Supplier, hosted on MOD DLE, and run in real time.
9. The original source formatting of the Training Pack must be provided to The Authority in a format that allows updates and amendments as required, in a format compatible with The Authority platforms.
10. The MoD to retain the Intellectual Property Rights to the CBT material and Train the Trainer/Instructor Led material with all source files provided as editable PowerPoint slides.
11. It is worth noting that in advance of delegates undertaking the above Tier 1 Webinar and Tier 2 Practitioner level training, they will already have completed awareness training in the form of e-learning modules aimed at providing them with top level information regarding the OPC contract deliverables.[[1]](#footnote-2) The purpose of this practitioner level training is to provide them with the tools and knowledge to be able to carry out their roles effectively under the new contract.
12. The Regional Delivery Overseas employees complete varying roles to support the new OPC contracts. Most of these employees are based in the Overseas estates with the remainder based out of our Wyton HQ. Additionally, there is Customer support based at UK Strategic Command in Northwood.
13. **Scope and standards of deliverables**. The successful bidder will be required to operate in line with the Defence Systems Approach to Training (DSAT) as published in JSP822, Part 2, Version 3.2 (Jun19).[[2]](#footnote-3)
14. **Training Needs Analysis.** The Training Needs Analysis (TNA) *(What is the requirement; is a new or amended training activity needed; and, if so, what kind?)* has been carried out by The Authority and will support the development of the Webinars and Practitioner Training.
15. **Training Design.** Training Design *(What should the training activity look like; who will deliver it, and with what resources?)* where the design of the training activity is completed.
16. **Delivery.** Practical Delivery of the training *(The training activity is delivered).* This is to be achieved via a Pilot Course.
17. **Duration of task.** The Authority requires the Supplier to start no later than January 2022 and all outputs are to be delivered no later than the dates outlined against the individual Requirements above.
18. **JSP822 Defence Direction and Guidance for Training and Education**. The DSAT process is laid out in JSP822. The Buyer requires the successful supplier to adhere to JSP 822 to deliver training that is:
19. Appropriate to the training need.
20. Cost-effective.
21. Accountable.
22. Safe.
23. Risk-focussed.
24. Full guidance as to the Buyer’s requirements and the DSAT process may be found at: <https://www.gov.uk/government/publications/jsp-822-governance-and-management-of-defence-individual-training-education-and-skills>
25. **Support Operationalisation (Mobilisation).** Corporately, DIO RD has a good understanding of the initial type of training required to operationalise and mobilise the project successfully. In this area TNA support is only required to confirm extant findings and then design and deliver the requisite training material.
26. Table 1 below outlines the individual Tier Training content which will be developed with The Authority by the successful Supplier.

**Tier 1 Training**

|  |  |  |
| --- | --- | --- |
| **Title** | **Format** | **Linked to Requirement** |
| **1. Mobilisation** | Webinar – Instructor Led | Linked to Requirement in Paragraph 5a. |
| **2. Module A Management Services & Module I Additional Services** Not including Key Performance Indicator’s (KPIs) |
| **3. Module B Help Desk & Module F Housing** |
| **4. Module C&D Inspection & Maintenance & Module H Soft FM services** |
| **5. Module K Overseas Services & Module V & Common Scenarios** Including Module V for both Hard Facilities Management (HFM) and Soft Facilities Management (SFM). |
| **6. Performance Management Regime & KPIs** |
| **7. Safety, Health, Environment, Management System (SHEMS)** |
| **8. Data Management** |
| **9. Commercial Data & Finance (Booklets 2, 4 &5)** |
| **10. Collaborative Working** including: \* working with winning contractor |
| **1a. Cyprus SFM Mobilisation** | Webinar – Instructor Led | Linked to Requirement in Paragraph 5c. |
| **2a. Cyprus SFM Module F Housing & Module H SFM Services** |
| **3a. Cyprus SFM Module A Management Services & Module I Additional Services** |
| **4a. Cyprus SFM Performance Management Regime & KPIs** |
| **5a. Cyprus SFM Catering Retail & Leisure (CRL)** |
| **6a. Cyprus SFM SHEMs** |
| **7a. Cyprus SFM Booklet 2 & 5** |

**Tier 2 - All training must be available online in format compatible with DLE.**

|  |  |
| --- | --- |
| **Title** | **Linked to Requirement** |
| **Booklet 2** | Linked to Requirement 5b. |
| Performance Management |
| Mobilisation & Transition |
| Early Warnings |
| Escalation |
| **Booklet 3** | Linked to Requirement 5b. |
| Introduction |
| AL-01 Modular Approach |
| Organisation |
| Affected Property |
| SHEMs |
| Information Systems & Data Management |
| Quality Management |
| Inclusive Repair Limit (IRL) |
| Change Management / Additional Works Services (AWS) |
| Contractors Relationship Management Plan |
| Time Between Incidents (TBI) & Facility Condition Management (FCM) |
| Estate Documents and Records |
| Information Gateway |
| Training |
| Contractors Plan |
| Contractors Management Plan |
| Common Scenarios |
| Module B - Helpdesk |
| Module C - Stat & Mand |
| Module D - Maintenance Services |
| Module F - Housing |
| Module H - Soft FM Services |
| Mod I - Additional Services Handbook |
| Module K - Overseas Services (GFE & Stores Management) |
| Module V - Operations |
| **Booklet 4** | Linked to Requirement 5b. |
| Demarcations - especially where they differ from current contract; must be linked to Contract Management Handbook (CMH). |
| **Booklet 6** | Linked to Requirement 5b. |
| Added Value |
| **Site Specific Training** | Linked to Requirement 5b. |
| Gibraltar Specific Elements |
| Cyprus HFM Specific Elements |
| Cyprus SFM Specific Elements |
| Germany & WE Specific Elements |
| Benefits Realisation/Risk Management |
| **OPC SFM Booklet 2** | Linked to Requirement 5d. |
| Performance Management Regime |
| Mobilisation & Transition (Commercial Readiness Assurance Documents (CRADS) & Operational Readiness Report (ORR) |
| Collaboration, changing culture |
| Finance - SFM financial processes, including Force Trading Account |
| **OPC SFM Booklet 3** | Linked to Requirement 5d. |
| Introduction |
| Organisation, include roles and responsibilities by appointment both contractors, DIO and Command |
| Security |
| SHEMs |
| Sustainable Development and Environmental Management |
| Fraud Prevention |
| Information Systems and Data management |
| Change Management Process |
| Early Warnings |
| Business Continuity |
| Relationship Management |
| Supplier Management |
| Secondment of Employer's Staff - Care Catering Manpower |
| Contractors Plan and Contractors Management Plan |
| Records, Meetings, and reports (Governance and Assurance) |
| Exit Strategy |
| Common Scenarios |
| Module B - SFM Helpdesk |
| Module F - Housing Service, to include Defence Accommodation Stores (DAS) - Support to Housing management |
| Module H - Soft FM Services |
| Catering Retail and Leisure (CRL) Services |
| Inflight Catering & Short-term catering |
| Cleaning Services |
| Extraneous Services |
| Recycling & Waste Services |
| Mod I - Additional Services |
| Module K - Overseas Services (Government Furnished Equipment (GFE) & Stores management) |
| Module VL-01 - Preparation for Operations VL-02 - Response to Operational Needs- Cyprus based VL-03 - Response to Operational Needs |
| **Booklet 4** | Linked to Requirement 5d. |
| Demarcations (What is in/out/new) |
| **Booklet 6** | Linked to Requirement 5d. |
| Added Value |
| **Scenarios & Wargaming** | Linked to Requirement 5b & 5d. |
| **CAFM System** | Linked to Requirement 5b & 5d. |

Below is the Final version response from Virtual College.

VIRTUAL COLLEGE RESPONSE

DIO Overseas Prime Contracts (OPC) Training Tier 1 Webinars And Tier 2 Practitioner Training

A1 Conflict of Interests Pass/Fail

Please Note: Question A1 is a Yes / No question and will dictate whether a Conflict of Interest Management Plan (COIMP) is required or not.

A1 Please confirm whether you have any potential, actual or perceived conflicts of interest that may be relevant to this requirement.

We confirm we do not have any conflicts of interest relevant to this requirement.

A2 Experience Pass/Fail

Question: Please provide evidence of where you have been commissioned to facilitate the delivery of similar services to the MOD, another Government Department or Public Body to those stated in the statement of requirement.

Guidance

A2 – Virtual College (VC) Response

Organisation UK MoD (SANGCOM Team) and Saudi Arabian National Guard (SANG)

Programme To convert the training delivery of the SANG Signals School to a blended CBT model.

Scale The training transformation programme covered over 30 different training courses ranging from 4 weeks to 26 weeks in length.

Some of these courses were existing DSAT courses and others were new to the SANG and needed to be designed and developed from scratch.

Timescales 2014 – 2019

Total Value £20M (total programme value £80M)

Range of services delivered • Training needs analysis using DSAT/JSP 822 methodologies

• CBT learning strategy for each course

• On premise learning management system and related training reporting tools e.g. PowerBI

• 4,500 hours of CBT for blended delivery

• Over 100 digital workbooks and training pamphlets

• Over 200 classroom training posters

• Mobile app for on-the-job training – focused on maintenance and inspection cards

• Training portal to support trainee access

• English to Arabic and Arabic to English translation services

• Digital learning consultancy on CBT marketing, take up and adoption

• Design and delivery of an “itutor” programme to support instructor led trainers with the use and facilitation of CBT

Training topics • Command, Leadership and Management

• Battle space Spectrum Management

• Deployables

• IP

• Mobile Fixed

• Service Management

• Network Security

• General Technician

Languages English and Arabic

Stakeholders • SANG

• SANGCOM Team (UK MoD)

• GPT (Airbus)

• Instructors

• Training School Management Team

• Trainees

• Other suppliers supporting the programme e.g. building contractors and hardware / software suppliers

Approach:

With such a large training conversion and multiple stakeholders to work with and through, VC’s approach needed to be collaborative, flexible and focused on the customer and the overall outcomes required. We therefore focused on the “big picture” (not just our own contractual obligations), to ensure the CBT programme was a success.

A detailed case study for this project can be viewed here.

Service Results:

• Increased trainee satisfaction and engagement

• Reduction in tutor administration time

• Access to data and information to support individual learning plans

• 3 x contracts delivered to time, quality and budget

• CBT now a core part of training delivery within the SANG training school

• Generated attention and praise from 3 Star General Ivan Hopper – who recently awarded the programme team with a Certificate of Commendation.

Feedback on Virtual College’s performance:

GPT/ Airbus

“In such a notoriously change-resistant environment, the adoption of CBT has been challenging with many, initially, expressing the view that it could never be done. However, there are now over 1,200 active users, with user levels increasing significantly as usage matures.”

Programme Director, GPT

SANGCOM

‘At the leading edge of training courseware development, Virtual College has opened the door to a huge shift change in how our partners will train for the foreseeable future.’

S T Gillespie – Lieutenant Colonel, British Army

A3 Requirement Approach

Weighting 25%

Question: Describe the approach you will adopt to meet the requirement including the specific methodology that will be used to transfer an Instructor lead Training (ILT) package to a Computer Based Training (CBT) package to optimise the trainee experience.

A3 – Virtual College Response

Introduction and Context

We’re proud of our strong relationship and the recent Tier 1 and Tier 2 projects in Built Estate and Accommodation, and the Tier 1 OPC project we have jointly delivered with your team.

Building on our successful relationship, understanding your organisation, objectives, trainees and ways of working means we’re not starting from scratch. Utilising this experience means we know how to best use existing resources and look and feel through established protocols and communications channels for quick decision making. All our recommendations will be based on maximising your budget, reducing time and identifying efficiencies to ensure this project is sustainable and flexible.

We understand you want to develop a solution which includes CBT, webinars and classroom deliverable materials (including a content walkthrough with OPC Facilitators) for OPC HFM and SFM.

Principles that underpin our approach and optimise the leaner experience:

• Project Commitment – team members are clear on Project goals

• Knowing what success looks like – setting clear targets/KPIs with stakeholders to monitor project success

• Considering and analysing risk – mitigating any obvious risks upfront

• Cost, time, and quality are co-dependent - managing changes and potential impacts throughout the project

• Project planning - manageable sequential activities which clearly set out how, who, when and inter-dependencies.

• Clear project management and leadership with assigned roles and responsibilities –aligns to OPC

• Partnership and collaboration – creating a shared vision for the project and working collectively to deliver it.

Resources

• VC employs over 100 people focused on creating blended learning programmes – Solution Designers, Training Designers, Instructional Designers, Multimedia Designers, Project Managers

• Account Director (Nicole Horsman), with relevant experience of delivering CBT and blended programmes

• Dedicated Project Manager (Mandy Adams) and Learning Design Manager (Hazel Dale) with relevant experience of working on similar projects with you

• Our Chief Learning Officer (Sarah Baker) will work with key stakeholders to ensure any new processes and procedures are captured as part of the final learning delivery

• Other resources will be assigned after the initial scoping phase – when all parties fully understand and agree what needs to be delivered. Examples provided in A5.

Relationship with stakeholders

From our experience of other projects and the tender documentation, we anticipate several groups of stakeholders that we will need to work with and through:

• DIO OPC – the team responsible for this project

• DIO OPC - Subject Matter Experts

• Other teams, where new processes may impact the design and delivery of the training

• H&SFM suppliers

• Instructors / course facilitators

As you have seen, our approach to building our existing and respectful relationship with stakeholders is based on being:

- Human –straightforward, open, honest and transparent. We avoid jargon, find common ground and remember that we all have something unique to contribute

- Collaborative – we work with and through stakeholders and partners – we want them to get as much out of the process as the project needs

- Interested and questioning – we ask lots of questions, do lots of listening and learn as much as we can to make the project a success

- Enthusiastic – we are incredibly energetic and passionate and delivering the outcomes needed to meet your objectives and maximise your budget

Based on our existing knowledge and relationship, and our jointly established successful ways of working, we will utilise telecommunication tools including:

• Meetings and workshops via Microsoft Teams / Zoom and where appropriate, face to face meetings

• Documentation sharing via email, Sharepoint and secure tools

Approach to the Project

At the commencement of the Project we will map out the key stakeholders and understand and define a RACI (who is responsible, accountable, needs to be consulted, needs to be informed) for each stakeholder. This will allow the Project Team to create a relationship, communication and consultation map and plan.

As per our previous arrangements, we will schedule weekly project meetings with your assigned Project Team to cover:

a) Project progress

b) Agreed decisions

c) Risks and/or issues to progress

d) Assigned actions

e) Corrective actions that are required to maintain progress

f) Progress against milestones

g) Change management status.

To ensure timescales are adhered to, our structured process with defined timelines includes the following steps:

STAGE PURPOSE OUTPUT

Discovery

Scoping kick-off and research Agreeing key aims and objectives of the project

Define success and impact criteria

Analysis of learners

Validation of best delivery methodology

Mapping of learner journeys

Agree KPI’s

Review of existent DSAT documentation (TOs, EOs, KLPs, and LPs) Project Initiation Document

Statement of works

Project plan

Communications plan

Key Performance Indicators

Discovery report – to include recommendations of solutions (to be discussed at a scheduled meeting)

Discovery and Design

Content

collation

Scoping and gathering of content, ensuring appropriate utilisation / repurposing of material developed for the OPC and FDIS programme where relevant.

Collaboration with DIO SMEs

Working within DSAT parameters encompassing all TOs, EOs, KLPs, and LPs for the relevant training package (dependent on scoping outcomes)

Content in appropriate format to build training packages

Design

Learning strategy and design Identification and agreement of the appropriate webinar, classroom and CBT methods and media - recommendations provided to the Authority via a Discovery Report

Mapping of learner pathways for the modular approach

Design and development of the webinar, classroom and CBT elearning blueprint

DSAT finalised with appropriate methods and media taking LScalar into consideration

Wireframe/Storyboard, Functional prototype, Technical Specification

More in A5 response

Design

Prototyping and iteration Develop and agree design of all packages

Develop working prototypes of the appropriate webinar, classroom and CBT as per the methods and media documentation

Capture feedback and refinements to the learning approach Working prototype of all delivery methods for authority and trainee feedback

Develop and Deliver

Build and testing Translate content and DSAT documents into compelling, engaging learning material, following the appropriately assigned methods and media

Providing live CBT build versions (via Storyline review links) for the DIO-OPC teams to easily navigate and test

Provide webinar and classroom resources for test and review

Two development, feedback and sign off stages;

- Beta – full working programme with minor changes

- Gold – final build that enters QC

Beta build - Iteration of prototype build including changes from feedback from key stakeholders and narration

Learning from experience additions made to final training material

Develop and Deliver

Quality checks, delivery and deployment Quality Assurance and testing

Authority sign off

Uploading of CBT and digital assets of webinars and classroom resources to DLE

Functionality checks Gold product - Final published versions deployed onto DLE

The source files will be provided in SCORM and PDFs.

Content walkthrough for OPC Facilitators

Maintenance Maintenance Contract for updates and amendments (optional – not included in price but can be provided if required) Packages remain fit for purpose and up to date

Appendix A outlines the expected delivery and milestone plan.

Project Management

VC will utilise a capability drop approach to the delivery of this project, with engagement, approval and sign-off by key stakeholders at every stage. Key documents include:

- Project Initiation Document – capturing programme goals, scope, governance processes, constraints, stakeholders, project controls, lines of communication and escalation paths, reporting frameworks, risk, assumptions, issues and dependencies, RFC progress, testing and capability acceptance

- Key Activity Charts –for strategic operational briefing on the project and associated progress

- Project Earned Value - to identify tracking against milestones

- Project Status Reports (weekly)

Deployment to the Defence Learning Environment (DLE)

To optimise the trainee experience, when releasing to the DLE we will:

• Agree the configuration requirements of the DLE to meet the rollout requirements

• Deploy modular learning pathways to provide personalised routes throughout the content for trainees

• Provide an SLA to the Authority to ensure rapid content amends and redeployment

• Deliver in DLE testing and evaluating of the solution once deployed – support with internal and external validation.

Below is an indicative timeline of events. The specific dates for project delivery will be established within the Discovery phase of the project.

STAGE Date by

Discovery - Scoping, kick-off and research June 2022

Design - Content gathering and co-creation Learning strategy and design July / August 2022

Develop & Deliver Tier 1 HFM September 2022

Develop & Deliver Tier 2 HFM November 2022

Develop & Deliver Tier 1 & 2 SFM March 2023

Deliver – Final Technical transfer March 2023

A4

Key Staff Weighting 20%

Question: Provide full details of Key Staff who will deliver the contract including details of their experience in delivering CBT related projects and proof of individuals accreditation and/or qualifications where appropriate.

A4 – Virtual College Response

VC will utilise its best talent to deliver the contract, including those who have worked on your previous

projects. The key staff assigned include the following people. See Appendix A for detailed CVs and oganisation chart.

Account Director – Nicole Horsman

Having worked for City & Guilds for 15 years, Nicole is recognised for developingorganisational learning and development strategies and demonstrating value through CBT and blended approaches.Based on our successful delivery of the Built Estate and Accommodation projects, Nicole will ensure VC continue to deliver great outcomes for OPC and its trainees. Testing andchallenging the team throughout to make sure VC deliver a high-quality learning experience.

Nicole’s responsibilities will include:

• Key point of contact and relationship owner

• Scheduling review meetings with OPC via telephone / webinar. The purpose of these meetings will be to help assess the success of the project against objectives, success criteria and impact measurements

• Milestone delivery updates

• Stage 1 escalation point

Chief Learning Officer – Sarah Baker

Sarah has worked in the CBT industry for over 13 years and is responsible for managing VC’s in-house CBT development and design studio. Sarah’s experience in delivering CBT and ILT projects include solutions for clients such as adidas, Fujitsu, central government departments, the Ministry of Defence and providing strategic overview on your recent project for the Built Estate. Recently Sarah led the whole curriculum design and learning development for a facilitated CBT programme with a large train operating company. The VC team created a 2 day passenger experience training programme using digital learning in a facilitated classroom environment. Sarah will bring the learning and best practice from this programme to this OPC project.

Sarah’s responsibilities will include:

• directing the development of content

• leading the creative design process for the programme

• learning analysis and design

Senior Project Manager – Mandy Adams

Mandy has project managed many of our major projects, including the MOD international digitisation project, and is experienced in working with multiple stakeholders. Mandy’s experience in delivering CBT and ILT related projects include:

• senior Project Manager for the digital training transformation project for MoD

• Project Manager for Fujitsu’s project on a total training overhaul and conversion from topic expert face to face delivery to CBT format

Mandy’s responsibilities for the OPC project will include:

• Responsibility for all project documentation and sign off

• Achieving overall project and communicational efficiency and establishing operational procedures both internally and with the OPC team

• Responsibility for risk management of delivery of projects

• Liaison and management of communication with OPC’s SMEs

• Co-ordination of tasks and overseeing quality across all stakeholders internally and externally

• Responsibility for delivering and achieving against project KPI’s including uality standards and consistency

What this means for ways of working based on our work to date with OPC:

• Dedicated, weekly update calls to report on progress and identify any risks

• Leading of calls with SME when engaging on content development - for example wireframing the game development over several weeks with senior managers at MOD.

• Maintaining and delivering project status report weekly to the OPC team

• Management of feedback via development trackers - shared with the OPC team

Learning Design Manager (LDM) – Hazel Dale

With a background in education, Hazel has extensive knowledge into how people learn best,making her highly skilled at designing CBT content and creating blended programmes. Hazel has been the dedicated LDM for FDIS’ and OPC’s recent Tier 1 andTier 2 project in Built Estate and Accommodation, which were successfully delivered usinga blend of interactivity, gamification and graphics, within budget and timescales and whichhave been very well received.

Hazel’s experience in delivering CBT related projects include being the lead LDM for:

• a number of digital transformation projects from classroom based delivery to CBT for internal staff at the Department for Education and Metropolitan Police Service

• on the digital transformation contract for the UK MoD contract in KSA, working closely with topic experts to ensure clarity and understanding of highly technical content.

Hazel’s responsibilities for this OPC project will include:

• Developing content to increase OPC trainee engagement

• Using appropriate learning strategies, alongside engaging and interactive animations, interactions and exercises to ensure content meets trainee needs

• Quality assurance checks throughout the development and design proves to test the CBT solution for consistency and that it meets all quality standards agreed.

VC will also utilise its wider team of digital and blended learning professionals for the project, as required.

A5

Training Delivery Weighting 15%

Question: Provide details, including proposed methodology and a draft plan explaining how you would approach the training delivery for DIO staff in accordance with the statement of requirement. Provide details of how you would assess the merits of the various techniques that may apply to CBT, including gamification if you believe it an appropriate approach.

Please include information on the “Train-the-trainer” requirement and how this training will be provided to specified Authority staff.

Guidance

A5 – Virtual College Response

VC has a wealth of experience of delivering large scale projects, both for the MOD and other Government departments. Appendix A outlines similar work completed for Tier 1 and 2 with Built Estate, Accommodation and OPC and our approach is based on our learnings from working on these similar projects, making best use of your budget and existing resources/content.

VC deploys human centred learning design methodology, which includes a light touch discovery phase. This methodology ensures the training offered meets both the needs of your trainees but also the requirements of the organisation and is based on the following principles:

• We’ll instructionally design the content to deliver capable and confident learners that can apply their new-found knowledge and skills to measurably improve organisation performance.

• We’ll design and build engaging learning sequences that develop knowledge, skills and behaviours - allowing learners to grow and flourish at work

• We’ll use a learning first, technology second approach to the solution design

• We’ll identify learner pain points up front, and use design to offset these throughout the learning experience

DRAFT PLAN

• Training Need Analysis

The DIO team have already undertaken a TNA. We will verify their KLPs and Learning Spec as part of a light touch Discovery phase, working in collaboration with the incoming HFM/SFM subject matter experts (SME).

• Content analysis

VC will complete the analysis of supplied content which involves mapping the objectives to individual resources, including exploring the possibility of utilising existing content for repurposing. As an outcome of this process, we will produce a matrix / learning scalar that visually illustrates how the content links and maps together.

• Learner analysis

VC’s content development philosophy is built on human centred design principles. The team will complete an analysis to ensure OPC trainees are placed at the centre of the design process. As part of the light touch Discovery phase, we will review the findings of the TNA in relation to the trainees and their preferred learning methods.

The trainee analysis phase results will inform the design of the solution, so it reflects the needs of the end users, whilst meeting training programme and organisational objectives.

• Determining the best techniques to use

The research and analysis from the above stages will identify the best media and design approach for the CBT package. Through design review meetings with the OPC team, wider stakeholder group and the Authority, we will identify and agree:

a. The best use of CBT to maximise effectiveness of training, including appropriate multimedia, such as gamification, and how the structure will offer a modular approach to learning

b. The learning strategy for each element of learning, to ensure the content stimulates the desire to learn

c. The design of the structure, visual assets, resources for the webinars that provides consistency and engagement for the learners

d. Appropriate classroom resources to support the programme

When selecting the most appropriate elements we will consider:

• Learning outcomes: what we’re looking for the trainee to understand / demonstrate

• The Learning Scalar in terms of fidelity

• Technology and infrastructure implications

Proposed methodology for training delivery - Webinar based training and Instructor-led Classroom Training

Once content analysis has been completed, we will work with your SMEs to:

• Define the structure for webinars and classroom training by collaborating and liaising with the content providers. This will ensure that the webinars are consistent, fit for purpose and meet the trainees’ needs.

• Develop visual assets, collateral and resources to support webinar delivery.

• Develop guided learning packs to support the OPC facilitators and conduct a ‘walk through’ of contents.

Feedback and iteration

The draft designs for each element of the project will be developed through a number of iterations based on feedback which will drive the refinement of the solution.

Indicative Learner Journey:

1. T1 webinars are based on T1 content previously developed for BE and Accommodation, with amends to reflect HFM and SFM contracts. Webinars are delivered in live, remote sessions by OPC staff.

2. Tier 2 is developed to enable both self-directed, computer based training and synchronous classroom based delivery.

a. Where common content exists across HFM and SFM this will be identified to maximise efficiencies and enable re-use of assets and interactions where possible.

b. Specific content will then be created for HFM and SFM

c. Assumes that there is significant re-use of content from BE/Accommodation for HFM, and assumes approx. 20% of common content across HFM and SFM

3. Computer based training content will be developed first, enabling re-use of visual assets, collateral and resources for the guided learning packs to support the classroom based training.

A6

Price Weighting 40%

Question:

Please respond to this question by completing the pricing schedule and the DEFFORM 47 Appendix 1 Tender Submission Document (Offer) and return with your tender to the Authority.

Guidance:

Pricing

Having worked closely with you and gained an in-depth understanding of your teams and learners, and considering the specification, we believe that this new contract for OPC would most likely benefit from a blended approach delivered via webinar, CBT and workplace activities. Therefore, this is how we have priced this submission. Whilst this would be thoroughly researched during the initial phase, our rationale for the recommendation at this stage includes considering the following:

• Ensuring that face to face training provides increased value for learners through the sharing of relevant best practice and building relationships and to minimise the impact of additional travel and off-the-job costs, planning of cohorts, scheduling and managing the events

• Covering HFM and SFM– training needs to reflect relevant content for different groups, achievable through scenarios and branched learning in CBT

• DIO Teams across the UK and beyond– requires accessibility, flexibility and consistency of delivery which CBT offers

• Modular approach so delegates can select and complete relevant, role related training – easily achieved through CBT programme structured in learner pathways

We know how well the programmes already created for FDIS teams have met all objectives. We commit to ensuring that all our recommendations will be based on maximising your budget, reducing time, and identifying efficiencies to ensure this project is sustainable and flexible.

We propose:

• Utilising the content and outputs from FDIS Tier 1 BE and Accommodation, to develop the assets for webinar based delivery for both HFM and SFM contracts

• Repurposing and redeveloping the CBT content developed for Tier 2 BE and Accommodation to create a solution bespoke for HFM and where feasible, SFM

• Repurposing the CBT content into guided learning packs with standalone assets to support synchronous classroom delivery, to be delivered in a workplace setting by OPC staff

Our pricing schedule is based on the parameters in the specification and based a similar build to the Built Estate and Accommodation programmes

Virtual College ASSUMPTIONS

• Up to 1.5 hours of webinar seat time for HFM and SFM at Tier 1 (Indicative for digital learning – content and ppt slides will drive your webinar delivery)

• Up to 6 hours of computer based learning seat time for HFM and SFM at Tier 2.

• Guided learning packs based on HFM and SFM computer based training, to support 2.5 day classroom based training for HFM and SFM at Tier 2

• Tier 1 development is based on 70% re-use of BE/Tier 1 base content

• Tier 2 HFM development is based on 50% re-use of BE/Accom Tier 2 base content

• Tier 2 SFM development is based on 20% re-use of HFM Tier 2 base content

• Based on developing new content at L2 interactivity

• Delivery takes a mixed media approach to increase engagement and retention

• Formative assessments

• SCORM activities and immersive scenarios included

• Assumes that any webinar or classroom training will be delivered by OPC staff

• Informal ‘walk through’ of content for delivery staff

• Computer based training deployed onto the DLE

If, as part of discovery, we find that another alternative or amended approach would work best for the OPC Team then we will rework the solution and the budget as appropriate. Our objective is always to provide you with the best solution that provides quality, longevity and meets all learning outcomes.

Activity Included in the price Excluded from the price

(assumed in place / delivered by others or not required)

Discovery and Design

Review the scope of the project and the associated deliverables

Review overall development and delivery process and agree project management methodology.

Identify Learner and stakeholder journey

Identify hosting and delivery requirements

Content and gap analysis

Produce outline design standards

Produce rapid prototype

Excludes subject matter expertise and content authoring

Customer to act as SME and provide base content

Assumes look and feel, design standards and graphical approach based on Tier 2 Accom

Excludes webinar/classroom training facilitation

Develop and Deliver Tier 1 HFM & SFM Up to 3 hours of learner seat time in total (1.5hrs HFM/1.5hrs SFM)

Based on 70% re-use of Tier 1 BE/Accom base content and assets

Excludes subject matter expertise and content authoring

Customer to act as SME and provide base content

Assumes look and feel, design standards and graphical approach based on Tier 2 Accom

Excludes webinar/classroom training facilitation

Develop & Deliver

Tier 2

HFM & SFM

Up to 12hrs of learner seat time in total (6hrs HFM/6hrs SFM)

Based on developing new content at L2 interactivity

Carry out initial conversion of source content into learning script and engage the learning design process

Technical build and design - Content / Interactions / Graphics - Beta phase (1 x review at Beta)

Technical build and design - Content / Interactions / Graphics / Voiceover - Gold phase (1 x review at Gold)

Implementation of review recommendations after each phase

Testing of digital assets

Final fixing

Technical transfer

Project Management

Bespoke branding

Excludes hosting/licences for software

Excludes subject matter expertise and content authoring

Excludes 3D animation

Customer to provide base content and act as SME

Excludes train the trainer/lesson plans (includes informal walk-through of content)

Excludes webinar/classroom training facilitation

General assumptions Prices assume virtual project delivery using remote working tools such as Teams (unless otherwise stated).

Prices are valid for 3 months and are based on a set of commercial assumptions – set out in the proposal.

If the commercial assumptions change or the project scope changes this is likely to affect the prices quoted. Travel and subsistence costs are excluded from the price.

1. Tier 1 Foundation e-learning has been added as a contract amendment to an existing contract. This will aid the development of this training package (due to be complete Nov 2021). [↑](#footnote-ref-2)
2. DSAT (Lite) process will be used to ensure the structure and outputs align whilst ensuring the SMEs are given ample time to input and build. [↑](#footnote-ref-3)