



Department  
for Education

# DPS Schedule 6 (Order Form Template and Order Schedules)

## Order Form

ORDER REFERENCE: 22/23-098

THE BUYER: **The Department for Education**

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

THE SUPPLIER: Institute for Employment Studies

SUPPLIER ADDRESS:



REGISTRATION NUMBER:



DUNS NUMBER: Not known

DPS SUPPLIER REGISTRATION SERVICE ID: Not known

### APPLICABLE DPS CONTRACT

This Order Form is for the provision of the Deliverables and dated 25/01/2024.

It's issued under the DPS Contract with the reference number **RM6126 CCS Research & Insights Marketplace DPS** for the provision of the **Language Programmes Evaluation**.

DPS FILTER CATEGORY(IES):

**Mixed Method (qualitative and quantitative), Process Evaluation, School age children/ young people, Teaching and England.**

### ORDER INCORPORATED TERMS

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

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



3. DPS Special Terms

4. The following Schedules in equal order of precedence:

• Joint Schedules for **RM6126 CCS Research & Insights Marketplace**

**DPS 22-23/098** ○ Joint Schedule 2

(Variation Form)

[REDACTED]

Joint Schedule 2 (Variation Form) ○ Joint Schedule 3 (Insurance  
Requirements)

[REDACTED]

Joint Schedule 3 (Insurance Requirements) ○ Joint Schedule 4 (Commercially Sensitive  
Information)

[REDACTED]

Joint Schedule 4  
(Commercially Sensitive)

○ Joint Schedule 6 (Key Subcontractors)

[REDACTED]

Joint Schedule 6 (Key  
Subcontractors)

○ Joint Schedule 10 (Rectification Plan)

[REDACTED]

Joint Schedule 10  
(Rectification Plan)

○ Joint Schedule 11 (Processing Data)

[REDACTED]

Joint Schedule 11 (Processing  
Data)

○ Joint Schedule 12 (Supply Chain Visibility)

[REDACTED]

Joint Schedule 12  
(Supply Chain Visibility)

• Order Schedules for **RM6126 CCS Research & Insights Marketplace**

**DPS 22-23/098**

○ Order Schedule 1 (Transparency Reports)

[REDACTED]

Order Schedule 1  
(Transparency Reports)

○ Order Schedule 2 (Staff Transfer)

[REDACTED]



Order Schedule 2  
(Staff Transfer)

○ Order Schedule 3 (Continuous Improvement)

Order Schedule 3  
(Continuous Improvement)

○ Order Schedule 5 (Pricing Details)

Order Schedule 5

(Pricing Details)

○ Order Schedule 7 (Key Supplier Staff)

Order Schedule 7

(Key Supplier Staff)

○ Order Schedule 8 (Business Continuity and Disaster Recovery)

Order Schedule 8  
(Business Continuity and Disaster Recovery)

○ Order Schedule 9 (Security)

Order Schedule 9

(Security)

○ Order Schedule 10 (Exit Management)

Order Schedule 10  
(Exit Management)

○ Order Schedule 14 (Service Levels)

Order Schedule 14

(Service Levels)

○ Order Schedule 15 (Order Contract Management)

Order Schedule 15  
(Order Contract Management)

○ Order Schedule 18 (Background Checks)

Order Schedule 18 (Background Checks) ○ Order Schedule 20 (Order Specification)



Order Schedule  
20.docx



Department  
for Education CCS Core Terms (DPS version) v1.0.3

RM6126 DPS Core  
Terms v1.0.pdf

6. Joint Schedule 5 (Corporate Social Responsibility) **RM6126 CCS Research & Insights Marketplace DPS**

Joint Schedule 5

(Corporate Social Resp

7. Supplier bid

IES proposal

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

ORDER SPECIAL TERMS

The following Special Terms are incorporated into this Order Contract:

Special Term 1. Safeguarding Children and Vulnerable Adults

Special Term 2. Project outputs

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

Special Terms -  
Research

ORDER START DATE: 25th January 2023

ORDER EXPIRY DATE: 30 September 2026

ORDER INITIAL PERIOD: 2 Years, 8 Months

DELIVERABLES

See details in Order Schedule 20 (Order Specification) around milestones and contract review periods.

MAXIMUM LIABILITY

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



Department  
for Education

Estimated Year 1 Charges used to calculate liability in the first Contract Year is  
[REDACTED]

#### ORDER CHARGES

See details in Order Schedule 5 (Pricing Details)

The Charges will not be impacted by any change to the DPS Pricing. The Charges can only be changed by agreement in writing between the Buyer and the Supplier because of:

- Indexation
- Specific Change in Law
- Benchmarking using Order Schedule 16 (Benchmarking)

#### REIMBURSABLE EXPENSES

None

#### PAYMENT METHOD

Via BACS upon submission of valid invoice after successful completion of payment milestone(s).

#### BUYER'S INVOICE ADDRESS:

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

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

[AccountsPayable.OCR@education.gov.uk](mailto:AccountsPayable.OCR@education.gov.uk)

[REDACTED]

#### BUYER'S ENVIRONMENTAL POLICY

**Department for Education Sustainability and Climate Change Strategy**, 21 April 2022, available online at [Sustainability and climate change strategy - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104444/Sustainability_and_climate_change_strategy_-_GOV.UK.pdf)

#### BUYER'S SECURITY POLICY

**Department for Education Personal information Charter**, available online at [Personal information charter - Department for Education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/104444/Personal_information_charter_-_Department_for_Education_-_GOV.UK.pdf)

#### SUPPLIER'S AUTHORISED REPRESENTATIVE

[REDACTED]

#### SUPPLIER'S CONTRACT MANAGER

[REDACTED]



Department for Education  
**PROGRESS REPORT FREQUENCY**

Weekly update email and meeting minutes with decisions taken, date and any alternative arrangements will be agreed by the parties where necessary.

**PROGRESS MEETING FREQUENCY**

Weekly during active fieldwork stages, frequency during other stages of the project and dates to be agreed by parties.

KEY STAFF Clare



KEY SUBCONTRACTOR(S)

**National Institute of Economic and Social Research**

E-AUCTIONS

Not applicable

COMMERCIALLY SENSITIVE INFORMATION

Not applicable

SERVICE CREDITS

Not applicable

ADDITIONAL INSURANCES

Not applicable

GUARANTEE

There's a guarantee of the Supplier's performance provided for all Order Contracts entered under the DPS Contract

SOCIAL VALUE COMMITMENT

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

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



Department  
for Education

Date:

## 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

Milestone	Description	Delivery Date or timeframe
Year 1 fieldwork	Baseline and end of year 1 fieldwork including surveys with phase 1 lead and partner schools (teachers, leads and pupils), language assistant host schools, language assistants (MLAs and ELAs). Anticipated response rates at baseline - staff in lead and partner schools would be between 40% and 50% and pupils in these schools between 25% and 30%. Also, 25 interviews with teachers and 9 with GEMs. Beginning of case study work including 2-day visits with 6 schools to conduct interviews, observations and focus groups. Also to include research instrument development, comparator school recruitment and analysis.	By 31 <sup>st</sup> July 2024
Year 1 interim report	An interim report outlining the results to date from the first year of fieldwork including key learning and recommendations. This will be shared internally within the department for comments prior to being finalised. This will be considered for publication in Autumn 2024.	By 31 <sup>st</sup> August 2024
Contract review point	Review progress if any alterations are required by both parties.	By September 2024
Year 2 fieldwork	Fieldwork including surveys with phase 1 and 2 lead and partner schools (teachers,	By 31 <sup>st</sup> July 2025



	<p>leads and pupils), language assistant host schools, language assistants (MLAs and ELAs).</p> <p>As the samples are not longitudinal, we do not anticipate any attrition therefore response rates in Year 2 will remain as the same levels as in previous waves - staff in lead and partner schools would be between 40% and 50% and pupils in these schools between 25% and 30%.</p> <p>Also 25 interviews with teachers and 9 with GEMs. Continuation of case study work including 2-day visits with 6 schools to conduct interviews, observations and focus groups. Also to include research instrument review and adjustments, phase 2 school baseline measures and analysis.</p>	
Contract review point	Review progress if any alterations are required by both parties.	By April 2025
Year 2 interim report	An interim report outlining the results to date from the second year of fieldwork including key learning and recommendations. This will be shared internally within the department for comments prior to being finalised. This will be considered for publication in Autumn 2025.	By 31 <sup>st</sup> August 2025
Contract review point	Review progress if any alterations are required by both parties.	By February 2026
Year 3 fieldwork	<p>Fieldwork including surveys with phase 1 and 2 lead and partner schools (teachers, leads and pupils), language assistant host schools, language assistants (MLAs and ELAs).</p> <p>Anticipated response rates in Year 3 - staff in lead and partner schools would be between 40% and 50% and pupils in these</p>	By 31 <sup>st</sup> July 2026



	<p>schools between 25% and 30%.</p> <p>Also 25 interviews with teachers and 9 with GEMs. Continuation of case study work including 2-day visits with 6 schools to conduct interviews, observations and focus groups. Also to include research instrument review and analysis bringing together findings and comparisons from all years of fieldwork.</p>	
Draft final report	<p>Draft full final report to be produced including results from across all years of fieldwork and findings and recommendations from the implementation, process and impact evaluations. All drafts must be high quality and fully quality assured prior to submission to the DfE Project Manager who will submit any comments and revisions to be made.</p>	By 31 <sup>st</sup> August 2026
Final full report	<p>Following comments and feedback from the DfE Project Manager on the draft version the final version the full report to be produced. This will be in line with publication requirements by DfE and will be considered for publication in Autumn 2026.</p>	By 30 <sup>th</sup> September 2026



# **Pack for Call-off Competition**

## **Attachment 3 – Statement of Requirements**

Title: **Language Programmes Evaluation**

Contract Reference: **22-23/098**

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



- 1.1. The Department for Education referred to as 'the Authority' hereafter is looking for a supplier to provide an evaluation of a selection of the department's Language Programmes which support the teaching of languages and culture in schools in England. The aim of this evaluation is to bring together learning from across these programmes to understand how well they have been implemented and fidelity of delivery. Additionally, the evaluation should investigate the impacts on pupils, teachers, language assistants and schools around language learning, progression and pedagogy.

## 2. Background to the Contracting Authority

- 2.1. This research is being commissioned by analysts from the Curriculum and Qualifications Analysis and Research who work alongside the two policy teams responsible for overseeing the programmes to be evaluated. Members of these teams are currently located in London, Manchester, and Bristol.
- 2.2. The Languages policy team are responsible for overseeing the Language Hubs and German Promotion Project. They sit within the Humanities, English, Arts and Languages Division which is responsible for shaping curriculum policy for these subjects in schools and working to deliver specific curriculum interventions. This is to ensure all students regardless of background, are given the opportunity to fulfil their potential.
- 2.3. The International Strategy and Partnerships team are responsible for overseeing the Language Assistants and UK German Connection programmes. The team's ambitions are rooted in a desire to build lasting and positive education relationships in priority regions and countries to leverage education trade and provide pipeline opportunities for an increasingly important export sector with activities centred around the UK government's International Education Strategy.
- 2.4. The National Consortium for Languages Education (NCLE) are a consortium of partners made up of University College London's Institute of Education, the Goethe-Institut, and the British Council, who are contracted to lead the Language Hubs programme.
- 2.5. British Council is the UK's international organisation for cultural relations and educational opportunities. It supports peace and prosperity by building connections, understanding and trust between people in the UK and countries worldwide. British Council does this through its work in arts and culture, education and the English language, working with people in over 200



Department for Education countries and territories and has offices in more than 100 countries. British Council deliver the Language Assistants programme.

2.6. The Goethe-Institut is the cultural institute of the Federal Republic of Germany with a global presence. They facilitate international cultural exchange, promote access to the German language and support the unimpeded development of culture and science, and lead the German Promotion Project and work closely with UKGC.

### 3. Definitions

Expression or Acronym	Definition
CPD	Continuous Professional Development
DfE	Department for Education
DWP	Department for Work and Pensions
EBacc	English Baccalaureate
ELA	English Language Assistants
EU	European Union
GEM	German Expert Mentors
GPP	German Promotion Project
HHCL	Home Heritage and Community Languages
HMG	His Majesty's Government
HMRC	HM Revenue and Customs
MFL	Modern Foreign Languages



MFLPR	Modern Foreign Languages Pedagogy Review
MLA	Modern Language Assistants
NCLE	National Consortium for Languages Education
SWP	Schools White Paper
UCL	University College London
UCLC	University College London Consultants
UKGC	UK German Connection

#### 4. Summary

The Department for Education is looking for a supplier to conduct an independent evaluation into four of its programmes which support language provision in schools in England. The two of focus will be the Language Hubs and Language Assistants programmes, with the German Promotion Project (GPP) and UK-German Connection (UKGC) being secondary.

The Language Hubs and GPP are new programmes which have been developed in response to the Schools White Paper commitment to establish a network of modern foreign language hubs and introduce more effective continuous professional development courses for language teachers in both primary and secondary schools. They began delivery to 15 lead school hubs in September 2023 and will start working with partner schools in January 2024. The programme will expand with additional 10 lead schools in September 2024 and continue running until March 2026. As a result, it is intended that teachers will be more confident in teaching in line with the Teaching Schools Council MFL Pedagogy review, and perceptions of languages will improve to increase entries of formal qualifications, particularly from those who come from disadvantaged backgrounds.

The Language Assistants programme and UKGC are long running embedded programmes which are key to how modern foreign languages are taught and studied in schools. Through activities such as international mobility and exchanges, the programmes give young people in the UK the opportunity to experience different cultures, improve their language skills and build independence, character and resilience, helping them to become more internationally minded. The Language



Assistants programme is within scope to be evaluated and both this and UKGC should be considered as part of an overarching evaluation into language provision in schools.

It is intended, where appropriate for each, for these to include combinations of implementation, process, and impact evaluations. The evaluation should consider the implementation of the hubs programme and GPP, understand how the programmes are being delivered with fidelity, and determine what works and what could be improved. We are interested in understanding the impacts of the programmes and how they are working together to improve language provision in schools.

These are cross-cutting policy programmes, so findings will be used by two policy teams to determine if the current models of delivery are working for each programme as intended, and their effectiveness of achieving the intended outcomes. This will help officials better understand the quality of language provision in schools to inform Ministers if the programmes should continue as they are, or if any changes are needed to improve their future delivery.

This evaluation will run for just under 3 years until September 2026, with fieldwork to be conducted annually in three phases. Two interim reports followed by a full report and presentation detailing findings, suitable for publication on GOV.UK, will be required at the end of this evaluation. The budget for this evaluation is £275,000.

## 5. Background to the Requirement

### Language Hubs and German Promotion Project

In November 2016, the [Teaching Schools Council](#) commissioned a review of evidence about current teaching and effective pedagogy of foreign languages at, specifically, secondary school level in Key Stages 3 and 4. The results and a set of recommendations were published in the '[Modern Foreign Languages Pedagogy Review](#)' (MFLPR). The principles and recommendations of the review have formed the basis for much of the Department's languages policy, including the MFL Pedagogy Pilot, launched in 2018 and managed by the National Centre for Excellence for Language Pedagogy (now called [Language Driven Pedagogy](#)), and the [revised subject content](#) for French, German, and Spanish GCSEs, published in 2022, for first teaching September 2024.

In July 2017, the Government committed to an ambition that 75% of year 10 pupils in mainstream state-funded schools should be entered into the [English Baccalaureate](#) by 2022 (first examinations 2024), increasing to 90% by 2025 (first examinations 2027). The [Schools White Paper](#) (SWP) published on 28 March 2022, re-stated commitment to this ambition and included a pledge to establish 'a network of modern



to 'align language hubs and introduce more effective continuous professional development courses for language teachers in both primary and secondary schools'.

Although, languages are one of the core subjects included within the EBacc ambition, it continues to have the lowest level of entries of all pillars (45%) and remains the biggest barrier to achieving this. Challenges to increasing uptake of languages include:

- Poor transition between primary and secondary schools meaning pupils come in with different levels of ability; this is exacerbated by disparate offers at the primary level.
- Less focus on the teaching of languages in schools, so department sizes and language choices are being reduced.
- Varied quality of MFL teaching and the low supply of teachers.
- Perception among school leaders and parents that languages are not useful subjects.
- Student perception that language GCSEs are more difficult than other subjects.
- Student belief that they do not need to be able to speak a foreign language because residents of non-anglophone countries have strong English speaking and comprehension skills.

Following the SWP, funding was assigned to help increase the uptake of languages and to support the EBacc ambition. In November 2022, Minister Gibb approved the following programmes to be commissioned by the Languages policy team as part of this funding:

- **Language Hubs** seek to increase uptake of all languages that are offered at GCSE, with a focus of CPD primarily in French, German, and Spanish. The programme aims to increase the confidence of teachers and quality of teaching at GCSE, as well as improve transition between primary and secondary phases. It also aims to increase the profile of, and access to, home, heritage, and community languages. This new programme will build on the MFL pedagogy pilot which delivered intensive support to 45 schools, CPD for up to 1,350 teachers, and provided resources nationally for Key Stage 3 and 4 to improve language provision in schools.
- **The German Promotion Project (GPP)** seeks to combat the decline in German that has occurred over the last ten years. The main aim of the programme is to raise the profile of learning German in schools including increasing awareness of the benefits of studying it. The GPP will seek to help build teaching capacity and develop communication and promotional materials to improve interest in the teaching and learning of German.



The main objectives of the Language Hubs and GPP are to:

- Increase the number of pupils in state-funded schools opting to study a language at GCSE, A level, and, subsequently, higher education.
- Improve the quality of provision at both primary and secondary schools.
- Improve attainment in languages at GCSE.
- Align any future languages offer with the wider departmental strategy.
- Improve access to home, heritage, and community languages (HHCL).
- Improve the communication around the importance of languages.
- Improve perceptions of language learning and its value.

The Language Hubs contract, worth up to £14.9m and running for three years until March 2026, was awarded to UCL as the lead contractor. UCL Consultants (UCLC) convened the [NCLE](#), which comprises of UCL, the [Goethe-Institut](#), and the [British Council](#). The Language Hubs programme includes a distinct GPP, **delivered as part of the same contract**, managed by the Goethe-Institut. The British Council are responsible for the communications for the programme.

Programme delivery began in March 2023, with an initial focus on the set-up of a national centre and the recruitment of the lead hubs. NCLE are responsible for the appointment of 25 lead hubs all of which will work with other schools to improve standards of language teaching across the country, in line with recommendations of the MFLPR.

Lead hub school recruitment has been split in two phases:

1. 15 lead hubs recruited (comprising 19 schools, of which 4 entered into co-led partnerships (April 2023 – June 2023)
2. 10 lead hubs to be recruited (June 2024)

Each lead hub school is responsible for the recruitment of between 5 – 7 partner schools from their local area. Given that the programme aims to increase the opportunities to study languages among those students from disadvantaged backgrounds, there is a requirement that at least 25% of all partner schools recruited must be located in an Education Investment Area (EIA), or have at least 28% of pupils in receipt of pupil premium funding. Phase 1 partner schools will be formally identified and recruited to the programme in the Autumn term of 2023, with a view to begin participation in January 2024. Phase 2 partner schools will be identified and recruited to the programme during the 2024 Summer term, with a view to begin participation in September 2024.

There are 5 key strands to the Language Hubs programme:



## Department for Education: **From March 2023**

The GPP is part of a wider project led by the Goethe-Institut, called [Gimagine](#).

**It seeks to improve the profile of German in schools through building language and pedagogical capacity. There will also be communications campaigns and promotional materials developed to raise awareness of the benefits of studying German.**

- **Goethe-Institut will recruit and train a team of German Expert Mentors (GEMs) from schools and educational establishments across England (not limited to the hubs), who will provide one-to-one support to German teachers across England from September 2023 to build their knowledge and skills.**
2. Home Heritage and Community Languages: **From November 2023**
    - NCLE will promote and support greater access to accreditation in HHCL's by supporting, training, and producing guidance for schools and pupils on how to enter GCSE and A Level, helping schools to become assessment centres and facilitate a speaking examination, recruiting and training expert speaker assessors in 17 languages.
  3. Transition: **From November 2023**
    - Effective transitions from one key stage to another are crucial to sustaining learner motivation and progress. NCLE will develop an online toolkit for classroom teachers to build high quality pedagogy, robust, well-sequenced curriculum planning, and reliable assessment of learner outcomes to enable smooth transition from KS2 to KS3. Alongside this, they will trial a nationally recognised benchmark to provide information to secondary schools at the point of transfer to KS3.
  4. The Hub network: **From January 2024**
    - 25 lead hub language specialists will provide intensive support to their partner schools with the aims of raising standards of language teaching, increasing confidence in delivery of the MFLPR recommendations, and increasing uptake and attainment in languages among pupils.
  5. Universal CPD: **From January 2024**
    - 10 universal CPD modules will be available to all teachers nationally, including those not on the Hubs programme. At the core of these modules will be the recommendations and principles of the MFLPR. This will be advertised on NCLE's 'micro-site', which will be available from October 2023. Online CPD modules and other associated resources will also be available on this platform.

### **Language Assistants Programme**

The Language Assistants Programme and UKGC fall under the department's international remit and are also built on the knowledge that languages are part of the National Curriculum, are one of the EBacc pillars, and GCSE entries are in decline.



The Language Assistants programme is a key component to how MFLs are taught and studied in schools, specifically in direct one-to-one support for disadvantaged pupils and to help pupils progress in listening and speaking.

The programme supports the DfE's priority to embed rigorous standards, curriculum and assessment through their focus on languages. It also provides the programme participants with invaluable mobility opportunities by giving them the chance to experience life and culture in the UK and overseas, teaching in education settings, developing their language skills and gaining important transferable skills that will help them in their future careers, whatever industry they choose to work in.

The programme's original inception was in 1905, and since then it has been delivering on a series of bilateral agreements between the British Council (on behalf of the DfE) and Education Ministries in 15 destinations worldwide. It is delivered by the British Council but is funded by a DfE grant of £550,500 each year as well as grants from each of the devolved administrations. The current grant funding agreement expires after the 23/24 financial year, after which commercial and policy teams will consider the best approach to funding for future years.

The programme is split into two key aspects of **English Language Assistants** (ELAs) and **Modern Language Assistants** (MLAs). All work in classrooms alongside languages teachers to give context to language learning, inspire students through talking about their experiences in their home culture. Their aim is to enhance language learning and enrich pupil experience.

Language Assistants spend between 6 and 9 months abroad and work between 12 and 18 hours per week. Placements generally follow the academic year in their chosen country meaning they typically start their placements in September/October and finish in May/June. Placement lengths can vary depending on the needs of the assistant and host institution, and the distinct academic years in some country. Language Assistants will receive a temporary contract and a monthly stipend during their time abroad.

## English Language Assistants

ELAs are UK residents (typically students and graduates), who temporarily move abroad to complete paid teaching placements. Applications are run by the British Council, who provide them with all the required recruitment and administrative support. ELAs teach English in schools, colleges and universities across 14 different countries worldwide.

Countries where you can be an ELA	Language/ teaching skills needed
Belgium Canada France	B1 level French required



Switzerland	
Austria Germany Switzerland	A2 level German required
Italy	B1 level Italian required
Argentina Chile Colombia Mexico	B1 level Spanish required
Hong Kong Spain	No language skills required

### Modern Language Assistants

MLAs are students graduates or teachers from countries listed in the table below, who come to the UK and are placed in primary or secondary schools. UK educational institutions apply to the British Council to host a MLA, and they provide them with all the required recruitment and administrative support.

Modern Language	Countries the MLAs are recruited from.
French	Belgium Canada France Switzerland
German	Austria Germany Switzerland
Irish	Northern Ireland Ireland
Italian	Italy
Mandarin Chinese	China



### **UK-German Connection (UKGC)**

The organisation was launched by the late Queen Elizabeth II and (then) Federal President Horst Köhler during her state visit to Germany in November 2004. It was officially announced in July 2005 by both Foreign Secretaries. Activity began in November 2005, and in July 2017 the Foreign Secretaries of the UK and Germany issued a [joint declaration](#) on expanding school and youth exchange between the UK and Germany, with funding doubled by all stakeholders. The founding partners and co-funders are: FCDO, DfE England, British Council and the German Foreign Office.

Having left the EU and withdrawing from the Erasmus+ programme, HMG is committed to demonstrating how the UK values international opportunities, language-learning, and ensuring young people have a global outlook. Additionally, it is important to ensure existing bilateral arrangements are stable and continue to deepen. In this context, our bilateral relationship with Germany is especially important.

In July 2021, following a visit by then Chancellor of Germany, Angela Merkel to the UK, it was announced that future funding to UKGC would be increased with the intention to support youth exchange and collaboration between Germany and the UK. The organisation is unique in being purpose built to promote UK-German exchange and collaboration in the field of education and is underpinned by a joint declaration between the UK and German governments.

[UKGC](#) operates as a not-for-profit, bilateral government agency. Since 2017, the programme has been implemented under an annual direct grant award, with this cycle of funding ending on the 31 March 2023 and equalling an amount of around £150,000. After which commercial and policy teams will consider the best approach to funding for future years.

UKGC offers variety of programmes, services, and initiatives for children in England to engage in with children and young people (from primary, secondary and further education sectors) in Germany. These give pupils the chance to experience a different culture, improve their language skills and build independence, character, and resilience, helping them to become more internationally minded.



UKGC also provides opportunities for the professional development of language teachers and assistants through their teacher exchange programmes. UKGC aims to support increased uptake of and improved proficiency in German language as well as promoting cultural exchange and providing enrichment opportunities.

Opportunities on offer include:

- Grants for bilateral school projects across the curriculum
- The German Pupil course and German scholarship course (approximately 36 pupils participate annually).
- Summer language and culture courses in Germany for year 10 and year 12 students.
- Seminars and trips for young people.
- The Youth Ambassadors network (approximately 30 places) host twice-yearly meetings of young people (aged 15-19) promoting UK-German activities and getting other young people involved.
- CPD opportunities for teachers through exchange programmes such as 'Host a Teacher' (in the region of 70 UK schools host a German teacher)
- Café Connect, a virtual exchange platform set up in early 2021, giving young people the chance to connect through interactive activities, group discussions on current topics, and informal chat.
- The Cultural Exchange Ambassador programme
- Advice, support and forums for school and youth partnerships.
- Pen pal linking services and regular newsletters.

International exchanges and German-language learning within schools in England is becoming less and less common. Schools often cite a lack of funding and wider support as contributing to these issues. Alongside efforts by the Goethe-Institut and the British Council, UKGC plays a significant role in helping encourage and embed bilateral engagement, cultural exchange, and language learning. Work is currently underway to more closely link the work of UKGC and the Goethe-Institut within the Language Hubs programme.

### **Links between the programmes**

- All four are inclusive of German speaking with aims to increase uptake, perceptions or accessibility.
- All focus on delivering languages in schools whether this is access, cultural experiences, pedagogy or CPD.
- All programmes are working towards meeting the EBacc ambition.
- There is overlap in delivery partners with British Council and Goethe-Institut involved in varying capacities in each programme.



### Existing evidence

There is some existing evidence which gives insights into current uptake and perceptions of languages:

- Languages taught in schools [School and College Panel – March 2022 wave \(publishing.service.gov.uk\)](#)
- Prioritisation of languages by schools and colleges [School and College Panel Report – February 2022 wave \(publishing.service.gov.uk\)](#)
- Removal of language courses [School and College Panel – January 2023 \(publishing.service.gov.uk\)](#)
- Preference for languages to learn [Parent, Pupil and Learner Panel – March wave \(publishing.service.gov.uk\)](#)
- Trends in language entry and attainment for GCSE [GCSE results 2023: The main trends in grades and entries – FFT Education Datalab](#)
- Trends in language entry and attainment for GCSE [A-Level and other level 3 results 2023: The main trends in grades and entries – FFT Education Datalab](#)
- Most recent annual language trends, of which there are also previous years available online [language trends england 2023.pdf \(britishcouncil.org\)](#)
- Confidence in teaching languages by Primary and Secondary teachers [Working lives of teachers and leaders – wave 1: core report \(publishing.service.gov.uk\)](#)
- Rapid evidence review on impacts of learning languages [Foreign language learning and its impact on wider academic outcomes - EEF](#)
- 2022 overview of status of language teaching in schools [Language teaching in schools \(England\) – House of Commons Library \(parliament.uk\)](#)

## 6. The Requirement

The Language Hubs and Language Assistants programmes will be the ones of primary focus with UKGC and GPP being secondary programmes. Thus, the aim of this evaluation is to understand:

- How Language Hubs have been implemented, how they are running and any impacts for teachers, schools and pupils.
- How the Language Assistants programme is running and any impacts for schools, pupils and assistants.
- Any insights into the running of the GPP and UKGC.

As the programmes develop there may be the potential that additional language programmes or policies are introduced in the future subject to funding approvals.



6.2. Theories of change for the programmes have been included within the annex for bidders to reference.

### Primary aims and objectives

These are objectives that we feel are essential to look into to determine how well the programmes are working and their impact:

1. Determining what works and what doesn't work for each project's delivery models.
2. Increased secondary school teacher confidence in delivering the recommendations from MFLPR.
3. More support, resources, and materials available to teachers and pupils.
4. Increasing GCSE entries:
  - a. Moving towards meeting the EBacc ambition
  - b. German no longer in decline
  - c. For those from disadvantaged backgrounds
5. Effective set-up and processes of running hubs.
6. More efficient transition between language learning at primary and secondary school.
7. Progression and next steps in careers of languages assistants.

### Secondary aims and objectives

These are the research topics that we would hope to get information on through the fieldwork, but are areas that are less important to find out about

1. Increased A-level entries.
2. Increased GCSE attainment.
3. Increased uptake of Home, Heritage, and Community Languages.
4. Improved perception of language learning and teaching by pupils, teachers, and school leads on:
  - a. Difficulty
  - b. Usefulness
  - c. Enthusiasm/ motivation to learn languages.
  - d. Enjoyment of lessons
5. More options available to students/ satisfaction with choice.
6. Improved student confidence in learning/ speaking languages.
7. Satisfaction with languages education.
8. Enjoyment of lessons.
9. Teacher retention.
10. Improved cultural awareness.
11. School leads decisions around language education and their departmental offer.
12. Awareness and use of the programmes and resources available e.g., hubs CPD, languages assistants grant, UKGC.



How do the programmes all currently interact and where can they link up better?  
What works and does not work for the teaching of each language?

15. Sharing of best practice to see if there is something universal that works that can be replicated or something purely for that language/ model.
16. The current status of language education in schools.

The evaluation will help policy teams determine if the current models of delivery are working for each programme as intended and their effectiveness of achieving the intended outcomes. This will help officials better understand the quality of language provision in schools to decide if the programmes should continue as they are, or if any changes are needed to improve their future delivery. For each of the programmes an evaluation will help us determine the research questions listed below.

## Research questions

### Language Hubs

It is the process elements such as set-up, running and influence of the programmes (outside of entries and attainment) that we know little about. We also know little about the wider impacts such as on confidence, perception, and employability. An evaluation will provide the basis to start answering these questions or provide a direction to pursue over time.

- Are hubs the best mechanism for increasing uptake in languages?
  - What is the influence and spread?
  - Does this model work where hubs engage with teachers and a small number of lead and hub schools in specific areas?
  - How have hubs influenced perceptions of language learning?
- How does the work of hubs impact pupils' perceptions and confidence in ability?
- We are interested in learning at primary school, the transition to secondary and in KS3. How are pupils progressing in learning languages and what are the benefits before they choose to study for formal qualifications?
- How confident are teachers in delivering the recommendations from the MFLPR? How supported do they feel to do so?
- Does the Language Hubs model deliver the MFLPR with fidelity?

### GPP

- How well it is running and are any adaptations needed?
- What influence is this project having independently of the hubs work and UKGC?
- Have perceptions of German language learning and uptake of study improved?



- What languages, workplace, teaching and other transferable skills have been gained?
- Have students gone on to apply for a languages related job or one using languages? How has this impacted the language teaching pipeline?
- How has the placement helped with their final year degree (those who are undergraduates at the time)?
- What are the benefits of having a MLA to English school pupils and schools?
- What other routes do schools use to hire a Language Assistant and how do these compare?
- How are schools using the funding?
- Are there any barriers to hosting/ becoming a Language Assistant?
- Is the current model and pipeline working in the current climate? (Brexit, cost of living, covid's impact on travel)

### UKGC

- How well known is the programme? What are schools and pupil's perceptions of it?
- How are schools and pupils engaging with the programme?
- How is the programme interacting with GPP and other language programmes?

Whilst we are wanting to understand each programme individually, their interactions with each other, and collective impact we are not wanting to compare them directly to determine if one is more effective than the other as they all have differing aims.

### 6.3. TARGET PARTICIPANT GROUP

Programme	Participant group	Population
Language Hubs and GPP	Lead Hub schools	Phase 1: 15
		Phase 2: 10
	Partner schools	Phase 1: Up to 105
		Phase 2: Up to 70 additional schools
	GEMs	9
	Teachers	TBC but average of 5 teachers in the language department of each school
	MLAs	553 (in 2022-23)
	ELAs	1717 (in 2022-23)



	English schools	~400
	Pupils	~10,000 pupils taught by MLAs each year
	Alumni students	12,000 since 2011
UKGC	Direct participation	2000 pupils
	Indirect participation	20,000 pupils

We propose that sampling concentrates on the Language Hubs and Language Assistants programmes who have set schools and specific contacts. Feedback for the UK-GC and GPP can be gathered indirectly through targeted questions in surveys and interviews with the above samples (see suggested approach below). The exact breakdown and sampling of all parts of the fieldwork should be proposed by bidders and will be agreed with DfE, following early document review. We would expect that samples are representative for each participant group within each programme.

We would like a wide range of teachers (speaking and teaching a variety of different languages) and pupils of different age groups to be covered by the evaluation. Sample populations should reflect regional diversity where possible. Bidders may also wish to consider other stakeholders involved in both the implementation and effects of this programme which may include delivery partners, feeder primary schools and parents/carers.

We will have contact details of lead schools, hub schools, host language assistant schools in England, MLAs and ELAs which we can set up data sharing agreements with the winning bidder to use for conducting fieldwork. We are open to suggestions from bidders on appropriate representative sample sizes and approaches to use for recruitment e.g., engaging with school leads to facilitate the distribution of surveys to pupils and teachers, if weighting is used etc.

There are a few options available for utilising control groups for an impact evaluation, which we would anticipate bidders to make use of, or come up with their own ideas, to ensure we have counterfactuals for our primary programmes.

- The first phase of recruitment for partner schools will take place in Autumn 2023. Bids are anticipated to be scored to determine successful applicants. If there are sufficient bids there is the potential for there to be a number of schools who may be unsuccessful in their application or put on a waiting list to be a lead school in the future who could be approached to be a control group.
- Language Hub schools could be a comparator for the Language Assistant programme where hub schools are asked about how they recruit language

<sup>1</sup> Numbers were lower than normal due to the impacts of Covid and travel, we expect to see some return to normal level where there is on average 2000 ELAs and 600 MLAs.



Department for Education assistants and language assistants in these schools are also asked about their recruitment and teaching experiences. And vice versa, teachers and pupils at language assistant host schools could be asked about their pedagogy, confidence in teaching etc. to be compared to hub schools.

- Schools in areas not covered by Language Hubs and not hosting language assistants could be approached to take part as a control school, with the potential to be propensity score matched. We have relationships with schools and academy trusts as part of our language excellence programmes who we are aware teach to the MFLPR who could be approached as comparators.
- University students who do not go on the Language Assistants programme (comparing national averages on employment outcome measures).

#### 6.4. SUGGESTED APPROACH AND ANALYSIS

6.5. We are expecting an **Implementation Evaluation** for the Language Hubs (including GPP) programme as well as a **Process Evaluation** for these and the Language Assistants programme. This can be used to understand the implementation of the programme, what works, for who, as well as any challenges and lessons learned which can be used to make changes to delivery as the evaluation progresses. We expect qualitative and quantitative methods to be used in this part of the evaluation. These are outlined in more detail below.

6.6. We are also proposing a **Quasi-Experimental Impact Evaluation** to examine the impacts of the programmes individually and potentially as a collective on aspects such as perceptions of language learning, confidence, progression, and further study. The impact evaluation needs to measure the impact of the programmes on their target participation group compared to the control. As discussed in section 6.3 there are options available to us that may create the possibility of a Randomised Control Trial. However, we anticipate that a Quasi Experimental design is more likely, but welcome bidders to consider the best approach.

6.7. We have suggested a fieldwork approach, outlined below, to gather the data needed to conduct the above evaluations, but are open to ideas and innovation from bidders on the most suitable methodology that is in line with [The Magenta Book](#) to answer our research questions and ultimately determine how well the programmes have been set up, if they are delivering with fidelity and impacts. Any alternative ways of collecting this information should be proposed in the bid and costed for.

#### 6.8. Suggested fieldwork approach

- **Teacher/ school leads survey**



- To reduce research burden on schools and pupils we propose that rather than having multiple surveys for each programme, there is one overarching survey sent out where questions can be tailored in relevance to the programmes schools are involved in. This should provide better, more consistent results with teachers being less likely to suffer from survey fatigue by using a more joined up approach.
  - Overarching questions should be written so they work for all the programmes with routing to take participants to specific ones about the one they are involved with.
  - Having consistent questions on areas such as teacher confidence and student engagement will allow us to make comparisons across the programmes.
  - Bidders may want to consider whether to gather new samples every year or take a longitudinal approach with some hubs teachers to monitor confidence and support over time. Sampling will need to account for the expansion of hubs schools after year 1 and be inclusive of those joining the programme.
  - Quantitative measures to monitor teacher confidence, student engagement in lessons, CPD applicability, level of support, awareness, and use of other programmes e.g., UKGC.
  - Qualitative questions could look into plans to increase language uptake, offers of alternative languages, where they employ language assistants from, thoughts on projects they are involved with (what works). These could be further built upon in the interviews.
  - For Language Hubs and GPP a baseline survey should be run around January 2023 when the programme starts delivering in schools
  - Surveys will be repeated to monitor change towards the end of the academic year in 2024, 2025, and 2026.
- **Pupil surveys**
    - Overarching survey questions which again can be routed to be about a specific project dependent on which they are involved in.
    - Questions to include enjoyment of learning languages, confidence in ability, perception of languages (difficulty, usefulness), why they chose to study/ not study languages further, awareness of different projects e.g., UKGC.
    - A baseline survey to be run around January 2023 when the hubs programme starts delivering in schools.
    - Sent to pupils at Language Hubs, Language Assistant schools and any control schools.
    - Surveys repeated to monitor change towards the end of the academic year in 2024, 2025, and 2026.



## **Teacher/ school lead semi-structured interviews**

- To include hubs schools and teachers, Language Assistant schools and any control schools to hold in depth discussions.
  - Propose that those who take part in the survey will be asked if they wish to sign up to take part in further in-depth interviews.
  - Will allow more discussion and detail around some of the process elements and decision making around languages teaching.
  - We expect these to take place towards the end of each academic year in 2024, 2025, and 2026.
  - To cover the range of programmes and those involved we would anticipate there being around 25 each year.
- **Language Assistants feedback**
    - Surveys following placements for ELAs and MLAs with quantitative and qualitative questions to understand the placement, the usefulness/ transferability of skills and future plans for teaching.
    - We are open to input from bidders about whether the same survey for teachers and school leads can be used and routed or a separate one is needed to be more specific to language assistants.
    - We expect these to take place either straight after or a period of time after their placements and repeated with each new cohort in 2024, 2025, and 2026.
    - We would be interested in the possibility of gathering feedback from previous language assistants about the long-term impacts of their placements on careers and their degree learning.
    - We will leave it open to bidders if they see value in including language assistants who are not recruited through the programme in any interviewing.
  - **Observations/ schools visits**
    - These could add supplementary evidence to monitor different methods of teaching, teacher confidence and pupil engagement, but would require the input of someone who has expertise in different language/ teaching pedagogy.
    - We suggest a small number of these each year in hubs schools with the potential to include control, Language Assistant or even UKGC schools.
  - **Monitoring information analysis**
    - NCLE will be:



- Collecting standard monitoring information on schools involved in the programme. Each school is identified by a URN (Unique Reference Number) or a LAESTAB (Local Authority Establishment Number).
- Responsible for collecting a Unique Pupil Number (UPN), Teacher Reference Number (TRN), date of birth, forename, surname, and school postcode, and tracking data related to pupils and teachers year on year.
- Conducting feedback surveys pre and post CPD surveys to establish who is partaking and feedback on delivery to make improvements. They are also collecting some initial monitoring indicators within these such as confidence on the departments request to feed into the evaluation. Evaluation data collection should seek to build on and not repeat this. We are happy to share training partner feedback tools with the appointed evaluator.
- Adhering to the requirement in the original programme tender documents and contract to share data with the evaluator.
- For the Language Assistants programme, British Council:
  - Track the number of language assistants recruited.
  - Conduct end of year surveys, which have low response rates, which include indicators on ratings of the programme, if they would recommend it to others, improvements in language skills, enhancements to career prospects. Evaluation surveys could replace this annual one for the duration of the contract so there is no duplication and we can look into sharing previous reports with the winning bidder.
  - Process personal data including full name, date of birth, address, email, telephone, University, criminal record, ethnicity, education history, employer/tutor references, passport number, next of kin, VISA information, and location whilst on placement.
- UKGC provides:
  - An annual evaluation report in February/March, a mid-year report in September/October and a short interim update report in May. These are based on external reports and feedback, as well as internal assessment and debriefing.
  - Evaluation and feedback from participants and beneficiaries

- **DfE datasets**

To simplify the data sharing process and utilise departmental expertise on internal data sets, DfE analysts will undertake the following analysis of which overarching anonymised results can be shared with the winning bidder. We are also open to



suggestions from the bidders of what other internal analysis can take place that would be useful for the evaluation.

- GCSE and A level entry comparisons between schools on each programme and national averages.
- Progress towards meeting the EBacc ambition.
- GCSE and A level attainment comparisons between schools on each programme and national averages.
- Analysis of previous ELAs and career paths using the Longitudinal Educational Outcomes dataset which incorporates HMRC and DWP and DfE data on learning outcomes. This could include comparisons to national averages e.g., length of time until employment, average earnings.

## 6.9. Analysis

6.10. We will leave it up to the bidder how they best envision this happening with ideas of what analysis should be applied outlined within the bid. Ultimately, we would anticipate there being:

- Descriptive statistics- overarching frequencies from the surveys for the whole evaluation as well as by programme, participation groups and any other worthwhile subgroups e.g., geographical area, key stage.
- Analysis of variation of the above and over time if any longitudinal collection takes place.
- In addition to standard descriptive statistics, we anticipate that a number of the identified research questions will require further analyses, such as correlation analysis, cross tabulations, multi-variate regression analysis and between groups testing.
- Thematic analysis of any open-ended questions in survey, interviews, and observations.
- Overall analysis to be able to fulfil the implementation and process evaluations to assess how each project is set up, running, and delivering over time.
- A QED impact evaluation which could make use of regression discontinuity design or propensity score matching dependent on recruitment of control groups. Analysis will need to determine impacts of the programmes on pupils, teachers, schools and language assistants such as qualification entries, progression in language learning, teaching confidence, and career progression.

## 6.11. RESEARCH OUTPUTS

6.12. We will require the following outputs from the successful bidder as a minimum:



Detailed work plan and project timeline clearly setting out the ordering and timing of each fieldwork element. The timeline should also indicate when emerging findings can be expected and when input/sign-off from DfE will be required.

- Completion of DfE Ethics Checklist and working with DfE to complete data processing and sharing agreements. These must be complete before any fieldwork starts.
- Data collection tools such as surveys and interviews script, recruitment documents, sampling frameworks of which the Department will have final sign off on content. The evaluator is required to clear any data collection tools with DfE before engaging in fieldwork.
- Regular written updates or briefings of emerging findings throughout the evaluation.
- Regular updates on progress in addressing the aims and research questions of the evaluation.
- Two interim written reports at the end of each annual fieldwork phase:
  - Presenting implementation and process evaluation results to date, with early progress examined and indicators of impact which focus on each individual programme.
  - Provides a formal update on headline emerging findings to date.
  - Findings of these interim reports will feed into the policy development and roll out of the subsequent two years of the programme.
- Written draft and final evaluation report for the overarching evaluation which:
  - Is high quality, accessible, and engaging.
  - Brings together the implementation, process, and impact evaluations to answer all the research questions.
  - Presents findings as well as identifying implications for policy makers, delivery partners and schools e.g., using charts, tables, and quotes where applicable.
  - Has a focus on each individual programmes.
  - Presents results as a collective to give an overview of the status of languages in schools.
- All datasets produced as part of the study to be provided to the Department. Technical reports, analysis reports, and supporting documentation should be provided for the datasets.
- The successful bidder will also be asked to present the findings of the final report to the policy and analyst teams. There is the potential that this meeting may include other stakeholders such as Departmental Directors, Ministers and delivery partners.

## Notes on reporting



**Department for Education** The structure and outline of the reports will be agreed with the department prior to drafting.

- All reports are to be finalised with the Department, and written with the approved [DfE research report template](#) meeting all accessibility requirements and compliance with the [DfE style guide](#).
- If new guidelines are issued throughout the three years of the evaluation, bidders must also commit to updating draft unpublished documents to comply with any new requirements. Already published reports will not need to be updated.
- Reports are expected to be accessible, succinct and engaging, and quality assured prior to being shared with DfE.
- Reports will be considered for publication on GOV.UK. DfE holds the final decision on the appropriate dissemination of findings.
- All reports must be submitted to the department to review and give at least one round of feedback on before a finalised version is agreed.
- Bidders may want to consider the potential of a practitioner facing report that summarises lessons learnt and identify best practice emerging from the evaluation in a clear and visually appealing way for delivery partners and schools.

#### 6.13. LIAISON ARRANGEMENTS

6.14. The evaluator will be required to work closely with the project manager in the Curriculum and Qualifications Research and Analysis Team within DfE. They will be the main point of contact for this evaluation.

#### 6.15. Minimum requirements throughout the project include:

- **Inception meeting:** An initial virtual inception meeting after contract award will take place between the evaluator and relevant DfE analyst and policy colleagues.
- **Inception with key partners:** Attend at least one virtual inception meeting with the delivery partners.
- **Project management:** The successful bidder will be expected to be available for virtual meetings as required to deliver the study requirements set out in the contract. Regular meeting arrangements will be agreed between the Department and the contractor after a contract is signed. The frequency of these should be flexible to be dependent on the stage of the evaluation e.g., once a week during planning stages, less regular intervals during report writing. Attendee lists and chairing responsibilities can be agreed with the winning bidder.
- **Updates:** The successful bidder will be expected to at minimum, provide a weekly update email and meeting minutes with decisions taken.



- **Quality assurance:** to include a) working with researchers in DfE to design, review and refine research instruments and data analysis approaches, to ensure they are of a consistently high quality and b) undertaking testing and quality assurance on all research instruments, data collection methods, data analysis, interpretation and reporting, to ensure that all conclusions drawn are robust.
- **Delivery partners (NCLE, British Council, Goethe-Institut), subject / methodological experts at DfE, languages academics:** We propose that experts are invited to input to the evaluation at key points so can also be consulted on an ad-hoc basis if they are not part of the core project management group. This could be via request to review research tools / proposals / reports via correspondence or to participate in meetings. Bidders are invited to suggest / include any key points where this input would be required.
- **Sign offs:** The Department will have the final decision on any plans, survey questions, interview scripts and report content. Time will need to be built into the evaluation to gather feedback and clearance from the DfE, through the project manager, ahead of commencement and distribution of each aspect.

To note:

- Ministers have a keen interest in all research and delivery relating to languages pedagogy and the language hubs programme and will have final sign off on any reports.
- As the programmes develop there may be additional language programmes or policies introduced which could be incorporated into the evaluation in the future, subject to funding approvals. Scope and implications for this potential work can be considered at review points within the contract.

#### 6.16. TIMINGS

Our suggested project timeline with indicative timings for fieldwork and other stages of research have been included below. We encourage bidders to propose a more detailed timetable, outlining what is realistic and building in flexibility where possible.

Activity	Date
Launch of Procurement via Jaggaer e-Tendering Portal	13/10/23
Clarification period starts	13/10/23



Clarification period closes (“ <b>Bid Clarification Deadline</b> ”)	31/10/23
Deadline for the publication of responses to Clarification questions	6/11/23
Deadline for submission of Bid (“ <b>Bid Submission Deadline</b> ”)	17/11/23
Commencement of bid assessments	20/11/23
Communication to bidders on outcome of bid evaluation	w/c 4/12/23
Draft and finalise Contract	w/c 11/12/23
Expected execution (signature) date for Contract	w/c 11/12/23
Inception meetings	w/c 11/12/23
Project set-up (research timeline, instruments, sampling developed and signed off)	December 2023- January 2024
Fieldwork Year 1	January 2024- May 2024
Year 1 Interim Findings report	August 2024
Contract review point	September 2024
Fieldwork Year 2	March 2025- May 2025
Contract review point	April 2025
Year 2 Interim Findings report	August 2025
Contract review point	February 2026
Fieldwork Year 3	March 2026- May 2026
Year 3 Interim final report and presentation	September 2026

## 6.17. BUDGET

Bid pack for Language Programmes Evaluation

Contract Reference: 22-23/098

Page 35 of 44



6.18. The budget for this project, including expenses and any respondent incentive payments is £275,000 (excluding VAT). A detailed breakdown of costs is required within **Attachment 4 Price Schedule** as per the instructions set out in **Attachment 2 Instructions to Bidders**.

6.19. The budget is fixed so bidders should take into account inflation when submitting their price.

#### 6.20. **FORMAT OF PROPOSAL**

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

6.22. Your proposal should be in the following format:

- **Format:** Microsoft Word or PDF
- **Font:** Min. font size 12pt
- **Page Limit:** 25 A4 Pages. Anything longer than this will be disregarded and not evaluated. This does not include the Additional Proposal Sections

6.23. Your proposal should contain the following:

- **Section 1:** Table of Contents - not included in word count.
- **Section 2:** Summary of Proposal.
- **Section 3:** Meeting the Requirement:
  - Aims and Objectives.
  - Methodology and Rationale.
  - Project Management and Monitoring.
  - Staffing (Include CVs of the project team members as an Annex).
  - Outputs and Reporting.
  - Timetable of Activities (including time per activity).
- **Section 4:** Risk Management (Including Risk Register). (further details given in 'Proposal Requirements – Section 4: Risk Management' below).
- **Section 5:** Data Security Consideration and Arrangements.
- **Section 6:** References and Expertise
- **Section 7:** Social Value Theme – as detailed in TEC5 in '6. Technical Evaluation Criteria' of 'Attachment 2 Instructions to



#### **6.24. Proposal Requirements – Section 4: Risk Management**

6.25. You should submit as part of your proposal a one-page summary on what you believe will be the key risks to delivering the project and what contingencies you will put in place to deal with them.

6.26. A risk is any factor that may delay, disrupt, or prevent the full achievement of a project objective. All risks should be identified. For each risk, the one-page summary should assess its likelihood (high, medium, or low) and specify its possible impact on the project objectives (again rated high, medium, or low). The assessment should also identify appropriate actions that would reduce or eliminate each risk or its impact.

6.27. Typical areas of risk for a research project might include staffing, resource constraints, technical constraints, data access, timing, management, and operational issues, but this is not an exhaustive list.

#### **6.28. Additional Proposal Requirements – Dependencies**

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

#### **6.30. Additional Proposal Requirements – Monitoring Techniques**

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

#### **6.32. Additional Proposal Requirements – The Use of Incentives**

6.33. With some important exceptions, the Authority believes that the routine use of respondent incentives in surveys is, in general, not justified as they are rarely cost effective in either increasing participation or reducing non-response biases. If you are proposing the use of respondent incentives in your proposal you must set out why you feel they are necessary, why it is not possible to achieve the required sample sizes or response rates without the use of incentives, how and to what extent they will raise the overall response rate, how you will mitigate any specific biases that could be introduced, and provide a cost comparison with non-incentive methods. Your arguments should be supported by empirical evidence from past use.



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

## 7. Key Milestones and Deliverables

7.1. The following Contract milestones/deliverables shall apply:



Milestone	Description	Delivery Date or Timeframe
Project Inception meeting	Virtual inception meeting with DfE analytical and policy teams	11/12/23
Inception meeting with delivery partners	Virtual inception meeting with delivery partners including NCLE and British Council	13/12/23
Research instruments developed and signed off	Research plan for data collection, sampling timelines developed. Surveys and interview scripts written and signed off by DfE.	January 2024
Year 1 fieldwork	Baseline and end of year 1 fieldwork such as surveys, interviews, and observations.	By end of May 2024 (to be confirmed with contractor but with awareness of exam period starting mid-May and the need to do baseline work quickly when delivery starts in schools in January)
Year 1 interim report	Written report that discusses findings from year 1 fieldwork.	August 2024
Year 2 fieldwork	Year 2 fieldwork is expected to be a repeat of year 1 with the new cohort of language assistants and the expanded sample of hubs schools.	By end of May 2025 (to be confirmed with contractor but with awareness of exam period starting mid-May)
Year 2 interim report	Written report that discusses findings from year 2 fieldwork.	August 2025
Year 3 fieldwork	Final year of fieldwork	By end of May 2026 (to be confirmed with contractor but with awareness of exam period starting mid-May)
Draft report	Draft integrated report that brings together and compares findings from across the three years of the evaluation.	August 2026



Final report	Final report which will be able to include the 2026 exam results after their release in August.	September 2026
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## 8. Continuous Improvement

- 8.1. The successful supplier shall maintain open channels of communication with the Authority to resolve issues, share lessons learned and present new ways of working during project review meetings. Any proposed new ways of delivering the Services shall be brought to the Authority's attention and formally agreed prior to any changes being implemented.

## 9. Social Value and Sustainability

- 9.1. All government procurements must now assign at least 10% weighting of award criteria to specified social value/sustainability criteria as per [Cabinet Office Procurement Policy Note 06/20](#).
- 9.2. All bids will be assessed on social value as part of the tender assessment criteria. The criteria which bidders must demonstrate they meet is 'Tackling workforce inequality'. Details of this assessment are outlined in Attachment 2 Instructions to Bidders.

## 10. Price

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

## 11. Staff and Customer Service

- 11.1. The Supplier shall provide a sufficient level of resource throughout the duration of the Contract to consistently deliver a quality service.
- 11.2. The Supplier's staff assigned to the Contract shall have the relevant qualifications and experience to deliver the Contract to the required standard.
- 11.3. The Supplier shall ensure that staff understand the Authority's vision and objectives and will provide excellent customer service to the Authority throughout the duration of the Contract.
- 11.4. The Supplier shall communicate all changes to the Key Personnel as defined in the Call-Off Contract throughout the Term.

## 12. Security and Confidentiality Requirements



## Departmental Security Standards for Business Services and ICT Contracts

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

### 12.3. **Supplier Security Assurance Questionnaire**

12.4. Suppliers and any sub-contractors are required to complete **Attachment 5 Supplier Security Questionnaire** as part of their bid, for the Authority to obtain a level of assurance with regards to our assets throughout the life of the contract.

### 12.5. **Data Collection**

12.6. Suppliers will be expected to clear any data collection tools with the Authority before engaging in field work. Suppliers should include Data Privacy Notices for research participants via respondent documentation and/or interviewer briefing notes, and clearly state what the data is being collected for and on behalf of the Authority and that no reference is made, implied or otherwise, to the data being used solely by or available only to the supplier. Suppliers should establish with the Authority the legal basis for data processing under the General Data Protection Regulation and the Data Protection Act 2018.

12.7. The respondent documentation and/or interviewer shall ensure that the respondent clearly understands (before they give their consent to be interviewed) the purpose of the interview, that the information they provide will only be used for research purposes and, in the case of interviews (telephone or face-to-face), that they have the right to withdraw from the interview at any time. Where consent is used as the legal basis for data processing, consent procedures should ensure compliance with the General Data Protection Regulation and the Data Protection Act 2018.

### 12.8. **Burden**

12.9. The Authority seeks to minimise the burdens on schools and Local Authorities (LAs) taking part in surveys. It is therefore important that bids should set out how the proposed methodology will minimise the burden on schools and/or LAs and a justification for the proposed sample size.

12.10. When assessing the relative merits of data collection methods, the following issues should be considered:

- only data essential to the project shall be collected;



- data should be collected electronically where appropriate and where schools and/or LAs prefer this;
- questionnaires should be pre-populated wherever possible and appropriate;
- schools must be given at least four working weeks to respond to the exercise from the date they receive the request; and
- LAs should receive at least two weeks, unless they need to approach schools in which case, they too should receive 4 weeks to respond.

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

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

#### 12.13. **Consent Arrangements**

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

## 16. PAYMENT AND INVOICING

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

## 17. ANNEX

The Theories of Change for the Languages Hub programme (inclusive of GPP) and Language Assistants programmes are outlined below to help give more context. These



are live documents also used by contractors so are subject to revisions. Some of the outcomes are measurable within our outlined methodology which may influence surveys and topic guides, others may be more aspirational, but we welcome any considerations from contractors of how to include them.

## Language Hubs (and GPP)

Background	Inputs and Activities	Outputs Tangible products or services	Outcomes	Impact
<p>A number of contributing factors mean fewer people are learning to speak languages resulting in a reduction in opportunities to learn.</p> <ul style="list-style-type: none"> <li>English is the world's lingua franca, there is the perception that as most people aboard speak English and popular culture is dominated by English, to the extent that there is no point in learning languages</li> <li>Poor transition from primary to secondary school</li> <li>Language opportunities are being limited with less common language qualifications being withdrawn, some schools are removing German</li> <li>Reducing supply of teachers</li> <li>No standard pedagogy, uncertain what the most effective method is</li> <li>CPD offer to teachers is unclear</li> <li>There is a risk that the skill of languages is being lost</li> <li>Those from higher SES backgrounds have more access to foreign holidays and culture; better language provision is also available in more affluent areas. Additionally boys are less likely to pursue. Languages are therefore not equally accessible so are seen as elitist.</li> <li>No parity of esteem by schools for different languages, unclear if French, German and Spanish should still be the key languages taught</li> <li>Many language qualifications are not counted as points towards UCAS tariffs</li> <li>Home, heritage and community languages (HHCL) not being taken as a qualification by native speakers</li> </ul> <p>Evidence suggests:</p> <ul style="list-style-type: none"> <li>Proficiency of language learners in the UK is poor and does not prepare them for relevant employment. Language learning in the UK is seen as inferior to global counterparts</li> <li>EBacc target is not being achieved- languages is the pillar with the lowest uptake</li> <li>There is a decreasing trend in the uptake of languages, particularly in German and French</li> <li>Pupils are not taking languages as they are viewed as difficult with pupils performing on average 1 grade worse in languages than other EBacc subjects</li> <li>Pupils choose not to take languages at GCSE due to the quality of teaching failing to challenge, engage, and inspire leading to disruption in class</li> </ul>	<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>£14.9 million for Languages Hubs which will also deliver the German Promotion Programme (GPP) and support community and heritage languages</li> <li>Technology to share high quality resources and improve exposure to languages</li> <li>UCL delivering the programme as the national centre</li> <li>Expertise, collaboration and/ or leveraged funding with Goethe-Institut, British Council, ASCL, NALDIC, BFI, AUCCL, ALL, RIPL, BAAL, HoLA and Education &amp; Employers taskforce</li> <li>Link ups with MEP and UK-German Connection programmes</li> <li>Principles of the 2016 MFL pedagogy review</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Supporting SLT in schools for introducing the hubs and GPP</li> <li>Training hub staff</li> <li>National communications campaign including inspirational talks from German Employers as part of Job Talk Initiative</li> <li>2 phases of school recruitment with two thirds in 23-24 and the remainder in 24-25</li> <li>Recruit 2 specialist teachers from each school to be 'multipliers' to deliver CPD modules to hubs teachers</li> <li>Trial of a nationally recognised benchmark for primary to secondary</li> <li>Cluster language services sharing expertise, boards and steering groups</li> <li>Annual teacher surveys of hub schools</li> </ul>	<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>Up to 25 hub lead schools</li> <li>Up to 175 partner schools (5-7 under each lead with at least 2 being high FSM and 1 in an EIA)</li> <li>Up to 10 German Expert Mentors</li> <li>Links between primary and feeder schools</li> <li>Teacher training through a modular CPD programme including peer to peer modelling, coaching and mentoring (virtual and face-to-face)</li> <li>High quality learning resources for students and teachers on an interactive digital learning environment</li> <li>A holistic curriculum design</li> <li>Opportunities to experience German language and culture such as projects, exchanges and work shadowing for pupils, teachers and SLT</li> <li>Assessors trained in a range of languages as part of a national network of assessment centres for HHCL</li> <li>Progress reports and a 3 year longitudinal study of years 8 and 9 pupils progress</li> </ul> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>Improving the quality of languages provision</li> <li>Expansion of specific languages <ul style="list-style-type: none"> <li>German promotion</li> <li>Community and heritage languages</li> </ul> </li> <li>Promoting languages and driving up interest in the study of languages</li> </ul>	<p><b>Short term</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Greater language proficiency and increased confidence in reading, writing, speaking and listening</li> <li>Increased interest, enjoyment and motivation in lessons</li> <li>Increased GCSE and A level languages entries</li> <li>Increased HHCL qualification entries</li> <li>More participation in German at primary and secondary school</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Improved perception of teaching quality</li> <li>Increased teacher confidence</li> <li>Increased awareness of principles of 2016 MFL Pedagogy Review</li> </ul> <p><b>Schools/ school networks</b></p> <ul style="list-style-type: none"> <li>Improved networking between schools and partner organisations</li> </ul> <p><b>Medium term</b></p> <p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>Improved understanding of the benefits of languages</li> <li>Improved cultural understanding</li> <li>Reduced disparity in GCSE languages entries by gender, SEND and disadvantage</li> <li>Improved attainment in languages GCSE</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Improved pipeline of teachers, particularly in German</li> </ul> <p><b>Schools/ school networks</b></p> <ul style="list-style-type: none"> <li>Better transition from primary to secondary school</li> <li>Consistent pedagogy across schools</li> <li>Clear pathway of learning from primary to employment</li> <li>More opportunities for further education and qualifications in languages</li> </ul>	<p>Improved attitudes and changing the narrative around the misconceptions of learning languages.</p> <ul style="list-style-type: none"> <li>Better quality of languages teaching and provision in primary and secondary schools</li> <li>Improved employability and career pipelines into different sectors with language skills being valued by employers</li> <li>Improved societal attitudes towards learning languages and pursuing it as an option at school and beyond</li> <li>Challenging the stereotype of language learning being difficult, British people not being adept at languages and teaching being viewed comparably to that of other countries</li> <li>Improving social cohesion between people of different cultures</li> <li>Increased numbers of the population being fluent in another language</li> <li>Improved evidence base on the benefits of school level language learning</li> </ul> <p>Possible unintended impacts- If we increase uptake in 1 language it risks decreasing uptake in another</p> <p><b>Assumptions</b></p> <ol style="list-style-type: none"> <li>Programme principles will lead to positive change for all school types, pupil cohorts and characteristics.</li> <li>Schools, teachers, pupils and third parties will engage and be supportive of a push for language learning</li> <li>The training and support provided will build confidence and increase skills amongst teachers</li> <li>Ministerial support and the inclusion of languages as part of the EBacc remains</li> </ol>

## Language Assistants

Background	Inputs and Activities	Outputs Tangible products or services	Outcomes	Impact
<p>The programme dates back to 1904 when Ministers in both France and England concluded a formal convention which represents a long-standing bilateral cooperation and history between the two countries.</p> <p>The British Council has delivered the programme since its inception. They are an executive non-departmental public body, sponsored by the FCDO, and the UK's principal international organisation for cultural relations and educational opportunities, building lasting relationships between the UK and other countries</p> <p>Fits the 'One HMG Overseas' approach and that all HMG's representatives and NDPVs abroad work together for a collective purpose.</p> <p>Having left the EU in January 2020, HMG is committed to demonstrating how the UK values international opportunities, language-learning, and ensuring young people have a global outlook. As well as significant impacts for children in England, the programme will help to promote HMG's message that the UK remains outward-looking as a country.</p> <p>It is currently unknown what other routes there are for language assistants in the UK</p> <p><b>Evidence suggests:</b></p> <p>Since 2011 over 12,000 Modern Languages Assistants and 20,000 English Languages Assistants have participated</p> <p>In 2024/25 MFL has a projected gap of -813 (-5.8%) FTE teachers- the second largest projected gap of all EBacc subjects.</p> <p>Modern Languages ITT recruitment has fallen significantly between 2020/21 and 2021/22 (~500 less), resulting in levels similar to 2014/15.</p> <p>67% of ITT entrants for MFL are UK nationals, the 33% of non UK nationals is significantly above all other subjects (~22% higher). The programme will help continue the recruitment of international candidates.</p>	<p><b>Inputs:</b></p> <ul style="list-style-type: none"> <li>Delivered and run by the British Council</li> <li>Bilateral intergovernmental agreements Education Ministries in 14 countries <ul style="list-style-type: none"> <li>Belgium, Canada, France, Switzerland, Austria, Germany, Italy, China, Argentina, Colombia, Ecuador, Mexico and Spain, and more recently Hong Kong.</li> </ul> </li> <li>Direct grant of £550, 500 per year to the British council</li> <li>Potential to increase to £800,000 per year to fund language assistants in disadvantaged schools</li> <li>Schools pay out around £10,000 for each language assistant to cover wages and extra costs such as access to health care</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Marketing, promotion, outreach work, and engagement with schools and universities</li> <li>Recruitment, selection and post allocation of graduates both in the UK and abroad</li> <li>Organising, facilitating, and supporting placements both in the UK and abroad</li> <li>Managing visa documentation and sponsorship</li> <li>Welfare and incident management</li> </ul>	<p><b>Outputs</b></p> <ul style="list-style-type: none"> <li>~2000 UK undergraduates and graduates placed in schools and Universities in 14 countries around the world as English Language Assistants (ELAs). These are mainly language degree students however this requirement has been dropped in some countries.</li> <li>~500 graduates from 14 countries placed in UK schools as a Modern Language Assistant (MLAs) who speak French, Spanish, German, Italian and Mandarin</li> <li>~350 UK primary and secondary schools (approx. 10,000 pupils taught by MLAs each year)</li> <li>~1500 schools and Universities in 14 countries</li> <li>6-month to year-long placements for ELAs and MLAs</li> <li>Ambassadors and alumni network</li> <li>Direct one to one support for disadvantaged pupils</li> <li>Working in the classroom with teachers or on their own with small groups</li> <li>Partnerships between schools and Universities both within the UK and abroad</li> </ul> <p><b>Aims</b></p> <ul style="list-style-type: none"> <li>Improve modern foreign language skills through direct interaction with native speakers</li> <li>Develop intercultural awareness and change perceptions of the UK abroad and foreign cultures in the UK</li> <li>Provide mobility opportunities for UK students and graduates overseas</li> <li>Increase capacity in schools for the teaching of modern languages</li> <li>Increase the supply of future teachers of languages in the UK</li> <li>Support HMG bilateral relationships</li> </ul>	<p><b>Short term</b></p> <p><b>School pupils</b></p> <ul style="list-style-type: none"> <li>Improved understanding of foreign language and cultural awareness</li> <li>Increased confidence, motivation and enthusiasm for language learning</li> <li>Improved standards in speaking and listening</li> </ul> <p><b>Language Assistants</b></p> <ul style="list-style-type: none"> <li>Gain workplace skills, teaching experience and language skills</li> <li>Undergraduates see improvements in final year of language study</li> <li>Improved global awareness and understanding of their placement country (cultural, political and societal awareness)</li> <li>Beneficial experience, gained confidence, recommend to others</li> </ul> <p><b>Schools/ school networks in UK and abroad</b></p> <ul style="list-style-type: none"> <li>Greater understanding of the value of hosting MLAs and ELAs</li> <li>More likely to use the programme to hire languages assistants and graduate teachers</li> </ul> <p><b>Universities</b></p> <ul style="list-style-type: none"> <li>Improved understanding of the opportunities and benefits to their students</li> <li>Increased awareness of the programme and application process</li> </ul> <p><b>Medium term</b></p> <p><b>School pupils</b></p> <ul style="list-style-type: none"> <li>Increased GCSE and A level entries in languages</li> <li>Increased attainment in language exams</li> <li>Increased entries from pupils from disadvantaged backgrounds in languages</li> </ul> <p><b>Language Assistants</b></p> <ul style="list-style-type: none"> <li>Improved employability</li> <li>More likely to pursue a career in teaching or employment utilising languages skills in the UK or abroad</li> </ul> <p><b>Schools/ school networks</b></p> <ul style="list-style-type: none"> <li>Increased capacity in schools for teaching languages</li> <li>Increased teacher supply in the UK and pipeline</li> </ul> <p><b>Universities</b></p> <ul style="list-style-type: none"> <li>Increased uptake in languages degrees</li> </ul>	<p>Increasingly employable and competitive UK workforce with a more global outlook</p> <ul style="list-style-type: none"> <li>Greater bilateral relations between the UK and 14 countries around the world and an increase in opportunities for outward mobility</li> <li>Larger potential languages workforce with understanding of the UK education systems, to support international teacher recruitment</li> <li>Continued contribution to promoting language learning in the UK and increasing knowledge/ understanding of other cultures</li> </ul> <p>Possible unintended impacts-</p> <p>ELAs remain abroad and don't bring the skills learnt back to UK schools, however the opposite is true that MLAs may stay in the UK</p> <p><b>Assumptions</b></p> <ol style="list-style-type: none"> <li>Ministerial support and the inclusion of languages as part of the EBacc remains</li> <li>Covid, visa costs, and freedom of travel/ movement do not impact the schemes ability to run</li> <li>Bilateral relations between the UK and the 14 countries remains</li> <li>Schools and Universities remain engaged to give and receive languages assistants</li> <li>Graduates and undergraduates learning languages want to apply for the scheme</li> <li>Schools can afford to pay for the assistants</li> </ol>