

# SPECIFICATION

## **Provision of a Faculty Framework 2022**

**For one year with an option to extend for a further 2 x 12 month periods  
Maximum possible framework term is 36 months**

**Internal Tender Ref: C67212**

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## Glossary of Terms

|                                |  |
|--------------------------------|--|
| <b>Authority</b>               | NHS England ( <b>which term includes any successor to it in the exercise of its statutory functions</b> )  |
| <b>Academy</b>                 | National Leadership Academy, part of NHS England   |
| <b>Integrated Care Systems</b> | Partnerships between the organisations that meet health and care needs across an area, to coordinate services and to plan in a way that improves population health and reduces inequalities between different groups |
| <b>Faculty</b>                 | a group of skilled and expert providers in the field of Leadership Development, Talent Management, ED&I and Research and Evaluation  |
| <b>Participants</b>            | Participants in development training offered by the NHS National Academy   |
| <b>Interventions</b>           | Development training offered by the NHS National Academy   |
| <b>(Faculty) Framework</b>     | Framework agreement allowing to call off specialist resources to deliver the programme and interventions to the NHS  |
| <b>Product</b>                 | The deliverable expected from a commission   |
| <b>Commission</b>              | A requirement called off against the Faculty Framework 2022  |

## 1 Section 1: Background

Talent, Leadership and Lifelong Learning is a division within the People Directorate of NHS England. Incorporating the NHS Leadership Academy, it has a number of teams based nationally and regionally to develop leadership and management skills, develop and progress talent and help create the right kind of cultures across the health and care sector.

As part of NHS England (NHSE), any contracts formed and agreed as a consequence of this specification and tender, will be between the successful tenderer and NHSE, hereinafter referred to as the “Authority”. Any subsequent references to Talent, Leadership and Lifelong Learning (TLLL) or the Academy, throughout this document, shall be taken to also mean NHSE.

### 1.1 Strategic context and overview

The environment in which health and care, and all other public sector leaders operate in, is rapidly changing, presenting extraordinary and unprecedented challenges and opportunities for leadership, both now and into the future.

The NHS, and more broadly public services, continuously operate in an environment characterised by volatility, uncertainty, complexity and ambiguity (VUCA). The Covid 19 pandemic has given even greater emphasis and underlined key priorities including:

- The importance of tackling health inequalities
- Anti-discrimination and in particular anti-racism practices must be strengthened
- The need for more systemic working and taking critical advantage of the benefits Integrated Care Systems provide for improving population health

- The importance of prevention and public health
- Digital/virtual learning offers the opportunity to operate at a scale commensurate with the size of the NHS
- Sustainability and the move to a Net Zero NHS is a critical driver
- Workforce supply and looking after our people is a critical success factor

Our new ambition can be summarised as follows:

1. **Ambition for Talent that mobilises the many, rather than a special few**, and which unleashes potential across the whole workforce driving greater retention, skill development, mobility and pipelines to critical roles within and across each ICS
2. **Ambition for Leadership: one NHS leadership standard and index** which sets out our ethos and expectations for leadership fitness and builds the capabilities we need for compassionate cultures and the innovation our future health care system demands
3. **Ambition for an NHS approach to lifelong learning**, establishing a common curriculum which is freely accessible, which shares world-class know how, and enables place-based innovation. This will equip every ICS with what it needs to act as an anchor institution in its local education and employment market and NHSE to work with partners to establish an impactful long-term Lifelong Learning skills strategy for the NHS

The [NHS Long Term Plan](#) and the [NHS People Plan](#) are key documents detailing the vision and direction for the NHS, the people who work in it, and the leadership challenges it faces.

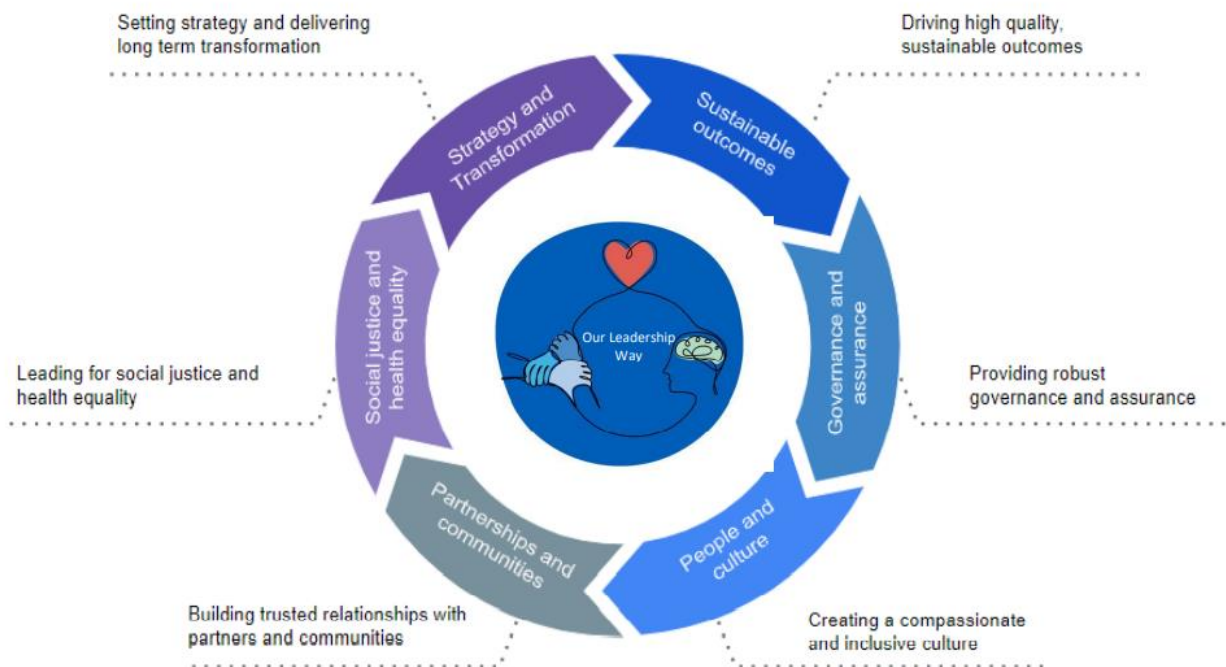
## 1.2 Talent, Leadership and Lifelong Learning

The Talent teams and Leadership and Lifelong Learning teams are based both nationally (in Leeds and London) and regionally in each of the NHS' 7 regions. There are 42 Integrated Care Systems within those 7 regions, and it is at this level that our regional teams operate helping to support and develop the leadership within the ICSs. This makes it necessary for us to not just have a purely NHS focus – primary and secondary care – but to integrate with, and work alongside, other sectors – particularly local government and the voluntary sector.

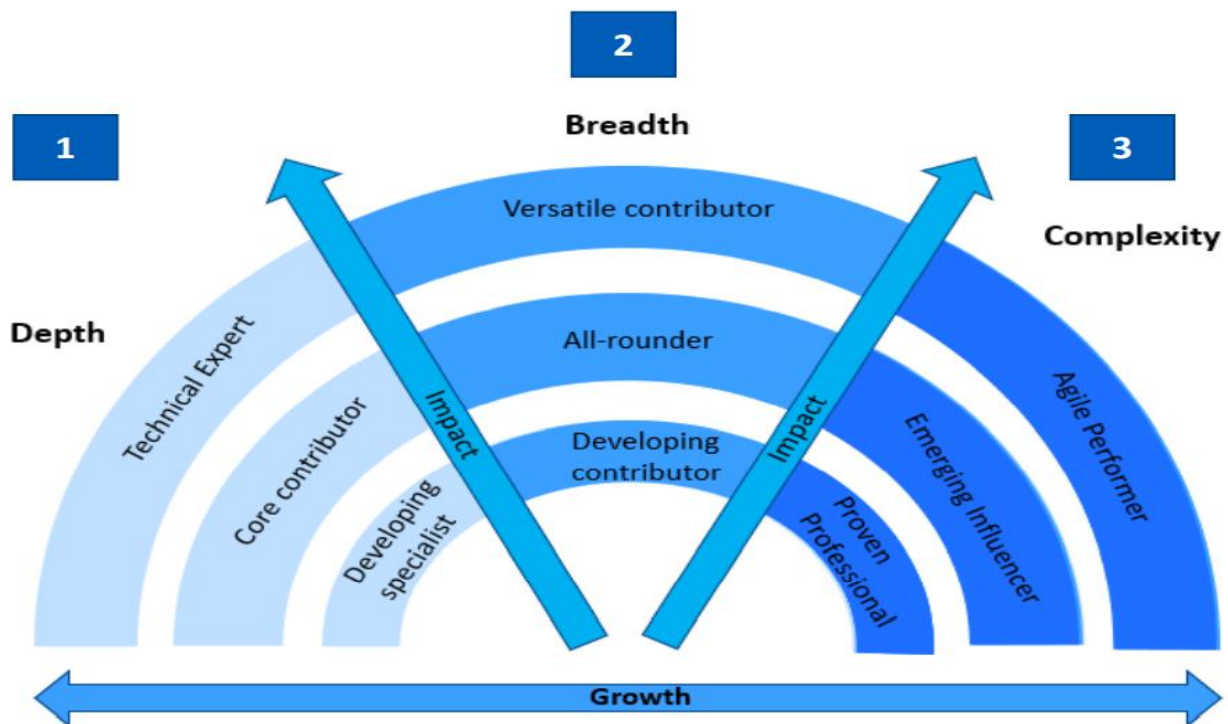
'Our Leadership Way' is a description of the leadership behaviours, co-created with input from thousands of leaders across health and care, which encapsulates the type of leadership we all want to see across the NHS and wider health and care system.



In addition to this ethos, we have developed a competency framework for senior leaders – designed to state the leadership standards for those leading ICSs and large organisations:



Our scope for Growth model helps to have maximising potential conversations with all leaders at all levels and helps to identify their next steps and development needs.



### 1.3 Delivering our Ambitions

Developing from the great work achieved by the NHS Leadership Academy in its first 10 years, and preparing for a new vision as the Talent, Leadership and Lifelong Learning division of NHSE, we ‘set out our stall’ as follows:

- We will set the standards for what good leadership and management is across the NHS, and also influence that in the wider public sector.
- Inclusion is at the heart of all we do – we have a huge role to play in leading a diverse workforce and creating inclusive cultures – recognising a ‘level playing field’ does not exist and that we have a responsibility to tackle inequality in all its guises.
- We will be judged, ultimately, on the value we add to the ‘system’, to leaders and clinicians, employees, and patients as to the difference we are making and the value we are adding to the ‘front-line / real world’ experiences of our people and stakeholders.
- Using virtual and digital ways of working has accelerated and we are keen to exploit the opportunities a greater digital presence and opportunities provide.
- We will link talent management to leadership development – recognising leaders need to continuously improve and develop and critically have extra support and intense periods of learning at key transition points throughout their careers.
- Increasingly we will commission and carry out applied research and evaluation of our activities – building in improvement cycles informed by evidence and experience. Our Leadership Observatory will be a focal point of these efforts.
- We cannot achieve the above without working closely, and in collaboration with, key partners and stakeholders.

In order to help us meet our ambitions, and to develop the competencies and culture outlined in the diagrams and descriptions above, we need to work with skilled, experienced and innovative providers to become part of our faculty – shaping and influencing the standards of management and leadership culture across the NHS and beyond.

## **2 Section 2: The Faculty**

Through this tender process, the Academy is seeking to secure a diverse, highly skilled, and agile Faculty to provide the critical support required to Academy staff, participants and other key stakeholders (drawn from the health and care workforce).

The Faculty will constitute a body of expertise with a broad range of knowledge, skills and practice in the fields of leadership development, talent, equality, diversity and inclusion, and research and evaluation – available to provide targeted support for the design, delivery and production of national, regional and local interventions and products across England.

The expertise of the Faculty will be commissioned via a formal procurement framework such that it will allow for flexible and responsive contracting in order to deploy appropriate knowledge, skills and expertise – as, when and where required.

Importantly, given significant recent shifts in working practices resulting from the COVID-19 global pandemic, the context within which faculty will need to work will require significantly greater agility, flexibility, and creativity when considering appropriate modalities for engaging with Academy staff, participants, and other key stakeholders – face-to-face, digital virtual platforms, hybrid models etc.

There is a clear need therefore for a significantly increased degree of experience in operating within a digital/virtual world that will ensure that all faculty can appropriately, and skilfully, focus upon appropriate deployment and utilisation of digital technologies and platforms, as and when appropriate – to include, but not be limited by:

- Expertise/experience in the utilisation of video-conferencing platforms and technologies
- Knowledge, skills, and expertise/experience in the design, development and delivery of engaging, digitally-enabled developmental interventions and products for primary use in the virtual learning context
- Knowledge, skills, and expertise/experience in the design, development and delivery of hybrid approaches

### **2.1 Context for the work of the Faculty**

The work of the Faculty will be required to be undertaken to meet a very wide range of national, regional and local requirements – supporting, and informing, all areas of leadership and talent development activity including delivering on a number of high-profile, national programmes. Further information about the programmes can be found by accessing our website: [Programmes – Leadership Academy](#) and [NHS Graduate Management Training Scheme](#)

Additionally, the Faculty will be required to support the design and/or delivery of a whole range of regional or local programmes, and bespoke interventions and projects that may be commissioned.



Necessarily, the work/support required will be of varying duration – ranging from single-day interventions, through short-term interventions, to longer-term, longitudinal work and programmes.

The Faculty will be required to be flexible and responsive to the changing needs of the Academy, both during delivery of any individual piece of work and throughout the duration of the Faculty Framework 2022 contract period.

The Faculty must be able to respond to all timescales and deadlines: e.g., in bidding for new pieces of work or when required to complete work on time and in budget, and individuals must therefore be able to demonstrate excellent organisational skills in order to assure that work is undertaken, and completed, to the highest standard.

It is essential that all Faculty have an understanding of, and ability to work with, diversity and difference amongst peers, participants, and other key stakeholders. Faculty will be required to promote inclusion as a core component of all aspects of their work. Faculty must also demonstrate a willingness to work with others to reflect upon, and continuously develop their own inclusive practice.

A willingness to, and experience of, working through effective collaboration with other practitioners/experts is also critical, as Faculty members, from across multiple suppliers, will often be required to work in teams for specific commissions – a clear demonstration of previous experience of successful collaborative working is therefore essential

## **2.2 The Faculty Framework 2022**

Through this tender process, the Academy is seeking to establish a new, single Faculty Framework 2022 (herein after referred to as ‘the Framework’) agreement that will allow it to remain responsive and agile in its provision of support to meet the education, training and development requirements of the health and care workforce across England.

The commissioning of the Framework is considered within the wider business context, in which we are looking to utilise Faculty more effectively across the range of our development activities, working in collaboration with other key groups such as other NHS and public-sector change and transformation teams.

The key aim of this tender is therefore to ensure that the Academy has in place a Faculty that consists of highly knowledgeable and skilled expert providers (in their own field(s)), attuned to the current and future needs of leaders in the health and care sector, and whose values are congruent with the NHS Constitution – embracing the best of what we know about effective leadership and talent development now, whilst also focussing constantly upon challenging how leadership and talent development might need to look into the future,.

The Framework, once in place, will supersede the current Framework agreement – once contract-end is reached.

In undertaking this tender process, the Academy is clear in its drive to ensure a refreshed Framework agreement that gives sufficient capacity to draw upon a cadre of experts who are appropriately diverse, agile and capable to be able to meet a broad range of training, education, development, and research and evaluation needs – in addition to being able to support delivery across the geography of England; with opportunities to work to support interventions at a local, regional and national level being available.



The Academy is therefore welcoming of submissions being received from as wide a range of individuals/entities as is possible – inclusive of single-handed practitioners, sole traders, third sector organisations, small to medium enterprises (SMEs) and larger consultancies or academic institutions – in order that it can be assured that it can secure access to a Faculty that is representative of the participants with which we work, and the communities which they in turn serve.

Further, we welcome applications that reflect the potentially differing needs of practitioners – including individuals who would prefer/be restricted to working within a clearly defined geographical boundary through to those who would be able/willing to work more flexibly across England; all of which reflects the significant importance that the Academy places upon working to develop diverse and inclusive leadership practices.

### **2.3 Key attributes required of all Faculty**

- A demonstrable record of achievement and experience working with the NHS or Department of Health, or other public or private sector organisations during organisational change and periods of transition
- A robust, evidence-based and reliable set of development processes, tools and templates for ensuring consistent quality in meeting the requirements of the contracted services
- An approach that will deliver high quality, creative, inspiring and engaging talent and leadership development that offers a range of stretching and testing learning and development interventions
- A demonstrable approach to inclusion and working with diversity and difference, reflected in all work, practice approaches, services and products
- Ability to critically reflect upon one's own practice and to work with others to ensure the highest standards of practice and service delivery are achieved and maintained
- Sufficient capacity to meet the requirements of the contracted services, this includes provision to cover an individual provider's inability to deliver the services for whatever reason
- Ability to work collaboratively with the various project and programme teams to evaluate delivery of intervention(s) and promote continuous improvement
- An ability to gain a very clear understanding of the support and development required for specific projects and programmes as commissioned, working within the scope of the Framework contract, and agreement for any individual pieces of work allocated
- An ability to authentically role model the principles and values of the [NHS Constitution](#), Our Leadership Way and the [NHS Healthcare Leadership Model](#) in all communications, facilitation, materials, products and related activities
- Will follow clear branding guidelines which will be issued to you upon securing any work as a result of this process, and working as a representative of the Academy, in all work undertaken on the Academy's behalf
- Ability to work in a collegial manner with peers of a different background, discipline, practice and approach, or service
- Knowledge of the NHS and broader system(s) and the economic, political, social, technological and ethical contexts within which senior leaders operate
- Understanding of current drivers, levers, opportunities and challenges within the NHS and broader health and well-being landscape
- Understanding of the remit of the Academy in relation to the broader NHS

- An ability to be able to inform, inspire and challenge those who do not share similar values and views of the Academy's inclusion, diversity and equality strategic aims
- In depth knowledge and understanding of how to create change within and across systems
- Understanding and experience of working with diversity and difference amongst peer faculty and within the system

## **2.4 In-scope work of the Faculty**

Members of the faculty will be valued and trusted delivery partners – working for, and on behalf of, the Academy, providing a wide-range of expertise, knowledge, skills and practice.

Specifically, we are seeking faculty to support us in our work across a range of context-specific domains. These are described further, below – each context-specific domain being set out as a single lot.

However, whilst we note the inclusion of a specific Lot in respect of the securing of provision of expert services within the field of Equality, Diversity and Inclusion, Faculty providers across all Lots will be required to demonstrate how their work, practice approaches, services and products ensure that equality, diversity, and inclusion is embedded throughout.

### **Lot 1: Leadership Development**

Through this Lot, the Academy is seeking to secure the provision of cadre of leadership development 'practitioners' with a broad range of knowledge, skills, attributes and expertise in leadership development education, design, delivery and facilitation.

Practitioners will provide targeted support for the design and/or delivery of national, regional, and system-based leadership development interventions at the system, organisation, team, and individual level – with varying degrees of complexity.

Applicants against this lot may have expertise in one or more of the following areas (including but not restricted to):

- Systems Leadership Development
- Organisational Development
- Culture Change
- Improvement
- Digital Leadership
- Board Development
- Deep skills of support and challenge
- Small and large group facilitation at a variety of levels and delivery methods
- Innovative leadership development programme / intervention design

### **Lot 2: Talent Management**

Whilst NHSE have significantly invested in the internal talent function, and significant expertise and capacity already exists, the scope of this Lot will include providers who can work collaboratively and flexibly with the internal talent function to complement existing expertise and capacity when required.

Through this Lot, we are therefore seeking to secure the provision of Talent Management expertise across the areas/specialisms of talent attraction, identification, development, engagement, retention, and deployment.

Expertise should relate to both an 'inclusive approach that mobilises the many rather than the few' and an 'exclusive approach, focusing on critical and senior leadership roles.

Applicants applying for this lot should be experienced in the following areas (including but not restricted to):

- Inclusive talent management practices and those which improve diversity at all levels of leadership
- Delivering talent conversations and succession planning at scale and at senior levels
- Competency framework development
- Assessment of potential and readiness
- Evidence-based Talent Management, data management and analytics involving collating, synthesising, and providing data for example on the profile of Talent pools to inform decisions as to how to capitalise on this talent by organisations/systems e.g., for succession planning, career pathway mapping and employee value proposition
- Talent development as complementary to leadership development
- Facilitation and training of senior leaders and experts relating to talent – including Board facilitation and Talent expert Chartered Professional Development
- Sponsorship programme delivery and training

### **Lot 3: Research and Evaluation**

This Lot is seeking to secure the provision of expert research and evaluation services to support a range of leadership and talent management requirements.

The purpose of this Lot is two-fold:

1. To assess and evaluate the effectiveness and impact of Leadership and Talent interventions on individuals, organisations and systems
2. To undertake original research and synthesis of latest thinking to ensure programmes have on-going relevance and longevity for managers and leaders

Specifically, we are seeking providers who can

- Deliver robust quantitative and qualitative evaluation as well as
- Offer innovative evaluation services including assessment of impact and ROI/SROI

Additionally, we seek expert research provision to support our future work including international horizon scanning and thought leadership using a variety of research techniques.

Applicants against this lot should be experienced in a broad range of areas such as the following (including but not restricted to):

- Original and secondary research
- Systematic Review
- Rapid Review
- Thought Leadership
- Extended case studies / 'leadership stories'
- Data analysis and statistics
- Evaluation of leadership development
- Formative evaluation
- Literature reviewing
- Occupational psychology
- Programme evaluation

- Qualitative evaluation methods
- Quantitative evaluation methods
- Realistic evaluation
- Evaluation (quantitative and qualitative) including Return on Investment / Social Return on Investment
- Scoping exercises/studies
- Social research
- Summative evaluation
- Horizon scanning
- Market research
- Health economics including modelling
- R&E consultancy (e.g., advice, development, writing)
- Access to NHS databases
- Action research
- Ethnography
- Operations research
- Social marketing

#### **Lot 4: Specialist EDI**

Provision of specialist Equality, Diversity, and Inclusion (ED&I) advice and expertise to support the work of the Academy across its internal operations and the provision of highly specialised interventions through the specific lens of ED&I, for example inclusive recruitment training.

Applicants should have expertise in the following areas (including but not restricted to):

- Specialist Equality, Diversity and Inclusion knowledge, skills and practices
- Cultural change
- Focused development work for delivering Social Justice, Equality, Diversity, and Inclusion
- Experience of working on inclusive change initiatives with a range of staff including very senior leaders in complex and challenging organisations

For information regarding the more detailed assessment questions that will be used against each Lot, please see Section 5, **Annex A**.

#### **2.5 Out-of-scope work of the Faculty**

Having considered what is 'within scope' for this tender application process, it is also appropriate to note such areas that fall 'out of scope' for these purposes – detailed below for noting:

- Providers' existing training programmes / packages
- Skills-based / technical competency-based training
- Executive Coaching
- Provision / delivery of externally provided qualifications – e.g. ILM Coaching, Management qualifications
- Project / Programme Management, where not delivered in support of in scope areas
- IT / Communications & Engagement / Digital Systems support

## 2.6 Contract Period

The contract period for the Framework will be for one year with the option to extend for a further 12 months plus 12 months. **Maximum possible framework term is 36 months.**

## 2.7 Commitment

The initial agreement, for inclusion on the Framework, constitutes a zero-value contract and no volumes of work within this agreement are guaranteed. The quantity of work that will be available through the Framework is not known but all relevant Academy programmes and projects will be released to the appointed Framework providers in the form of a mini competition.

Furthermore, whilst it is the Academy's intention that a significant proportion of its delivery requirement will be carried out by suppliers from the Framework, it nevertheless reserves the right to commission work outside of the Framework, at any time, should current or future business need necessitate this.

Delivery of the Academy's national programmes ([Programmes – Leadership Academy](#)) may take place in the National office in Leeds and/or at various locations across England, depending upon the programme and the model of delivery. Delivery of all other pieces of work may take place locally, regionally or nationally and, as such, travel away from home base may be a requirement. In addition to this, we expect a number of our programmes to be delivered virtually.

A complete address list, detailing the names and addresses of all the Academy's offices, can be found in Section 5, **Annex C**.

## 3 Section 3. Faculty Framework 2022 Governance

This section aims to outline the basics principles of operating under the Faculty Framework 2022 and to set out, at a high level, the standard operating procedures which will be further elaborated in Terms and Conditions issued within the Tender Pack.

It outlines at a high level the method of engagement with the Faculty, the process of competing for work and contract management processes post award of the contract.

We will work under the overarching principle of developing and fostering productive relationships, based on open communication with each provider. This is to ensure consistently high quality of all interventions, working in a true partnership.

### 3.1 Competing for work under the Faculty Framework 2022

Mini-competitions will be undertaken against the Framework and all suppliers, detailed within the relevant Lot, will be invited to bid for the work following the Framework tender process. The invitation to bid will consist of:

- Definition of programme requirements
- Specific questions demonstrating quality and technical ability
- Evaluation methodology
- Timelines

The supplier will be required to participate in an evaluation process, which will be an on-line written submission and option, at Academy's discretion, for an in-person or virtual assessment. The requirement

for such assessment will be shared and disclosed with suppliers within the tender documentation. Each mini-competition will detail specific evaluation methods for each of the requirements.

The mini competition will be published on the procurement portal ([ATAMIS](#)) with all documentation, bid submission, outcome and contract taking place on the platform.

The successful bidder(s) will receive a notification of award or otherwise via ATAMIS. All contract signing will take place digitally via ATAMIS.

For further information in respect of the mini competition process, please refer to Section 5, **Annex D**.

### **3.2 Contract Extensions / Variations**

For individual pieces of work commissioned under the Framework, following the 'mini-competition' process, it is our expectation that all contracts let are completed within the contractual limits (across days and financial value) agreed. In the event that an extension or variation to the scope of work being undertaken is required, all requests will be considered individually. It may be necessary, on occasion, to extend a contract or increase an allocation to include additional (unforeseen) aspects of work. The decision to extend or otherwise vary any contract awarded under the Faculty Framework 2022 is subject to internal compliance procedures and is a decision that will be taken solely by the Authority. In all cases this will be individually assessed against the Public Contracts Regulations 2015, and it is not guaranteed that the current provider will automatically be assigned any additional work required, where this is identified.

### **3.3 Products and Outputs**

The exact product / output for each piece of work commissioned will be specified at the time of commission through the documentation shared with the Faculty ahead of the mini competition process. In all cases it is expected to meet the standard set and be able to withstand rigorous external scrutiny if applicable.

It is expected that all commissioned work will draw on the wealth of knowledge, expertise and experience in the subject specific domain, and the evidence bases that exist thereof, and not be solely the expressed preferences of Faculty members.

In addition, individual projects may arise which will also follow the mini-competition process and will include working with Boards of a variety of NHS organisations, facilitation work, one-off research pieces, diagnostics, and report writing.

### **3.4 Framework Induction and Development Days**

All Faculty members, including all associates, once appointed to the Framework, are required to attend a one-day Induction Event. Faculty members must attend an Induction Event prior to undertaking any work within the Framework. Induction Days will be conducted in several locations in order to maximise the potential for faculty members to attend one as locally as possible.

In addition, individual Faculty members are required to attend the Diversity, Inclusion, Power and Practice development days (2 x days). Induction Events and Development Days will not be remunerated. Induction to the Framework is separate to any mobilisations to programmes that may take place for any specific contracts awarded via a mini competition process.



### 3.5 Quality Assurance

Providers must demonstrate quality assurance methods to ensure the high quality of work produced.

The Academy expects all work to meet the quality and specifications set and agreed through the 'mini-competition' process. Substandard work is to be rectified within a given time frame and at no additional cost to the Academy. The quality and performance standards will be set out for each commission as part of the 'mini-competition' process.

The following is an indication of intent:

- Delivery within the agreed number of days and in budget to the satisfaction of the Academy (who may use external peer reviewers / advisers to moderate, quality assure and supervise).
- Standard of interim reports and/or meetings/calls as stated in the specification for each piece of work. All on time and to standard acceptable to the Academy.
- Academy Faculty members must comply with the Academy's Code of Practice and Corporate Supplier Code of Practice for Faculty, which outlines the key processes and expectations, and the codes of professional conduct for their respective professional bodies – for example, the Chartered Institute of Personnel and Development (CIPD), the British Psychological Society (BPS) etc.
- An indicative Code of Practice is included at Section 5, **Annex E**. All Faculty members must have explicit arrangements in place for their own practice supervision as is appropriate to the work they do. They must also regularly update their knowledge and practice through personal development and hold up to date professional indemnity insurance.
- The Academy has a developed corporate identity and there are some specific guidelines published around use of the Academy brand, **which will be shared with Faculty**. These guidelines will need to be applied to all Academy collateral including presentations, event materials, printed documents, email flyers and online links and messages. Clear guidance will be provided on how the Academy is promoted and when and how Faculty members can represent their own organisations – it is important that the correct branding is used consistently.
- NHSE will provide suppliers with compliance and performance templates which suppliers will complete and submit to NHSE at specified dates annually and at completion of work. Review meetings may be arranged to constructively discuss/resolve areas of concern and/under-performance and mitigate reoccurrence if those occur.

### 3.6 Patient Engagement

Faculty members will be directly involved in engaging with health and care staff and, at times, patients and service users. In all cases, providers will need to demonstrate that they have expertise in this area and understand the practices associated with working with potentially vulnerable groups as well as issues of ethics and confidentiality, and diversity and inclusion.

All faculty members who undertake work that requires engagement with the patients will require to present a proof of a standard DBS check before the work commences.

### 3.7 Activity

The Framework will be co-ordinated and managed centrally by the Academy, as part of NHS England which will act as the Authority. This support constitutes a corporate resource that will sit within the Leadership and Lifelong Learning Operations Support team.



The contract between the Authority and members of the Framework will be monitored at Framework level by the Faculty Framework 2022 Manager. Management and co-ordination will include remote annual reviews of Faculty members' contractual compliance and also performance across the Framework, (where commissioned during the 12-month period), via the Authority's contract management portal. Where a submitted report causes a compliance or performance concern to the Authority the Framework Manager will organise a meeting between the Authority and the Faculty Member to constructively discuss and resolve the issues that have arisen. The Authority will issue reporting templates to Faculty members who will complete and upload reporting templates within agreed time periods.

At Call-Off level, contracts will predominately be managed by the Business Team that commissions the Faculty member. Call off performance reviews will be conducted remotely using supplier reports unless a submitted report or ad hoc issue be of concern to the Authority. In such instances, a review meeting will be arranged with the Authority and the supplier to constructively resolve the issues that have arisen. Additional reporting relating to Key Performance Indicators (KPIs) and deliverables, (required for individual commissions within the Framework), will be confirmed and detailed within each mini-competition specification.

Feedback on Faculty members will be routinely obtained to monitor satisfaction with the service from commissioning providers.

### 3.8 Continual Service Improvement

The Academy will continually monitor its working arrangements and relationship with members of the Framework. Feedback will be sought on processes used with a view to continual improvement, 12months after implementation of the Framework during the annual Framework level review. Areas identified for improvement will be reviewed and acted upon, within the confines of procurement regulations and internal governance processes.

Framework compliance and performance will be reviewed as indicated in the table below.

### 3.9 Framework Reviews

The Academy will review the framework and the performance of the providers on a regular (annual) basis, as part of overarching Framework contract reviews and/or meetings, led by the Framework Management Team. Providers are expected to review work on an on-going basis and at completion of each piece of work for individual commissions, contributing to formal evaluation where required.

In addition, we expect the suppliers to undergo the following reviews in line with our corporate Contract Management Framework as outlined below

| Performance management   | Frequency   |
|--|---|
| Supply performance reports   | Upon completion of work   |
| Participate in performance meetings (face to face, virtual or phone) | Upon completion of work or ad hoc should there be a compliance or performance concern |
| Supplier code of conduct progress review                             | Yearly  |
| Social value review  | Yearly  |
| Net Zero and sustainability targets and review                       | Yearly  |

|  |           |
|--|-----------|
| Sustainability - modern slavery assessment review            | Yearly    |
| Benefits realisation   | Yearly    |
| Active risk management                                       | Yearly    |
| 3rd party assurance  | Frequency |
| 3rd party assurance  | Yearly    |
| Sustainability - completion of the modern slavery assessment | Yearly    |
| Supplier policy and insurance review                         | Yearly    |
| Business continuity plan review                              | Yearly    |
| Disaster recovery plan review                                | Yearly    |
| Exit plan review   | Yearly    |
| Financial administration and payment                         | Yearly    |
| Record management  | Yearly    |
| Complaint/poor performance management                        | Ad hoc    |

The Academy reserves the right to amend the review criteria during the life of the Framework, limited to a maximum of two amends per annum

### 3.10 Context and Considerations for Remuneration

A constant feature of all of the Academy's work is that it might be considered to fall into two distinct categories, and these may best be summarised as follows – firstly, 'business as usual' and secondly, 'new business'.

'Business as usual' comprises the range of conventional leadership development programmes which have been designed and delivered over the past eight years, and which are now running to set frameworks and standards, being delivered at the level of individual, team, organisation or system, and which aim to develop leaders and leadership in traditional governance settings.

Many of the Academy's programmes have been fully developed and have moved into the 'business as usual' state – and work in these areas is relatively clear in terms of the nature and impact of the interventions required. However, this does not mean that programmes are not continuously reviewed and refreshed through formal governance mechanisms – the key strategic intent for work in this area is therefore to continuously improve quality and scale up delivery of proven interventions.

'New business', however, requires the Academy to provide leadership and talent development support to individuals, teams, organisations and systems that are working on complex, multi-agency, multi-minded, system-based approaches to transforming health and care, with high levels of uncertainty and low levels of agreement about what works.

Whilst it may be appropriate, and helpful, to draw on the tools and techniques developed as part of any 'business as usual' work, this emergent work will require much greater levels of improvisation, experimentation, learning, relationship building, trust, innovation, and challenge, if it is to succeed. It is also likely to require the deployment of teams of practitioners, with the appropriate skill mixes, to work on longer term change projects, of which leadership and/or talent development may only be one component – the key strategic intent for work in this area therefore being to drive innovation, creativity, learning and boldness in order to allow new ways of working to emerge which can consistently support transformation in these complex, adaptive systems.

Although all Faculty will share similar characteristics, these two types of work will require different cultures to support them.

A Faculty that represents a multitude of providers with different aspirations, ambitions, knowledge, skills and experience is therefore central to enabling this – as is a remuneration model that will recognise and support this.

The Framework will therefore have in place a model that clearly sets out a series of indicative ‘price points’ that will recognise the differing challenges and demands of the work required. For an indication of intent, please see Section 5, **Annex F**.

### **3.11 Key Performance Indicators and Service Level Agreement.**

Key Performance Indicators (KPIs) and Service Level Agreements (SLAs) are as defined in Appendix G of this document. These may be varied for each mini-competition and contract award conducted under this Framework.

## **4 Section 4. Wider Academy Context**

The Academy works directly with national partner organisations, such as HEE, NHS Digital, the Care Quality Commission and the Local Government Association, in order to ensure the provision of interventions and products – provided at local, regional and national levels – that are fully aligned with key national priorities across health and care. Its aim in this is to develop and deliver outstanding leadership and development, with an essential focus of this being the resultant delivery of high-quality patient care, through higher levels of staff engagement, realising the benefits this will give for patient experience and outcomes.

### **4.1 Equality, Diversity and Inclusion**

The first principle of the NHS Constitution is to deliver a high-quality service free at the point of need and accessible to all, regardless of race, gender, age disability, sexuality or religion. In other words, a safe and high-quality service for all members of our society.

As the largest employer in Europe, it is important that the NHS sets a clear example of working towards being fully inclusive at all levels and in all areas of the service.

The Academy has therefore identified three strategic aims for Inclusion, that, if achieved will transform inclusion within the NHS and build inclusive leadership capacity and capability across the public sector. These aims are to:

- Raise the level of aspiration on inclusion
- Quicken the pace of change towards inclusion
- Ensure that leadership is equipped to achieve and leave an ever increasing and sustainable legacy of inclusion

The Academy is therefore committed to ensuring that diversity and inclusion sits at the heart of all leadership behaviour and development.

All suppliers, and individuals working on our behalf, will therefore need to be able to demonstrate a commitment to, a belief in, and an understanding of, the importance of equality, diversity and inclusion and, more specifically, within the health and care context.

As part of the evaluation of this tender, and any individual programmes of work subsequently offered and allocated, all providers will be asked to demonstrate evidence of this understanding, their inclusive practice in this regard and, in all relevant instances, evidence of where work has been carried out successfully with individuals from underrepresented groups.

All providers will abide by the provisions of the Equality Act 2010.

More information can be found on our website by following the links detailed in section 4.5.

## 4.2 Greener NHS – Moving to Net Zero

In October 2020, the NHS became the world's first national health service to commit to become carbon neutral when it published [\*Delivering a 'Net Zero' NHS\*](#).

Two ambitious, yet feasible targets were set:

1. Net zero by 2040 for the emissions we control directly (the NHS Carbon Footprint) with an 80% reduction by 2028-2032.
2. Net zero by 2045 for the broader emissions we can influence (the NHS Carbon Footprint Plus), with an 80% reduction by 2036-2039.

The scale of this challenge is enormous. Achieving a net zero NHS will require action across the entire system and will involve all of its 1.3 million staff.

The extent and level of change means that there will be a requirement to manage this on every level – within which, the People Directorate are a crucial partner, with three suggested areas of work include:

1. **Leadership and culture:** Building net zero into the culture of the NHS, ensuring it is reflected as a core value for the system and everyone who works in it.
2. **Training and education:** Ensuring the workforce understands the role they must play in the Greener NHS strategy and why.
3. **Engagement:** As we relaunch the Greener NHS programme to the whole system, we will ask staff to pledge to take action in their personal and professional lives, support and leadership from the Peoples Directorate will be crucial.

The Academy is therefore committed to ensuring that helping to ensure the delivery of a Greener, Net Zero NHS, also sits at the heart of all its leadership and development work.

All suppliers, and individuals working on our behalf, will therefore need to be able to demonstrate a commitment to, a belief in, and an understanding of, the importance of a 'Net Zero' culture within the health and care context.

## 4.3 The Healthcare Leadership Model

Central to the Academy's approach, is a drive to ensure that we help equip leaders with the appropriate skills, knowledge, attitudes and behaviours that they need to be successful.

Working with partners, and colleagues from across the health and care system, the Academy currently has a researched and evaluated model for healthcare leadership in place – one which we believe helps leaders identify their behavioural strengths and development needs – such that they will be better enabled, through their development, to help rise to the demands, challenges and expectations of their leadership role.

Noting the above, and acknowledging the significant shifts in the current, and future, leadership landscape, the Healthcare Leadership Model is currently embarking upon a comprehensive programme of work – to include a review of the state-of-the-art literature, further research, and planned developments in order to ensure that it remains fit for purpose in supporting leaders to critically appraise their development requirements.

An integral aim of this work is to ensure a robust and meaningful alignment with Our Leadership Way and the Competency Framework for Senior Leaders described at Section 1.

More information can be found on our website by following the links detailed in section 4.4.

#### **4.4 Further information regarding our work**

Further information regarding a whole range of activity provided by the Academy, both nationally and regionally, in addition to access to a range of resources (e.g., blogs, thought leadership pieces, and 'free-to-access' content) can be found by accessing the Academy's website which can be found at the following:

[NHS Leadership Academy - National Website](#)

[NHS Graduate Management Training Scheme](#)

## 5 Section 5. Annexes

### Annex A: Lot Assessment questions – generic & specific

The following details both the generic and focussed assessment questions that will be used to assess individual bids through the tender process.

Irrespective of which Lot is being tendered for, all potential suppliers will be required to answer the four questions set out in the first table below. It should be noted that, should any potential supplier be bidding for multiple Lots, these questions only need to be addressed once.

Further to the 4 questions set out in the table immediately below (Generic questions), each specialist Lot will require potential suppliers to detail responses to a further 3 questions specific to the focus of the Lot requirement. These can be found in the subsequent tables (Lots 1 - 4.)

The response to each question must be a stand-alone response. Unless specifically requested in the question, the response must not:

- cross refer to other questions;
- cross refer to other documents;
- include embedded documents;
- refer or link to additional documents;
- include URL links.

Bidders should note that, unless specifically requested, such information will not be considered when evaluating the response;

The Bidders entire response must not exceed the stated character limit with a minimum font size of Arial 12 with single line spacing. The minimum margins in the response template must not be changed. Any element of a response beyond the character limit will be disregarded and not considered in the evaluation.

The Atamis portal limits responses by character count. As a guideline, please consider this to correlate to 8 characters per word.

| <b>Generic: Assessment questions to be addressed across all Lots</b>   |   |   |
|--|---|---|
| <b>Question Number/Focus</b>   | <b>Assessment Questions</b>   | <b>Model answer would include but not limited to</b>  |
| <b>TE1:<br/>Equality,<br/>Diversity and<br/>Inclusion</b><br><br><b>Weighting: 25%</b><br><br><b>Character Limit:<br/>10,000</b> | <p>Describe your theoretical knowledge and understanding of equality, diversity, and inclusion, particularly as it relates to your own development practice.</p> <p>Please also include any specific, relevant examples of personal development work undertaken in this area, and your consideration of the implications of this within your day-to-day practice.</p> | <ul style="list-style-type: none"> <li>• A good level of knowledge and understanding of the key theoretical frameworks that inform practice in the field of equality, diversity and inclusion work,</li> <li>• A clear demonstration as to how theoretical knowledge and understanding informs your practice, and,</li> <li>• A demonstrable level of engagement in focussed personal / practice development, in this field, and a clear</li> </ul> |

|   |   |   |
|---|---|---|
|   |   | demonstration as to how this continues to challenge and inform your practice.   |
| <b>TE2:</b><br><b>Knowledge and Understanding</b><br><br><b>Weighting: 20%</b><br><br><b>Character Limit: 8,000</b> | <p>Provide evidence of your in-depth understanding of the health and social care sector, its organisation and function, and the current and future leadership challenges facing its workforce, at every level.</p> <p>Please include in your answer any examples of experience you have of working in the sector or of work for which there is immediately relevant transferable learning.</p>  | <ul style="list-style-type: none"> <li>• An excellent knowledge and understanding of the current and future policy context of the health and care system and how it impacts on leaders, leadership and leadership development requirements,</li> <li>• An excellent articulation of the current and future leadership opportunities and challenges across the leadership workforce, and,</li> <li>• A clarity of understanding as to how previous experience is transferable into the health and care context.</li> </ul> |
| <b>TE3:</b><br><b>Working Virtually</b><br><br><b>Weighting: 15%</b><br><br><b>Character Limit: 6,000</b>           | <p>Within the context which we currently work, there is increased focus upon the construct of 'virtual leadership' and this has been associated with a significant shift away from face-to-face delivery of developmental interventions to interventions that are provided through virtual, digital platforms.</p> <p>Within this context, please describe how you would facilitate and develop people within a virtual environment?</p> <p>Specifically, please provide an overview of your experiences of working in this area, including focussed examples of delivery and the ongoing learning and development implications for your own practice, the issues and challenges that this presents, for participants, and how you continue to work to address these.</p> | <ul style="list-style-type: none"> <li>• An excellent understanding of the opportunities and limitations of facilitating in a virtual environment,</li> <li>• A clear demonstration of experience and skills in creating and facilitating positive and impactful virtual development spaces, and,</li> <li>• A clear articulation as to how previous experiences continue to shape your practice in this field.</li> </ul>  |



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| <p><b>TE4:</b><br/><b>Social Value</b></p> <p><b>Weighting: 5%</b></p> <p><b>Character Limit:</b><br/><b>4,000</b></p>                       | <p>Please outline how you will specifically contribute to generating social value, within the context of the five themes of the Social Value Model, throughout the life of this contract – paying particular attention to the need to support staff to manage and recover from the impact of COVID19, to develop a more diverse and inclusive workforce, and to ensure support for the health and wellbeing of the workforce.</p> <p>You may wish to refer to <a href="#">Social Value model</a> issued by the Cabinet Office.</p> | <ul style="list-style-type: none"> <li>• A commitment to improving workplace conditions that support the COVID-19 recovery effort including effective social distancing, remote working, and hybrid approaches</li> <li>• A demonstration of in-work progression to help people, including those from disadvantaged or minority groups, to move into higher paid work by developing new skills to widen their career prospects</li> <li>• An example of how you influence staff, suppliers, customers, and communities through the delivery of contract(s) to support health and wellbeing, including physical and mental health.</li> </ul> |
| <p><b>TE5:</b><br/><b>Sustainability/<br/>Climate Change</b></p> <p><b>Weighting: 5%</b></p> <p><b>Character Limit:</b><br/><b>4,000</b></p> | <p>Detail how, through the delivery of the contract, the service being proposed can be digitised throughout the duration of the award, to reduce emissions and resources used where possible whilst still achieving the required outcome</p>   | <ul style="list-style-type: none"> <li>• Methodology for provision and how you will recommend which areas of your service can be digitised.</li> <li>• An indication of how you will calculate and report on a subsequent reduction in carbon emissions</li> </ul>   |

The following questions are Lot Specific:

| <b>Lot 1: Leadership Development</b>   |  |   |
|--|--|---|
| <b>Question Number/Focus</b>   | <b>Assessment Questions</b>  | <b>Model answer would include but not limited to</b>  |
| <p><b>Lot 1: Q1:</b><br/><b>Design</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit:</b><br/><b>10,000</b></p> | <p>The Academy is seeking Faculty to provide advice and expertise in designing a variety of leadership development interventions, including large group blended development programmes, small group set work, masterclasses, bespoke interventions, online-only and other development requirements.</p> <p>Outline 2-3 preferred methodologies, frameworks, tools and techniques that you draw on during the design process.</p> | <ul style="list-style-type: none"> <li>• An effective choice of Referencing frameworks and methods with detailed reasons that traces back to that lead to proven impactful and high-quality development and learning.</li> <li>• Experience in inclusive collaborative development where working in partnership with others, on such / similar programmes and interventions, preferably within the public sector.</li> <li>• A thorough approach to Remarks on evaluation in the up-front design</li> </ul> |

|  |   |  |
|--|---|--|
|  | <p>We are interested in why you have chosen these methodologies; how you have used them and any reservations you might have about their application or use.</p>   | <p>thinking.</p> <ul style="list-style-type: none"> <li>• The process of partnership working and collaborative design.</li> <li>• The process of intervention design.</li> </ul>   |
| <p><b>Lot 1: Q2: Delivery</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 10,000</b></p>         | <p>Describe how you would deliver and facilitate leadership development interventions with leaders in the health and care sector (or more broadly across voluntary, education, justice, and housing sectors), across different levels, and share your understanding, through this, of the key delivery challenges in working with individuals and groups at these levels.</p> | <ul style="list-style-type: none"> <li>• A broad consideration of variety of experience – different sectors, and organisations and levels– knowledge shown from elsewhere.</li> <li>• Cultural awareness and sensitivity identified and adapted for.</li> <li>• A robust choice of delivery methods identified and the impact on outcomes discussed.</li> <li>• An effective and inclusive use of SJEDI in thinking and methodologies about equitable delivery within your delivery.</li> <li>• A clear developmental approach to dealing with difficult individuals / groups.</li> <li>• Reference when things go wrong and how addressed.</li> <li>• Rigorous critical reflection in your answer.</li> </ul> |
| <p><b>Lot 1: Q3: Quality Assurance</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 8,000</b></p> | <p>Describe how you ensure that your professional skills, standards, capabilities, and outputs are maintained to a high standard. Your answer should cover how you will maintain and develop your practice and how you will quality assure your work as a leadership development designer/practitioner.</p>   | <ul style="list-style-type: none"> <li>• An effective and inclusive approach that ensures diversity of thought in the design process and collaborative design and development features diverse thinking, feedback and challenge from the project outset.</li> <li>• Developmental approach to providing peer feedback to others on design and practice.</li> <li>• Illustration of openness to feedback from multiple areas faculty, commissioner, and participants on design and practice and raising concerns.</li> </ul>  |

|  |  |   |
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|  |  | <ul style="list-style-type: none"> <li>• Critical / difficult conversations and raising and escalating issues.</li> <li>• Reference to a personal approach to own continuing professional development.</li> </ul> |
|--|--|---|

| <b>Lot 2: Talent Management</b>  |  |   |
|--|--|---|
| <b>Question Number/Focus</b>   | <b>Assessment Questions</b>  | <b>Model answer would include but not limited to</b>  |
| <b>Lot 2: Q1: Understanding of Domain</b><br><br><b>Weighting: 10%</b><br><br><b>Character Limit: 10,000</b>     | Describe your understanding of the challenges facing talent in health and care in a post-COVID environment, as connected to wider, global trends in Talent Management.   | <ul style="list-style-type: none"> <li>• Recovery and wellbeing.</li> <li>• Virtual delivery.</li> <li>• Social justice and health inequalities.</li> <li>• Improvement in strategic approach and consistency.</li> <li>• Referencing global trends across sectors – recruitment, retention, diversity and other elements.</li> </ul>   |
| <b>Lot 2: Q2: Development Experience</b><br><br><b>Weighting: 10%</b><br><br><b>Character Limit: 10,000</b>      | Describe how you would develop both inclusive and exclusive talent management practices that promote equality, diversity and inclusion in a sustainable manner.<br><br>Please use examples of work you have delivered in the past. | <ul style="list-style-type: none"> <li>• Inclusive approaches at scale and cross levels of a complex organisation.</li> <li>• Exclusive approaches that target specific critical roles and talent.</li> <li>• Experience that demonstrates an impact and attention to addressing diversity of pipelines and senior leadership.</li> <li>• Experience of collaborating with internal experts and with other associates.</li> </ul> |
| <b>Lot 2: Q3: Expert Focus &amp; Standards</b><br><br><b>Weighting: 10%</b><br><br><b>Character Limit: 8,000</b> | Outline your main specific areas of talent management expertise referencing the professional standards and/or code of practice to which you adhere.  | <ul style="list-style-type: none"> <li>• Scope of experience and expertise clearly defined with relevant examples from health and care sectors.</li> <li>• Examples working with many partners/customers in a relevant environment.</li> <li>• Reference to external and internal codes of practice that include ethical practice.</li> </ul>   |

| <b>Lot 3: Research and Evaluation</b> |                             |  |
|---------------------------------------|-----------------------------|--|
| <b>Question Number/Focus</b>          | <b>Assessment Questions</b> | <b>Model answer would include but not limited to</b> |

|  |  |  |
|--|--|--|
| <p><b>Lot 3: Q1:</b><br/><b>Focus, skillset and experience</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 8,000</b></p> | <p>With reference to the range of research and evaluation services that you offer (please refer back to page 10 of the specification for ease of reference), please provide a brief statement outlining the skillsets and experience of you and/or team members who have provided these services for similar contracts.</p>                    | <ul style="list-style-type: none"> <li>• Clearly articulation of services the supplier can offer.</li> <li>• Description of team members, relevant qualifications, particular areas of expertise, brief job history with experience which outlines how they are suited to deliver specified research and evaluation services.</li> <li>• Example of pieces of work.</li> </ul>   |
| <p><b>Lot 3: Q2:</b><br/><b>Impact</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 14,000</b></p>                        | <p>Please provide two recent examples (one short-term (i.e., &lt; 6 weeks duration), one long-term (i.e., &gt; 6 months duration)) of work that you have undertaken, and that falls into one of the R&amp;E services listed in the Research and Evaluation LOT definitions, outlining the impact of these and how they have been utilised.</p> | <ul style="list-style-type: none"> <li>• Two pieces of work which relate to one or more of the services listed on page 10. Including a clear and detailed description of request and how the work was completed, outlining methodologies and approaches used, delivery to the constrained timeline.</li> <li>• Identified challenges and management of those</li> <li>• Outcome of work and customer satisfaction including whether it met the intended goals of the project and how it was utilised by the customer.</li> </ul>   |
| <p><b>Lot 3: Q3:</b><br/><b>Innovation in practice</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 6,000</b></p>         | <p>Please describe the range of innovative approaches that you would use to explore emergent theories in leadership thinking and explain how these will influence the way you will work with the Leadership Academy.</p>   | <ul style="list-style-type: none"> <li>• Examples of innovative approaches to research and/or evaluation, demonstrating breadth and depth of knowledge.</li> <li>• Clear rationale for the methods used and how they were developed. Evaluates the impacts of the novel approaches used and reflects on the strengths and limitations.</li> <li>• Ability to relate examples of innovative approaches to research to the development of leadership in healthcare, either directly or indirectly.</li> <li>• Knowledge and understanding of the priorities of the Leadership Academy and how R&amp;E work adds value to support informed choices about the future direction of work.</li> <li>• Explicit links between examples of experience and working with the Leadership Academy.</li> </ul> |

| <b>Lot 4: Specialist Equality, Diversity and Inclusion (EDI)</b>   |  |   |
|--|--|---|
| <b>Question Number/Focus</b>   | <b>Assessment Questions</b>  | <b>Model answer would include but not limited to</b>  |
| <p><b>Lot 4: Q1:</b></p> <p><b>Impact and Focus of practice</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit: 10,000</b></p> | <p>The Academy is seeking Faculty to provide advice and expertise in designing a variety of leadership development interventions, including large group blended development programmes, small group set work, masterclasses, bespoke interventions and other development requirements.</p> <p>Outline preferred theories and methodologies, frameworks, tools and techniques that you draw on during the design process.</p> <p>Please describe why you have chosen these methodologies, how you will use them, and the reservations you might have about their application or use from an EDI standpoint.</p> | <ul style="list-style-type: none"> <li>• A suite of theories methodologies, frameworks, tools, techniques to use. These could draw on critical race theory, standpoint theory, the work on racial/discrimination trauma, change theories, Pedagogy of the Oppressed Paulo Freire, etc.</li> <li>• A recognition of the work of the unconscious processes in the work of EDI and in leadership development work.</li> <li>• Considerable experience of working effectively with diverse groups and describe how they have been able to measure their impact and efficacy.</li> <li>• Description of not only the suite of interventions used in the past, but also demonstration of understanding as to why that particular intervention has been selected. Including description of impact/differential impact it has had within the context of delivering EDI interventions to diverse groups.</li> <li>• Articulation of how the supplier creates an impactful learning environment for participants using the methods/theories/tools identified.</li> <li>• Understanding about how power works in group dynamics and across different identities. (jncl. theories relating to power).</li> <li>• Understanding of race, colourism, different forms of racism, anti-blackness, and various theories about how racism might be defined and understood including an appreciation of critical race theory.</li> </ul> |

|  |  |   |
|--|--|---|
| <p><b>Lot 4: Q2:<br/>Understanding</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit:<br/>8,000</b></p>                         | <p>Describe your understanding of the in-depth challenges facing current and future leaders in Health and Care and the priorities required for leadership development on EDI.</p>  | <ul style="list-style-type: none"> <li>• Evidence that underpins why diversity at board level is better for patients and service users.</li> <li>• Strategies that need to be considered in order to create greater inclusion.</li> <li>• Understanding of privilege, intersectionality and that that inclusion is not just about numbers.</li> <li>• Understanding how bias is built into new technologies.</li> <li>• The NHS Long Term Plan and People Plan context.</li> <li>• Gap between leadership values and lived experience of staff.</li> <li>• EDI NHS Data.</li> </ul> |
| <p><b>Lot 4: Q3:<br/>Practice &amp;<br/>Quality Assurance</b></p> <p><b>Weighting: 10%</b></p> <p><b>Character Limit:<br/>10,000</b></p> | <p>Describe your approach to ensuring that your professional skills, standards and capabilities, that relate to EDI, are maintained to a high standard.</p> <p>Please cover considerations as to how your experiences and knowledge have shaped how you use your influences to positively impact ED&amp;I, how you maintain your practice, and how your quality assures your work as a leadership development designer / practitioner.</p> | <ul style="list-style-type: none"> <li>• Insight and critical self-awareness, understanding of own development gaps.</li> <li>• Evidence that the received supervision is of high quality and supports personal growth and understanding of EDI.</li> <li>• Quality assurance methods used by the supplier and how they are assured that their EDI practice is of a high standard.</li> <li>• Recognition of how systemic racism and discrimination works, unconscious processes and patterns of outcomes and associated interventions to surface those.</li> </ul>                 |

## Section 5. Annexes

### Annex B: Evaluation Methodology at Framework level

The evaluation of bids will be conducted based on the written responses only. There will be no second stage to the assessment process. Bidders' responses applying for different lots will be evaluated in isolation of one another. The assessment will be conducted based on the following matrix:

| Score                                    | Interpretation   |
|--|--|
| <b>4</b><br><b>Excellent</b>             | An Excellent comprehensive response that is specific and direct on how it meets the requirements. Indicates an excellent response with detailed supporting evidence and no weaknesses resulting in a high level of confidence. |
| <b>3</b><br><b>Good</b>                  | A Good response that meets the requirements with good supporting evidence. Demonstrates good understanding.  |
| <b>2</b><br><b>Meets the Requirement</b> | Meets the requirements – the response generally meets the requirements but lacks sufficient detail to warrant a higher mark.   |
| <b>1</b><br><b>Poor Response</b>         | A Poor response with reservations. The response lacks convincing detail with risk that the proposal will not be successful in meeting all the requirements.  |
| <b>0</b><br><b>Unacceptable</b>          | Failed to provide confidence that the proposal will meet the requirements. An unacceptable response with serious reservations.   |

The following principles will be used during the assessment of the bidders' responses

- All evaluation criteria are required to score a minimum of 2 in order to be accepted to proceed to award, including changes to the score following any clarifications
- For any evaluation criteria scoring 1, the Authority reserves the right to seek more information or clarification following which the score may be increased, decreased or remain unchanged.
- Tenderers who achieve a score of 1 or below for any of the evaluation criteria will have failed to meet the minimum threshold score (2), therefore their submission will be deemed as a fail and subsequently rejected from the procurement process (subject to any potential clarification).
- If any responses to any Evaluation Criteria score 0, the tender submission will be deemed to have failed

The selection of successful suppliers will be based on two criteria:



- Compliance demonstrated in Selection Questionnaire (SQ) A minimum score of 2 across all evaluation questions (generic and lot – specific).

## Section 5. Annexes

### Annex C: NHS Leadership Academy Offices

Work under this specification is available across the following offices and locations.

Where a Local Academy may not fall under NHS England this tender is applicable to the current host organisation of that office, and any subsequent successor organisations or bodies.

| Location                 | Offices  | Organisation                                      |
|--------------------------|--|---|
| National Headquarters    | 3 The Embankment, Sovereign Street, Leeds, LS1 4BJ   | NHS England / Improvement (TDA)                   |
| National London Office   | 157-197 Buckingham Palace Road, Victoria, London, SW1 9SP  | NHS England / Improvement (TDA)                   |
| Midlands                 | Floor C, The Institute of Mental Health, University of Nottingham Innovation Park, Triumph Road, Nottingham, NG7 2TU | Nottinghamshire Healthcare NHS Foundation Trust   |
|                          | NHS E/I, Platform 21, Floors 5th and 6th, Stephenson St, Birmingham B2 4HQ   | NHS England / Improvement (TDA)                   |
| East of England          | 2-4 Victoria House, Capital Park, Fulbourn, Cambridge, CB21 5XB  | Health Education England                          |
| South East               | York House, 18-20 Massetts Road, Horley, Surrey, RH6 7DE   | NHS England / Improvement (TDA)                   |
|                          | Southern House, Otterbourne, Winchester, SO21 2RY  | Health Education England                          |
| London                   | Stewart House, 32 Russell Square, London, WC1B 5DN   | Health Education England                          |
| North East and Yorkshire | NHS North East Leadership Academy, Gatehouse Suite, Palatine House, Belmont Business Park, Durham, DH1 1TW           | County Durham and Darlington NHS Foundation Trust |
| North West               | 5th Floor, 3 Piccadilly Place, Manchester, M1 3BN  | Blackpool Teaching Hospitals NHS Foundation Trust |
| South West               | South West House, Blackbrook Park Avenue, Taunton, Somerset, TA1 2PX   | Health Education England                          |

The work of the Framework will support the internal teams that are in place across each of these regional and national offices, including:

- Colleagues within Leadership and Lifelong Learning, across national and regional teams

- Colleagues within Talent Management, across national and regional teams

## Section 5. Annexes

### Annex D: Faculty Framework 2022 – ‘Mini-Competition’ Procedure

There is no facility on this framework for a direct award process.

#### Mini-Competition Procedure

The aspects of the mini-competition procedure are set out below.

#### 1. Develop Mini Competition Tender Pack

The Academy shall develop a tender pack. As a minimum the tender pack will include:

- Background, context, challenge/issue, including any known targets / deliverables
- Specific requirements, including mandatory deliverables, or specialist services that should be included within any response
- The evaluation methodology and criteria for assessing responses against the specification, based on the Mini-Competition Award Criteria
- Evaluation timetable
- The mini-competition timeline (including clarification period)

The Leadership Academy may include the following:

- A budget range
- Geographical location of work (if required)
- Any security clearances needed
- Any other information that the Leadership Academy considers necessary to enable suppliers to submit a proposal

Evaluation criteria will include:

| Criteria            | Percentage Weightings Range | Notes   |
|---------------------|-----------------------------|---|
| Technical / Quality | 30 – 70%                    | 3-5 questions covering the specific knowledge and skills required |
| Social Value        | 5 – 20%                     | 1 question relating to social value                               |
| Sustainability      | 5 – 20%                     | 1 question relating to sustainability                             |
| Price               | 10 – 30%                    | Pricing schedules   |
| <b>TOTAL</b>        | <b>100%</b>                 |   |

#### 2. Pre-Market Engagement (Optional)

The Academy may elect to offer either a pre-market engagement briefing or a post-publication Supplier Briefing. Both are optional. If the Academy chooses to undertake pre-market engagement, the Academy:

- a. Will send the draft specification (or briefing) to all (relevant) framework suppliers asking for a response for the purposes of assisting with market engagement, as detailed within the brief
- b. May hold a market engagement event where they shall invite all Framework Agencies, in person or online, to develop the specification
- c. May choose to update the brief and re-issue the specification to all (relevant) framework suppliers

### **3. Shortlisting (Optional)**

If the Academy chooses to undertake shortlisting, the Academy will:

- a. Send the Tender Pack to all relevant Framework suppliers
- b. Send questions relating to the requirements set out in the specification to Framework suppliers which require a “Yes” or “No” response (the “Shortlisting Questions”) and shall indicate the timeframe in which these must be completed
- c. Will only proceed with Framework suppliers that have responded ‘Yes’ to all the Shortlisting Questions to the next stage of the process.

### **4. Written Proposal**

The Academy will undertake the Written Proposal stage for all Call-Off Contracts under this Framework Agreement going through the mini-competition process, submitted via ATAMIS. The Academy will:

- a. Send the Tender Pack that includes the specification to all (relevant) Framework suppliers
- b. Evaluate the suppliers’ proposal / response against the evaluation method and scoring system outlined in the tender
- c. Moderate collated scores

### **5. Further Shortlisting (Optional)**

If the Academy chooses to undertake further shortlisting, the Academy will:

- a. Set out in the tender, the evaluation methodology and scoring system to be used for further shortlisting
- b. Conduct a quality assessment of the Written Proposal in line with the shortlisting evaluation method and scoring system outlined in the specification
- c. Only proceed with those Framework suppliers who have been successfully shortlisted in accordance with the evaluation method and scoring system outlined in the tender

Where the Academy chooses to undertake further shortlisting, the Academy shall address the specific shortlisting requirements in the specification.

### **6. Further Assessment Stages**

If the Academy chooses to undertake a ‘pitching’ or interview stage, the Academy will:

- a. Detail in the specification that the Written Proposal must be supported by a further submission in the form of: presentations, interviews, video submissions, or any other appropriate means outlined in the specification (which may be face-to-face or virtual)
- b. Score the suppliers submission against the evaluation method and scoring system outlined in the specification

The Academy will ensure that further assessment procedure used is proportionate to the complexity and value of the specification.

## 7. Selection

The Academy shall award a Call-Off Contract to the successful supplier(s) in accordance with the methodology set out in the tender.

At all stages the Academy shall notify unsuccessful Framework suppliers and may provide the framework suppliers with scores and feedback.

Framework suppliers shall inform the Academy, if at any stage, they do not wish to participate in the mini-competition procedure outlined.

## 8. Evaluation of a bid

The suppliers' responses will be assessed based on their written responses to the evaluation questions which will be disclosed to bidders in the tender pack. In some instances, the assessment will constitute a two staged process for example bidders will be required to provide written responses in addition to a presentation /interview/ role play or a video message

Evaluation of all bids will be conducted based on the following scoring matrix

| Score   | Interpretation   |
|---|--|
| <b>5</b><br><b>Excellent</b>                      | Exceeds the required standard.<br>Response answers the question with precision and relevance. Includes improvement through innovation/added value. |
| <b>4</b><br><b>Good</b>                           | Meets the standard required.<br>Comprehensive response in terms of detail and relevance to the question.   |
| <b>3</b><br><b>Acceptable</b>                     | Meets the standard in most aspects but fails in some areas.<br>Acceptable level of detail, accuracy and relevance.                                 |
| <b>2</b><br><b>Limited</b>                        | Fails the standard in most aspects but meets some.<br>Limited information/inadequate/only partially addresses the question.                        |
| <b>1</b><br><b>Inadequate</b>                     | Significantly fails to meet the standard.<br>Inadequate detail provided/questions not answered/answers not directly relevant to the question.      |
| <b>0</b><br><b>Not eligible for consideration</b> | Completely fails to meet the standard.<br>Response significantly deficient or no response.   |

The following principles will be applied when assessing the bidders' responses

- All evaluation criteria are required to score a minimum of 2 in order to be accepted to proceed to award
- For any evaluation criteria scoring 1, the Authority reserves the right to seek more information or clarification following which the score may be increased or decreased.
- If any responses to any Evaluation Criteria score 0, the tender submission will be deemed to have failed

The weighting of the questions will be considered individually for each of the questions and the split may be between 20-40% for the pricing element and 60-80% for the technical questions.

The appointment of a single supplier will always be conducted based on the received scoring whereby the bidder with the highest total weighted score for quality and price will be awarded the contract. The scoring will be calculated by combining the score from quality questions multiplied by the weighting and the score for the pricing elements, using a formula of *Weighted Score = Lowest Rate / Tendered Rate x Weighting %*. The award will be for the most economically advantageous tender (MEAT)

In instances where multiple suppliers will be awarded contracts from a single requirement, the specification will define the maximum number of individual faculty members required to satisfy the requirement. The individual faculty member may be supplied by either organisations or sole practitioners however the bids will be assessed only at organisational level. The suppliers will receive a ranking position based on their combined score for price and quality. Ranking position will be combined with availability of the suppliers declared during the bidding process which will then formulate the basis for selecting the suppliers for an award of the contract.

## Section 5. Annexes

### Annex E: Faculty Ways of Working and Code of Practice

This document describes the transactional processes between the NHS Leadership Academy (the Academy) and members of the Academy Faculty as well as the Academy's Code of Practice. They are intended to bring clarity and transparency to the business processes of our working arrangement – many of these will already be captured in the original tender documentation.

Unless written as such the Academy might be referred to as 'we' and the Faculty might be referred to as 'you'.

#### 1. Ways of Working

##### Purpose of the Academy

Talent, Leadership and Lifelong Learning is a division within the People Directorate of NHS England. Incorporating the NHS Leadership Academy, it has a number of teams based nationally and regionally to develop leadership and management skills, develop and progress talent and help create the right kind of cultures across the health and care sector – and therefore plays a significant role in both challenging and supporting the development and enablement of leadership potential of the health and care workforce at every level, and across all workforce groups, at the individual, team, organisational and system level.

To this end, the Academy's express purpose is to provide expert interventions, development and support resources that enables leadership across the NHS and its partners by increasing the capability and capacity of leaders to create high quality, inclusive and compassionate cultures to improve lives in local communities.

The Faculty will constitute a cadre of 'practitioners' with a broad range of expertise in training, education, leadership development, talent management, equality, diversity and inclusion, and research and evaluation – available to provide targeted support for the design and/or delivery of national, regional and local interventions across England. The Faculty will embrace the best of what we know about effective leadership development, and work in line with values congruent with the NHS Constitution:

*'The NHS belongs to the people. It is there to improve our health and well-being, supporting us to keep mentally and physically well, to get better when we are ill and, when we cannot fully recover, to stay as well as we can to the end of our lives. It works at the limits of science – bringing the highest levels of human knowledge and skill to save lives and improve health. It touches our lives at times of basic human need, when care and compassion are what matter most.'*

Source: NHS Constitution (2010)

##### Working as a Representative of the Academy

Faculty members will, at all times, be functioning as representatives of the Academy, and as such will be provided with up-to-date information about the Academy. All materials and documentation generated, as a result of working as a Faculty member, must be Academy branded and the relevant templates and materials will be provided.



It is expected that Faculty members will respect confidential information regarding both the business of the Academy, clients, and each other. The Academy will respect your skills and professionalism and work closely with you to ensure that your reputation and that of the Academy is recognised and maintained with clients and any Academy commission you are involved in.

### **Quality Assurance and Lines of Accountability**

Faculty members will have a single point of contact for any issues relating to the Framework.

For any supervision of practice relating to Academy commission the main point of contact will be the Head of Design and Development

For any issues or questions relating to the commission during its delivery, there will be agreed named points of contact within the Academy stated clearly in the specification included in the tender pack

For any issues or questions during the mini competition procedure, the main point of contact will be the Faculty team within the Academy, listed in the specification included in the tender pack

### **Financials**

- Once a piece of work is agreed and contracted, a Purchase Order will be raised – this must be quoted on invoices and any associated correspondence
- It is fully expected that some faculty members will be working on more than one project at any one time; each project will have its own unique PO number
- Faculty should not incur additional costs unless approved by the Academy, through the nominated Deputy or Lead for each piece of work or programme as commissioned. Where contract variations are required, these must be processed by the Framework Management team, to ensure any contractual adjustments are made within the bounds of the internal governance processes. Where additional costs are incurred without prior agreement, there is no guarantee of remuneration, with all work expected to take place within the contractual limits of each award.
- Invoicing arrangements may vary, dependant on which part of the organisation the work has been commissioned from, for example where Regional Teams are hosted by Foundation Trusts. All relevant invoicing arrangements will be shared with Faculty, and invoicing details are included on POs generated for commissioned projects
- Invoices can be submitted either by sending them directly to SBS or via e-Invoicing system Tradeshift
- Invoicing for work complete is expected to be submitted monthly in arrears

### **Travel and Subsistence**

As a public-sector organisation, the Academy is very aware of the need to justify public money, and these guidelines have been produced to support that. If and where expenses are claimable, the following rules (in addition to those in the min-competition specification) apply:

- All travel must be standard class only
- Train travel must be booked as far in advance of the date of travel as possible. Anytime tickets should be avoided where possible
- If required, flight costs must be approved in advance of booking by the relevant Programme Lead and the expectation is that these will be booked as far in advance as possible

- Receipts are required for **all** public transport travel claims and must be submitted alongside the invoices for work complete
- Mileage will be paid at 28p per mile
- Accommodation, where claimable, must be within the limits of £100 (outside London) and £150 (inside London), however individuals are expected to book in advance where possible, seeking the best rate/s available

Faculty should consider the public sector commitment to move towards a [‘net zero’](#) carbon footprint by 2040, for the emissions it controls directly, and by 2045 for all other emissions that it can influence. To this end, faculty should be actively engaged in ensuring that, in all aspects of the delivery of their work, they are utilising the most carbon efficient approaches as are possible.

## **2. Code of Practice**

### **Our Pledge of Ethics**

The Academy acknowledges and honours our ethical obligations to clients and colleagues, to the NHS and to the public at large. The Academy pledges to comply with the following Standards of Conduct, to provide the best professional service, to never knowingly do harm, to never knowingly exploit the client or ourselves, to enhance development and autonomy for the client, and to take responsibility for follow up, if appropriate, beyond the termination of our contract with our clients.

### **Our Standards of Conduct**

As a Faculty member for the NHS Leadership Academy, I will:

- Conduct myself in a manner that reflects well on myself, the Academy and my profession
- Identify my level of competence to the best of my ability and not work beyond my qualifications, expertise or experience
- Ensure that my client understands the terms of the agreement between us
- Not claim or imply outcomes that I cannot guarantee
- Respect the confidentiality of my client's information, except as otherwise authorised by my client, or as required by law
- Notice if my client is no longer benefiting from our relationship and might be better served by another resource, and, if so, encourage my client to make that change
- Avoid conflicts between my interests and the interests of my clients. Whenever the potential for a conflict of interest arises, I will notify the Academy Framework team immediately – discussing the conflict with my client and with the Academy to reach informed agreement on how to deal with it
- Honour agreements I make with my clients and, if separate, with whosoever remunerates me for the work
- Challenge practice which does not uphold the principles of equality, diversity and inclusion
- Not give my clients or any prospective clients information or advice I know to be confidential, misleading or beyond my competence
- Acknowledge other people's work and contribution, respecting copyrights, trademarks and intellectual property rights – I will comply with the law
- Consult in a way that is compatible with the Academy's approach and, whenever asked by my clients about my ethical standards, I will let them know of my agreement to comply with the above Pledge of Ethics and these Standards of Conduct

In addition to our Pledge of Ethics and our Standards of Conduct, Academy Faculty members must also comply with the codes of professional conduct for their respective professional bodies – for example, the Chartered Institute of Personnel and Development, the British Psychological Society, etc.

Furthermore, all Faculty members must have explicit arrangements in place for their own practice supervision as is appropriate to the work they do. Faculty will also regularly update their knowledge and practice, through personal development, and hold up to date professional indemnity insurance.

Faculty members must attend an Induction Event prior to undertaking any work within the Framework, which will be unpaid.

Faculty will be required to attend the Diversity, Inclusion, Power and Practice Development Days (x2) which will be unpaid.

## Section 5. Annexes

### Annex F: Faculty Framework 2022 – Indicative Pricing Model

As part of the Framework tender process, prospective Faculty members will be asked to select the level(s) at which their practice falls, this may be at levels 1, 2, 3 or 4, or a mixture of levels. Faculty can select all relevant levels.

Once Faculty are appointed to the Framework, a clear indication will be given at which price point the elements of the work fall. Remuneration for each piece of work will be agreed through this process, depending on the complexity and level of skills required. Bids for these individual programmes and projects are expected to fall within the appropriate caps (set out below), and price will be one of the formally assessed criteria when selecting Faculty through the 'mini-competition' process.

Exact pricing mechanism will be detailed in each call off agreement.

Examples of type of work falling under each level are provided below. Please note that the list is not exhaustive and is presented for illustrative purposes only.

| Level | Examples, for Illustrative Purposes Only   | Maximum Day rate |
|-------|--|------------------|
| 1     | <ul style="list-style-type: none"> <li>➤ Innovative new programme design</li> <li>➤ Leading edge pedagogical thinking</li> <li>➤ Highly skilled facilitation and delivery</li> <li>➤ Board, Chief Executive and senior leadership development interventions</li> <li>➤ Systems leadership interventions</li> <li>➤ Deep skills of support and challenge</li> <li>➤ Deep process facilitation skills</li> <li>➤ Executive education content development</li> <li>➤ Subject matter expertise, for example complex organisational development</li> <li>➤ Delivery of specialist programmes, for example Ready Now, Aspiring Chief Execs</li> <li>➤ Collaboration and co-creation</li> <li>➤ Mobilisation or train the trainer events for work categorised as Level 1</li> </ul> | £1,350.00        |
| 2     | <ul style="list-style-type: none"> <li>➤ Mid-level leadership development interventions, for example the Rosalind Franklin programme</li> <li>➤ Quality Assurance</li> <li>➤ Evaluation and knowledge management</li> <li>➤ Technical knowledge expertise</li> <li>➤ Team development</li> <li>➤ Small and large group facilitation such as meetings, events and one-off sessions</li> <li>➤ Mobilisation or train the trainer events for work categorised as Level 2</li> </ul>   | £800.00          |
| 3     | <ul style="list-style-type: none"> <li>➤ Entry-level leadership development interventions</li> <li>➤ Delivery of pre-existing programmes, for example the Mary Seacole Programme</li> <li>➤ Coaching and mentoring supervision</li> <li>➤ Skills based training</li> <li>➤ Mobilisation or train the trainer events for work categorised as Level 1</li> </ul>   | £545.00          |
| 4     | <ul style="list-style-type: none"> <li>➤ All administrative work</li> <li>➤ Client liaison</li> <li>➤ Attendance at review meetings for example, Programme and Practice Boards</li> </ul>  | £200.00          |

Faculty members are encouraged whether through the 'mini-competition' process or otherwise, to offer competitive rates across the various delivery elements and split out rates where appropriate. This may

include for example, elements working directly with participants at the highest level of process and facilitation skill, through to the requirements for non-participant facing work, such as content review, familiarisation, client liaison, review meetings and administration time.

## Section 5. Annexes

### Annex G: Key Performance Indicators and Service Level Agreement

Key Performance Indicators and Service Level Agreement are as follows. There is capacity within each mini-competition to add or remove according to the requirements.

#### Faculty Framework Level

|            |  |
|------------|--|
| Delivery   | Attendance at Framework Induction Event (Supplier/Faculty level)   |
| Delivery   | Attendance at DIPP Training and Development (individual associate/s)   |
| Compliance | Evidence of professional indemnity and public liability third party assurance  |
| Compliance | Confirmation of compliance with Code of Practice   |
| Compliance | Quality assurance / satisfaction levels captured from evaluation sheets and/or separate feedback provided by Business Team which is shared with supplier who uses as part of their performance report. |
| Delivery   | Ability to meet deadlines across all processes and delivery  |
| Finance    | Minimum quarterly, log of all invoices submitted against which PO number, detailing items being invoiced including dates of deliverables   |

#### Faculty Mini-Competition Level

|            |  |
|------------|--|
| Delivery   | Deliverables / Milestones i.e. delivered within agreed number of days and budget. Includes reporting, submissions  |
| Delivery   | Satisfaction levels - as per criteria set out and agreed in the mini-competition, collected from workshop evaluation sheets and/or separate feedback provided by Business Team which is shared with supplier who uses as part of their performance report. |
| Compliance | Evidence of Continued Professional Development / Supervision (individual associate/s)  |
| Compliance | Evidence of Professional Registration where appropriate to specialism  |

The Academy reserves the right to amend the review criteria during the life of the Framework, limited to a maximum of two amends per annum.

**End**