**Digital Learning Platform Tender**

**Clarification Questions from Prospective Suppliers**

**13.10.2020**

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|  | Question | Response |
| 1 | If we are unable to provide one or more of the essential requirements, will we be disqualified from the Tender process? | As with all essential requirements we feel that they are necessary for the supplier to provide a satisfactory service. However, in exceptional circumstances suppliers may be able to provide a satisfactory work around which they may explain in the comments. |
| 2 | Also, please could you let me know your budget for this project?Can you give any more details on how price scores are calculated?Please give details of your planned budget for the platform, to cover the first three years. If you have any detailed thoughts around your expectations for implementation and ongoing costs, please share these.**Q.** Is a budget specified for the implementation of the digital learning platform and user licence costs, and if so can you share what this is?Are you able to share the budget or Indicative budget for this project? Such as a pricing schedule, which didn’t seem to be part of the ITT document? | We have chosen not to state our budget for this project. We believe that there will be several approaches demonstrated by different suppliers, with different elements either included or not. We therefore didn’t want to constrain the proposals beyond what each supplier can offer us as possible, rather than by an arbitrary budget figure.  |
| 3 | Is there a requirement to integrate with your current LMS, and if so, could you kindly specify the name of your current LMS? One quick question, we already have our platform available to EIS staff – how does this fit with the tender?Appendix 1. Specification states “An effective digital learning platform is not currently available across the Organisations”.  | We don’t have a current LMS used across the organisations and range of functions described within the tender. We have a couple of suppliers who provide aspects of our requirements. The intention will be to utilise the successful tender supplier as the single LMS across the system. |
| 4 | *Back office administration needs to be segmented to the organisation but allow for cross organisational sharing of content -* can you elaborate on this? Is multi-tenancy required? | As part of a response to this question we would expect to see what options suppliers deem possible and most appropriate to meeting the three teams’ differing requirements. |
| 5 | Under the section for: Calendar, Events, seminars and virtual group learning with the request for: Calendar to be viewable externally by individuals who do not have a profile within the platformPlease can you expand on this requirement further i.e. what external individuals would you expect to view events, and why is there a need for this?  You mention in the ITT “*Calendar to be viewable externally by individuals who do not have a profile within the platform*” - could you elaborate on the purpose of this requirement? | We want to increase the scale and accessibility of our support to the high performance system. Whilst we work closely with a number of individuals who will be issued profiles, as stated in the specification, the potential reach is approx. 2600 people and we want to enable people to engage with our support should they not have a profile a that point in time |
| 6 | If there are any requirements which are marked as "Essential" that the Supplier cannot currently deliver out of the box, are you willing to work with the supplier to deliver this functionality? or would the supplier be discounted from the process? | As with all essential requirements we feel that they are necessary for the supplier to provide a satisfactory service. However, in exceptional circumstances suppliers may be able to provide a satisfactory work around and implementation timeline through detailing in the comments box. We would be willing to work with a supplier in this scenario |
| 7 | Is there a go live date in mind for delivery of the learning platform? | As soon as possible within Q1 2021. |
| 8 | It appears that there is existing content that you wish to host on this platform and a desire to develop additional content throughout the duration of the contract. Are there learning areas or content requirements that you would specifically like to come with the platform as an off the shelf solution or would any content supplied by us be desirable and viewed as a value add? | We have existing content in a couple of areas of the business which we would want to transition onto the successful platform. The content that will be developed over the contract period will be wide ranging. Although we have some very unique requirements due to the nature of our work we also have some generic requirements, such as management, leadership, mental health etc |
| 9 | Under the subsection ‘Content Creation’ you allude to a need to develop SCORM learning content internally. Is there existing organisational expertise to do this or would you be looking for bespoke training for your teams to be able to utilise one or more authoring tools (with the clear expectation that any such tools would be highly intuitive and user friendly)? | We will be growing our in organisation capability to author content and support colleagues to author content and use the system. It would be good to understand any supplier's ability and expertise in supporting us to do this. |
| *10* | *Provide virtual classroom capability enabling blended learning*- the LMS we are proposing will support hosting of virtual classrooms in conjunction with a web conferencing tool such as Zoom, can you please confirm do we also have to supply the webinar tool as well? Or do you already have a webinar tool in place e.g. Zoom | Its optional. If the system has this capability then that would be great, if not and can link to another system, either one that you have a partnership relationship with or with Zoom or MS Teams then please describe how you would achieve the requirement. |
| 11 | In regards to point 9.1 can you please elaborate on expectations for best value statement, i.e. is the supplier expected to conduct change requests over the 3 year contract at no additional cost? | No. A normal approach to change requests is expected. If there is system improvement that the supplier believes has a wider value then the supplier may action at their costs, if the request is specific to us then we would expect to pay. Please indicate your day rates.  |
| 12 | In regards to the comments section in the Tables of requirements - is there a word limit to these responses? | No |
| 13 | Requirement table - *“Also the ability to link to other knowledge management solutions”* do you have any specific Knowledge Management Solutions in mind at this stage? *Page 21 - Can you explicitly state which third party solutions the LMS requires to access, how the linking can be received by the solutions (feed file, upload files, API, etc.), and what information from the LMS needs to be passed to these systems?* | We are currently developing our Knowledge Management strategy and approach so at the stage we are needing an MVP solution as described in the requirements. In time when we understand our needs more specifically it will be important for us to be able to connect our strategically identified Knowledge solution to our LMS. We would be looking for you to describe what it possible in both a knowledge MVP solution as well as the ability to link out in future. We appreciate that without specifying the system that this is difficult but at this point we would be looking for assurances and examples of integration or system linking capability. |
| 14 | In your requirements matric, you refer to:  “A suite of easily accessible integrations or modular solutions are available which enhance the requirements specification detailed above.  An API or direct system integration is available enabling seamless journeys to and from existing solutions.”Can you specify any systems with which you anticipate needing integration with? | We are aware that many suppliers have a core product that can be added to or supplement / integrated with modules or partner sites such as enhanced reporting capability or content providers libraries etc. |
| *15* | *Enable seamless user journeys with third party solutions. For example linking to existing HR systems (I.e. Cascade), Learner Needs Analysis systems , Induction systems, Knowledge Management systems, Performance Management and Collaboration Tools-* **Please confirm all systems we are required to integrate with at this stage?** | We appreciate that without specifying the systems that this is difficult but at this point we would be looking for assurances and examples of integration or system linking capability with an emphasis on the simplicity of the user journey able to be created. |
| 16 | Concurrency: You had referenced an annual conference with 400 users attending,- please elaborate on anticipated concurrency spikes within a 12 month period are there any other events/activities that will cause a spike in user concurrencyAbility to support concurrent usage by usersIs the preference to have a higher spec'd server all year round, or to be able to increase theserver specification at specific times/for specific events? | Our expectation would be that suppliers could provide a service that adequately supported a normal demand across the users numbers identified. In addition, demonstrate how any planned for spikes could be accommodated. |
| 17 | The flexibility, sophistication and affordability of 3rd party content authoring software, offers the ability to create highly engaging, modern content compared to the relative limitations of embedded content authoring tools within digital learning platforms. Whilst embedded tools are ‘efficient’ in what they offer, the advantages of a ‘best in class’ approach i.e. a ‘best in class’ digital learning platform, with ‘best in class’ 3rd party authoring, is an optimum solution, for current and future requirements. **Q.** Is this ‘best in class’ approach an acceptable solution, or do UK Sport/EIS absolutely require the platform to offer an embedded authoring tool?**Q.** Do UK Sport/EIS require external bespoke content creation services, and if so, can you describe what is likely to be required and in what time-frame? | We will require different levels of authoring capability. We will have a core enhanced authoring skill set within the L & D team which will likely be supported by 3rd party best in class authoring tools. We will also need a simple, easy to use authoring capability for other colleagues across the organisation. Please describe how this could be achieved. We will require the bespoke development of content but this is not defined yet. |
| 18 | **In regards to scorm content requirement:**SCORM Content: The ability to create, edit or delete highly engaging, modern feeling learning content to populate learning episodes – preferably in a SCORM format The ability to author and use a wide range of media and content including video, web content, PowerPoint, audio, animation as well as self curated content. It is important that we have simple enough content authoring capability to allow colleagues across all organisations to author creative and innovative solutions**Does this mean that the LMS solution must have a built in authoring tool capable of allowing the UK Sport team to produce or edit SCORM files? Would we be disqualified from the tender response if we could not meet this requirement?** | We will require different levels of authoring capability. We will have a core enhanced authoring skill set within the L & D team which will likely be supported by 3rd party best in class authoring tools. We will also need a simple, easy to use authoring capability for other colleagues across the organisation. Please describe how this could be achieved.  |
| 19 | 3rd Party content**Q.** Does this have a separate budget and procurement process to the digital learning platform ? | Yes. |
| 20 | In your requirements matrix, you refer to:  “Upcoming, timebound improvements which would add value to us.  We would like the ability to influence the backlog within agreed timeframes or pay for bespoke development.”Can you explain what you mean by this, please, and what an outcome to this problem might look like? | If you reference your plans to improve the system in your submission we would like to see a timescale to the improvements that you are planning to make. We would also like the ability to be able to make suggestions for system improvements which become part of the scheduled improvement plans. We would potentially like to be able to pay for bespoke improvements for our use. |
| 21 | Will there be one or more points of contact that will enable us to truly partner with both organisation from the scoping stage through to the ongoing delivery of the solution? | Yes, we are very open to working closely with any supplier to generate a really good product fit and supplier relationship that truly understands our needs and aspirations. |
| 22 | Some Mobile Apps**Q.** How important is offline access to learning content via mobile Apps? | Many of our colleagues travel significantly or are based out of office and are therefore working off pads, phones or laptops. This would be a strong advantage. |
| 23 | Of the requirements relating to automated personalised learning content is in our 2021 pipeline. **Q.** Is this acceptable and if so, what time-frame would this be required by? | The initial implementation would focus on establishing the platform and populating with core content. This area would not be a priority until 2022. |
| 24 | You mention the ability to activate specific parts of the learning platform for different groups, is this primarily content e.g courses, learning that you want to control the access to or will this be functionality? | This is functionality. This may be that teams may want to move at a difference pace in implementing the system. This may not be possible and it is controllable by just not utilising functionality, role access controls or it may be that this can be achieved through the modular nature of a system. |
| 25 | Can you let us know a series of timescales around the delivery and launch of the solution. We would like to know when you expect the platform to launch, when you need MVP, Phase 2 etc ready for deployment? Can you also let us know what content you will expect to launch with in terms of volume and to which groups?You mentioned that the user numbers would start off lower and then progressively increase to the figures provided across all three organisations, do you know what number of users you expect to launch with and from which organisations? | We expect to go live as soon as possible in Q1 2021.We will launch in an incremental & phased way, likely with some simple compliance content. We would be open to working out the best approach with the successful supplier. We have content that needs to be delivered prior to the Tokyo games.  |
| 26 | You have mentioned using 3rd party content, do you have this currently? What format is this in?  | We have a range of content in a range of formats. As we don’t have an LMS currently this is held by various suppliers. A transition plan will need to be put together for some of this. |
| 27 | Is there any existing data or content migration required? | One department uses an LMS to manage their own technical learning needs. This would need transitioning to the new system.  |
| 28 | You have mentioned the delivery of blended learning, when do UK Sport and EIS envision the delivery of Face to Face training? Early - late 2021? | We would include virtually facilitated sessions combined with digital as blended, so not necessarily reliant on face to face.  |
| 29 | What is meant by the term ‘Induction templates can be created, copied and refined’? If an induction is a collection of materials do you expect all to be duplicated? | We have the same requirements for inductions as other aspects of learning solution provision. That a generic approach can be produced and templated and then repeatedly populated by departments. So we may have an EIS generic induction programme that is then supplemented by each specific department's needs. |
| 30 | The ability for learners to send direct messages to each other within the system is highlighted as essential, are solutions that don’t have this functionality being considered?  | This is a capability that we would be essential for us to achieve. If this isn't something that is within the capability of your system, then we would be keen to hear of any work arounds that you may be able to offer or links to alternatives. |
| 31 | You mention ‘Backlog’, can you elaborate more on what this is? Do you require bespoke development work to meet the needs of this? | By backlog we are referencing the planned or scheduled functional improvements you have for the system you would provide to us.  |
| 32 | You mentioned ‘Off the shelf content’ are their titles, examples of content that you need? If so are there any specific requirements/capabilities needed for this? | No. We have very specific and unique requirements as well as more generic requirements for H&S, Safeguarding training as well and Leadership & Management, which although the context is different could be generic in content. |
| 33 | You mention the need for learners to interact with one another within the platform. Can you elaborate on this requirement and the nature of this communication?  | We would want people involved in the same learning experience to be able to interact with each other, share thoughts and content as well as interact with facilitators and admin.  |
| *34* | *The creation of a live feed of learners needs across the organisations to enable real time views of needs and enabling the fast linking to solutions or development of solutions* - can you elaborate on what is meant by this?  | We want to use the system to gather learners needs. We have the ambition that this is something learners and managers will engage with frequently. This could be through profiling, self-assessment, role and individual skill assessments as examples. What we would like is a central view of this insight in order to give a “live” view of needs across the organisations.  |
| 35 | Please can you confirm whether not having the required WCAG 2:1 minimum accessibility requirement will automatically disqualify our bid?  | As with all essential requirements we feel that they are necessary for the supplier to provide a satisfactory service. However, in exceptional circumstances suppliers may be able to provide a satisfactory work around which they may explain in the comments. Whilst the requirements apply to the platform, we will also require the ability to host and author content which is compliant with the stated WCAG guidelines |
| 36 | Do we need to complete the data processor questionnaire as part of our response?  | Yes |
| 37 | "Ability for the digital learning platform to be segmented for different Organisations and Teams and allow Learners an opportunity to connect with Learners from different Organisations where appropriate." Can you please provide further detail around this requirement. Are there any data concerns we need to be mindful of? i.e. If all users are on the same site then admins would be able to see user data for all organisations? | We are looking to achieve the best solution for users and achieve the maximum benefits for both organisations in terms of efficiencies that can be achieved. We would like suppliers to present to us what the best set up will be to meet our requirements. It may be that we need to put data sharing agreements in place in order to overcome issues such as certain admins seeing data from either organisation. Please help us understand what could be achieved and the benefits, highlighting where possible any considerations for us.  |
| 38 | We are a global company, operating all over the globe by local teams close to our clients. We are legally/contract wise operating all our EU clients and projects via our Danish (European) entity. Is that ok for this project? - all UK team members are based in the UK. | Yes |
| 39 | Timelines: is there an opportunity for an extension to the 20th October submission deadline? | The deadline was set at publication of the ITT and is the same for everyone. It would not be fair to extend the deadline except in exceptional circumstances which are at EIS and UK Sport’s discretion |
| 40 | Please confirm if ISO 27001 or Cyber essentials is mandatory for this project? e.g will bidders be disqualified if they do not have Cyber Security Essentials? | Cyber Essentials is not mandatory if you can provide sufficient evidence around the robustness of your cyber security controls |
| 41 | We are ISO 9001 certified and have a letter of intent for ISO 27001. Please confirm if this satisfies ISO requirements. | Yes, if you can provide sufficient evidence around the robustness of your cyber security controls. |
| 42 | What are the current methods of authentication for future users of the platform (eg. are authentication methods such as ADFS, Azure, Google or AD currently used within the organisations?)? | ADFS, AAD, AD, OneLogin. |
| 43 | We are headquartered in Delhi India and have been working with clients globally. We would like to understand if there is any Onsite implementation support & maintenance is required or UK Sport is fine with Offshore implementation & support. | Offshore implementation and support are acceptable, so long as the solution is hosted in the UK. |
| 44 | Does UK Sport want vendor to provide hosting services for LMS? | Possibly please provide as an option including any relevant details. |
| 45 | Our LMS is an off the shelf platform which is customizable however UK Sport has asked for source code which is not possible since it’s a proprietary product, please confirm if UK Sport is fine with Off the shelf platform on a licensed subscription based costing model. If yes, Is UK Sport fine with service provider not sharing the source code, please confirm. | Yes, where the solution is a SaaS or cloud subscription service, we don’t expect the provider to share the source code. |
| 46 | You have added multi-factor authentication as a requirement, are solutions that don’t have this functionality being considered? | Yes, if your solution supports SSO allowing us to use our own MFA solutions (e.g. AAD & OneLogin). |
| 47 | "The digital learning platform will be required to support current L&D work as well as that which is proposed as part of our strategies".Can we please be given information on what the current L&D work is to enable us to understand better what the gaps are.    | There are a range of L & D activities carried out currently. The plan is to transition all of them to the LMS. We will work with the successful supplier to review this and agree a plan. |
| 48 | Within the requirements table there is a column for ‘ID’ should this be populated as a form of reference? | Yes, this should be populated. Please find the requirements table below these responses wit ID numbers inserted. |
| 49 | 9.1 you mention that the improvements to the service and the implementation of these are ‘free of charge’, do you expect bespoke development work to be included in this? | No. We would expect any supply to continue to invest in the platform supplied, releasing appropriate updates and versions. Any bespoke we requested we would expect to pay for.  |
| 50 | Our learning platforms are cloud hosted and are fully mobile accessible via web browsers, you have asked for ‘Mobile App’, is this a must have? If so are solutions without this being considered? | All solutions are being considered but the most important aspect is the ease of engagement from a user’s perspective and we would therefore be interested to hear proposals on how a user can access the platform with the easiest, shortest or most convenient journey for them |
| *51* | *“All Intellectual Property Rights in the Service Specification and the Site (including in the content of the Site and the Site Software) arising in connection with this agreement shall be the property of the Customer, and the Supplier hereby assigns absolutely with full title guarantee all such Intellectual Property Rights to the Customer*.” - Is it correct that you are looking to own the Intellectual Property of the solution created by the appointed supplier? | We are not looking to own the IP of the supplier. We must own the IP to any content that we populate the system with that we have authored or purchased from a 3rd party.  |
| 52 | The ITT mentions the possibility of acquiring third party content - is this included in the scope of the ITT? If so, can you elaborate on this requirement? Will this just be off the shelf content or bespoke?  | This is cost not within the scope of the ITT but the requirement to be able to do it is. We want to be able to author content outside of the LMS or buy and or license SCORM content which we can manage within the LMS. |
| 53 | The ability to create, edit or delete highly engaging, modern feeling learning content to populate learning episodes – preferably in a SCORM formatDo EIS have a preferred authoring software? Or is all content to be authored in the LMS? | We will require basic authoring capability and more sophisticated authoring capability. We have not selected a supplier for either. (potentially the basic requirement will be met through this tender)  |
| 54 | Can you advise on the contract term for this solution? | 3 years |
| 55 | Our T&C delivery within the platform applies to all users groups, will that be an issue? | Given that it is an essential requirement, we think that it is necessary to fulfil this requirement in order to perform the Services. However, we are keen to understand suppliers solutions to the problem and would be willing to work with a supplier if their approach provides the desired coverage cross all user groups |
| 56 | Are you looking for a standard solution which can be enhanced to suit your specific requirements, or are you looking for a custom-built solution? | Standard. We are not looking to build a solution however we are aware that we may need specific areas to be bespoked or linked to third parties to meet all our requirements. |
| 57 | Ability for the digital learning platform to be segmented for different Organisations and Teams and allow Learners an opportunity to connect with Learners from different Organisations where appropriate.Would multiple tenants be suitable to facilitate this? IE a leadership tenant? Otherwise, are EIS comfortable having users having multiple roles in multiple tenants? | Potentially. We would like each supplier as part of their proposal to describe how they would approach the multiple teams requirements. The key considerations are laid out in the requirements document. It may be that we have to compromise in some areas or structure the system in different ways in order to achieve the best system set up. Org Log ins, customer experience, 1 or 2 contracts, portability of content, contractability of learners in different systems and one single dashboard per learner are probably the key variables. |
| 58 | Our LMS is Unicode compliant and can be provided in any of the regional or national languages. Do you also require the platform in Multiple languages.? | No |
| 59 | Is this tender open for global organizations or organizations in UK can only participate in the tender process. | Yes, it is open to global organisations |

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|  | Category | Questions | Response |
| 60 | Ecosystem | We want to understand the current ecosystem of UK Sport and EIS in terms of the following:Which are the applications currently being used? | Each Department within each Organisation will have their own specialised applications, however both Organisations utilize Microsoft applications (MS Office, 365, SharePoint etc.) for generic day to day business. |
| 61 | How is the current learning/training delivered? | The majority of training/learning has been delivered through face to face workshops, seminars, lectures. Some training/learning (more compliance oriented) has been delivered through a range of e-Learning modules and in more recent months we have increased our delivery through using digital connective technology (e.g. MS Teams, Zoom, Hopin etc). |
| 62 | Where is the current content stored— centralised storage, managed by each department, etc.? | Current content delivered as part of training/learning events is stored and managed by each individual organisation, department or individual that is delivering the training/learning events. This is currently stored centrally (SharePoint) and locally within our existing structures. |
| 63 | Users | As mentioned in the RFP, we understand that 3 separate teams will be administering, managing and operating the platform, and the learner count is approximately 2630. Can you please share the split and count of users in terms of the applicable roles such as learners, instructors, administrators? | These details are still to be determined. The specification details the total number of users for each Team with learners constituting the highest proportion of each Team. As part of the proposal we would like to hear how suppliers can structure roles to provide the best user experience for learners and administrators and other roles. |
| 64 | How many concurrent users do you foresee to be using the system at a given time?  | Our expectation would be that suppliers could provide a service that adequately supported a normal demand across the users numbers identified. In addition, demonstrate how any planned for spikes could be accommodated |
| 65 | Can you please let us know the subject areas/ topics to be delivered in the course, e.g., Sports Medicine? | The content that will be delivered through our learning methodology will be wide ranging. Although we have some very unique requirements due to the nature of our work we also have some generic requirements, such as management, leadership, mental health etc |
| 66 | Content/Course | Please help us understand the existing course structure used in your current courses and provide a sample course structure for our reference. For example, a course might consist of:* Week-wise plan/Topic-wise plan
* Content includes
	+ Videos
	+ SCORM package
	+ Content—Page, Lessons, URL, etc.
	+ Discussion forum
	+ Others
 | As we currently don’t have a LMS across the organisations we rely on face to face learning/training events.These events vary in length, style and content with no one structure being a preference. |
| 67 | Do you foresee any changes in the existing course structure when deployed on the new digital learning platform? | We are planning to have a much higher level of digital learning present in the learning we offer. This will not replace face to face to face delivery, however blended learning will become much more of a routine approach |
| 68 | Do you have any ready/existing content for use in the digital learning platform?* If yes, what is the volume/seat time of the content that you currently have?
* If partially yes, (OR) No, are you looking for any content development partners to develop the content? We would also want to understand the volume of content to be created within the scope of this ITT.
 | We have a range of content in a range of formats. As we don’t have an LMS currently this is held by various suppliers/Departments. A transition plan will need to be put together for some of this.Whilst, we will be growing our in-organisation capability to author content we intend to acquire third part content. We will require the bespoke development of content but this is not defined yet. |
| 69 | Integration | Are there any other applications that need to be integrated with the LMS/digital learning platform? If yes, can you please list them? | We appreciate that without specifying the systems that this is difficult but at this point we would be looking for assurances and examples of integration or system linking capability with an emphasis on the simplicity of the user journey able to be created. |
| 70 | Timeline | Can you please share an indicative timeline for the launch of the application? | As soon as possible within Q1 2021 |
| 71 | Also, what is the timeline for onboarding different departments in the organisation and its users? | We will launch in an incremental & phased way, likely with some simple compliance content. We would be open to working out the best approach with the successful supplier. We have content that needs to be delivered prior to the Tokyo games.  |
| 72 | Budget | We would like to understand the indicative budget that UK Sport and EIS have assigned for this engagement. | We have chosen not to state our budget for this project. We believe that there will be several approaches demonstrated by different suppliers, with different elements either included or not. We therefore didn’t want to constrain the proposals beyond what each supplier can offer us as possible, rather than by an arbitrary budget figure.  |
| 73 | Technology Stack | We would like to understand the preferred technology stack for developing/customising digital learning platform. | Ideally .NET CORE or .NET (MVC) and REACT, open to other technologies depending on support arrangements. |
| 74 | Hosting | What are the hosting preferences for the digital learning platform with respect to any specific geography? List other specifications, if any. | Ideally UK & Ireland.Compliance with regulatory and governance standards e.g. (ISO 27017/27018/27701/9001 etc.) |
| 75 | Migration | We would want to get an understanding of any data migration required from the existing platforms to the digital learning platform. If yes, can you please provide relevant details? | We have existing data in a couple of areas of the business which we would want to transition onto the successful platform. We would be looking to work with the successful supplier to migrate this data from the existing platform in the most effective way. |
| 76 | We would want to get an understanding of any content migration required from the existing platforms to the digital learning platform. If yes, can you please provide relevant details? | We have existing content in a couple of areas of the business which we would want to transition onto the successful platform. We would be looking to work with the successful supplier to migrate this content from the existing platform in the most effective way. |

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| 77 | General | - | General | -       Whether Hosting is to be done by bidder? | Possibly please provide as an option including any relevant details. |
| 78 | General | - | General | -       Is there any preferred location for hosting servers? | Ideally UK & Ireland. |
| 79 | LMS System configuration | 22 | Ability to support concurrent usage by users | -       Concurrency expected towards overall usage | It would be useful to draw on your experience of what concurrency looks like across the number of users we have.  |
| 80 | LMS System configuration | 22 | Ability to support concurrent usage by users | -       Concurrency expected during live sessions such as Webinars | We may have one or two events a year that would be sub normal. Webinars would be normal, manageable numbers for learning.  |
| 81 | LMS System configuration | 19 | Available as a web page and a mobile app | -       Available as a web page and a mobile app: Is there any preference for Mobile application technology – Whether Hybrid or native? | Native would be our preference |
| 82 | Learning Management | 26 | Content Creation | -       The content created through the platform needs to be SCORM compliant or SCORM compliance is limited to integrated of external SCORM compliant content into Digital Learning Platform | We would expect to be able to import SCORM content, our preference would be that LMS authored content would also be SCORM so that we can port this content and transition to other suppliers at the end of the contract as we don’t want to have a significant amount of content stuck on the platform. It may be that there are other ways of achieving this? |
| 83 | Learning Management | 25 | Learning Journey | -       Is learning journey same as learning path? | Yes |
| 84 | Learning Management | 24 | Learner Needs Analysis | -       Request for clarification and scope on the third party integrations required E.g. can we specify any specific software/platform with which integration is sought | We appreciate that without specifying the systems that this is difficult but at this point we would be looking for assurances and examples of integration or system linking capability with an emphasis on the simplicity of the user journey able to be created. |

**Platform Requirements (E = Essential, D = Desirable F = Likely future need)**

**LMS System configuration**

Simple user journeys and administration whilst creating multiple organisational identities and data restrictions and flows

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 1 | E | Platform creates a simple, easy, modern and compelling user experience | It must be easy and intuitive for a learner and department admin user to navigate through the system, with simple, engaging, modern UX, journeys and workflows which enable easy access |  |  |  |
| 2 | E | Available as a web page and a mobile app | App functionality replicates browser access in real time for learners and users can switch between devices and pick up from where they left off |  |  |  |
| 3 | E | Creation and hosting of online learning episodes/modules and events | Provide virtual classroom capability enabling blended learning |  |  |  |
| 4 | E | Platform provides the ability to host static information (text, videos, images, office docs) as well as interactive learning content (i.e. SCORM) | Also the ability to link to other knowledge management solutions |  |  |  |
| 5 | E | Ability for the digital learning platform to be segmented for different Organisations and Teams and allow Learners an opportunity to connect with Learners from different Organisations where appropriate. | Most of the time Learners will undertake learning through one primary Team, but there may be occasion where Learners from either Organisations (as well as Externally Authorised Learners) are required to interact with each other. For example, we are planning to run a common leadership programme which is accessible to Learners from each of the three Teams. The ability to facilitate connection and accessing of information jointly will therefore be required |  |  |  |
| 6 | E | Ability to share, edit and deploy content across organisations, teams and disciplines as appropriate | Back office administration needs to be segmented to the organisation but allow for cross organisational sharing of content |  |  |  |
| 7 | E | Ability to grant users different permissions to allow access and editing rights to different aspects of the platform | For example, the platform may contain the following roles: Administrators, Users, Elevated users (i.e. they are learners but can also create and edit groups/content etc.) This is to future proof user interactions with the system where we may want to provide more ownership of learning to users. Administrators and content authors / curators will exist at an organisational level as well as at a team and department level.We may also need to support the concept of guests who have access to the system for specific events or activities or suppliers who utilise the platform to deliver / develop content. |  |  |  |
| 8 | E | Enable seamless user journeys with third party solutions | For example linking to existing HR systems (I.e. Cascade), Learner Needs Analysis systems , Induction systems, Knowledge Management systems, Performance Management and Collaboration Tools  |  |  |  |
| 9 | E | Meet Government accessibility requirements | The digital learning platform must* Meet level AA of the web content accessibility guidelines (WCAG 2.1) as a minimum
* Work on the most commonly used assistive technologies – including screen magnifiers, screen readers and speech recognition tools
* Have an accessibility statement that explains how accessible the service is
 |  |  |  |
| 10 | E | Ability to deliver configurable T & Cs to Learners/users | T & Cs should be able to be configured and made relevant to the specific users/user groups who are accessing the platform |  |  |  |
| 11 | E | All data contained within the system must be portable to a 3rd party system | e.g. on conclusion of the contract all personal data and learning content must be portable to a new system. |  |  |  |
| 12 | E | Ability to activate/turn on different parts of the digital learning platform for different Teams at different times | It may not be relevant to have certain aspects of the digital learing platform active immediately, or indeed at all for all Teams. Therefore the ability to turn aspects of the platform on and off depending on needs of the teams will be required (e.g. the EIS learning team may want to be able to create learning journeys for their learners as soon as the platform is launched, but this may not be needed for another 6 months by the UK Sport People Development Team) |  |  |  |
| 13 | E | Ability to support concurrent usage by users | Responsivity and reaction of the platform should not be reduced should multiple users login or access the platform at any one time. For example both Organisations host annual conferences which have 400+ attendees. If attendees were signposted to content within the platform, we would want each users experience to be maintained regardless of whether one other of 400 other users were accessing the platform at the same time. |  |  |  |

**Learning Management**

All organisation and individual learning managed in one easy to use place

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| Learner Profiles |  |  |  |
| 14 | E | Each learner has their own landing page from which they can access and drive from all their activities | Provides access to current, historic, future and possible learning.Countdown, notifications and reminders for upcoming tasks or timespans on accreditation.Communications from administrators or fellow learnersSuggests options for further development/learning |  |  |  |
| 15 | E | A learners view can accommodate their organisation, team (s), discipline and system wide views, events, group memberships and learning journeys | Any learner will be a member of multiple teams and learning groups. Most employees will have at least 2, their department and their organisation wide group. This should not be confused with the 2 organisations. |  |  |  |
| 16 | E | Any activity in any part of the platform updates the personal record | Learning journeys may require cross over between department, organisation and system wide experiences. All should update the personal learning record and dashboard and be visible by administrators |  |  |  |
| 17 | E | Learners should be able to create and maintain their own space where they can upload various personal details, information pertaining to their learning as well as see a record of their learning | It may be that certain learning needs to be demonstrated to a 3rd party.  |  |  |  |
| 18 | D | The ability to carry out data imports to personal records | It may be that we want to upload information about the individual into their personal record or create an API feed |  |  |  |
| Learner Needs Analysis |  |  |  |
| 19 | E | The ability for the supplier to deliver LNA requirements within the LMS solution or to offer seamless integration with a 3rd party module or supplier. |  |  |  |  |
| 20 | E | The ability to capture a Learner’s needs and for this to appear within their profile on the system  | The Learners needs should be viewable by the learner within their profile/landing page. It should also be viewable based on the hierarchy of their team. i.e. the Learner’s manager will be able to view their record, but a peer or manager in another team would not.  |  |  |  |
| 21 | E | Ability to evaluate the learner’s needs through use of self-evaluation questionnaires/surveys. | Through managerial review, role capability fit gap analysis, tracking against compliance training or mapping against talent and progression profiles the learner’s needs should emerge. |  |  |  |
| 22 | E | Data able to be shared with HR systems (cascade etc) to link with organisational performance review processes | The outputs and tracking of an individual’s learning needs should be able to integrate with the organisation’s performance review process and the systems used to manage that (currently Cascade) |  |  |  |
| 23 | E | Analysis of learner needs across organisations, teams, disciplines to influence future learning requirements of learners | Through analysing needs across learners on a role, organisational, team or discipline level, this will enable future learning and development offers to be tailored appropriately and future planning of level of requirement, through put and intervention costs. |  |  |  |
| 24 | D | Enable the linking of identified learning needs directly to solutions | Where a learning solution exists within the established offer, packaged up solutions for specific roles or induction packages, automatic links to the learner can be triggered when a need is identified |  |  |  |
| 25 | E | The creation of a live feed of learners needs across the organisations to enable real time views of needs and enabling the fast linking to solutions or development of solutions | A live view of requirements is visible within the configurable hierarchy to include by individual, role, team, department, organisation, cohort and across both organisations |  |  |  |
| Learning Journeys |  |  |  |
| 26 | E | A suite of learning episodes can be created stringing existing separate modules of learning together to create one journey for people to access all the time (eg a role specific induction) as well as specific one off learning journeys.  | Access to some is controlled by invitation, by role, by experience as well as those which are open to all. Consistent look and feel can be created for all elements of the learning journey. Progress through the journey is trackable and promotable (e.g. gamification). |  |  |  |
| 27 | E | The system should allow the creation of learning journeys. The system needs to allow specification of pre-determined learning journeys/programmes of learning. These journeys should be trackable and auto reportable.  | Learning journeys can be created by system administrators and can include face to face, blended, digital and social learning in any combination |  |  |  |
| 28 | E | Ability to create learning journeys which blend together different types of activity such as webinars (live or recorded) with static information and other modules, tasks or learning episodes for the learners to complete | Enable modularised learning, blending the capture of evidence, tasks completed, session attendance, activities carried out and the submission of evidence or research. All elements should be trackable and reportable to administrators and learners.  |  |  |  |
| Content Creation |  |  |  |
| 29 | E | The ability to create, edit or delete highly engaging, modern feeling learning content to populate learning episodes – preferably in a SCORM format  | The ability to author and use a wide range of media and content including video, web content, PowerPoint, audio, animation as well as self curated content.It is important that we have simple enough content authoring capability to allow colleagues across all organisations to author creative and innovative solutions.  |  |  |  |
| 30 | E | Learning journeys and episodes should be able to be reduced to bite sized chunks for learners to access on demand.  | It should be possible to learners to start, drop and pick back up all learning solutions and access on all devices. |  |  |  |
| 31 | E | Creation and integration into content and learner journeys of questionnaires, surveys and tools for learners to complete  | The automation of surveys and questionnaires into described learning journeys, including pre, during and post event and sampling and follow ups. |  |  |  |
| 32 | E | Ability to create, host and edit content and host 3rd party content.  | SCORM format content created by 3rd parties is preferred. |  |  |  |
| 33 | E | The ability to create templates in order to control and achieve consistent look and feel and structure to learning solutions.  | The ability to utilise templates to copy, amend and refine quickly as well as locking down course design structures. Back office configuration to be connected to the template.  |  |  |  |
| 34 | D | The ability to directly link to content from websites | Direct links to learning content can be made available in a non trackable way to non logged in users. |  |  |  |
| Inductions |  |  |  |
| 35 | E | Creation and hosting of interactive inductions for each Organisation and Team. Inductions may contain text, images, video, office docs, quizzes etc as per any learning episode as well as links to knowledge system content. | Inductions to consist of generic material applicable to all Learners as well as material tailored to the individual’s role/technical capabilities or needs |  |  |  |
| 36 | E | All induction activity is trackable and tasks, reminders and next steps are automatable and configurable by administrators. | Within a hierarchy (i.e. lines of management reporting) you can view progress made and remind, trigger communications to learners and to managers etc. Compliance activity completion can be automated with reminders set within anniversaries and by completion for the duration of employment. All activity is reportable to a line manager dashboard.A series of inductions can be created and linked on a trackable journey e.g. a physio specific induction, and EIS manager induction as well as the EIS generic induction and associated compliance learning could all be combined for a new Physio manager joining the EIS. |  |  |  |
| 37 | E | Induction templates can be created, copied and refined |  |  |  |  |
| 38 | E | The ability to seamlessly evolve the induction experience into a generic LMS employee experience. | Everything happens in one place for an employee |  |  |  |
| 39 | F | The ability to provide the capability to commercialise content held within the LMS | This could be through links to a commercial portal with sales and account capability. It is unlikely that we will commercialise the LMS and allow paid access to 3rd parties. We would be interested in your thoughts and experiences in this space.  |  |  |  |

**Knowledge Management and Resources**

Host or seamlessly link to hosted organisation knowledge solutions and make capturing, curating and refining knowledge easy in order to foster greater organisational learning.

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 40 | E | The ability for the supplier to deliver Knowledge Management requirements within the LMS solution or to offer seamless integration with a 3rd party module or supplier. Now or in the future | Genuine seamless integration between systems |  |  |  |
| 41 | E | Ability to author, store, catalogue and archive content searchable from across the Platform (office docs, pdf, image files, video files, learning episodes, SCORM etc) | Be able to host information such as the Leadership Development Framework in different formats (office, pdf, images, videos, text) that allows the learner to explore this information interactively. |  |  |  |
| 42 | E | Tagging of content with relevant tags or metadata to allow for effective file management | Easily searchable knowledge archive with search and refining of results |  |  |  |
| 43 | E | Intuitive search of content which returns content matching search criteria from all aspects of the platform  | Likely permission based – i.e. only areas/communities you have access to will return results |  |  |  |
| 44 | D | Recommendations provided to learners based on their search criteria, what they have viewed and what they have interacted with | A balance between pull and push for explicit knowledge producing a user-digest of relevant content.  |  |  |  |
| 45 | D | Ability to create custom pages which can be used, like a wiki, to store content which is best presented outside of a traditional documents format | Users or leaders of topic areas can design and produce in collaboration with others content which fits a broader range of uses eg visually engaging web pages which publish knowledge from a range of styles eg flow chart, text, images, embedded video etc. This may include classic technical knowledge areas or others such as coaching and mentoring |  |  |  |
| 46 | D | Ability to bookmark favourite content which is stored in the user profile  | Allow users to search the organisational content and bookmark favourite content to allow them to build their own personalised knowledge reservoir  |  |  |  |
| 47 | E | Ability for users to capture reflections and personal narrative and stories related to a topic or area of knowledge  | Users begin to digest and refine content and bring it to life in their own thoughts which could be text, audio, video linking these to the annual appraisal  |  |  |  |
| 48 | D | Ability to connect with people and build networks or connect seamlessly to a solution | Search for individuals with the skills, experiences and talent you need to solve a problem and then build a network map which defines these people |  |  |  |
| 49 | D | Collaborative problem solving  | The ability for a user or collection of users to post a question to a group of individuals or COPs and allow rapid problem solving. The ability for the organisation to swarm around problems quickly. The ability to search for previously asked and answered problems.  |  |  |  |

**Communities, cohorts and social learning**

The ability to create groups of people and for them to be able to communicate with each other and share

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 50 | E | The ability for the supplier to deliver Communities, cohorts and learning requirements within the LMS solution or to offer seamless integration with a 3rd party module or supplier now or in the future. |  |  |  |  |
| 51 | E | Ability to create defined online spaces within which people can communicate with one another | Administrators can create a community, add, remove individuals and manage the membership of each community. Learners should be able to accept or decline involvement in the community |  |  |  |
| 52 | E | Ability for Learners to communicate with one another on a group level and an individual level through text and the inclusion of attachments/embedding office documents, images, videos, links etc. | Learners should be able to see who else is in the community and be able to send messages to individuals or the whole group. |  |  |  |
| 53 | E | Ability for community spaces to be setup to support specific learning episodes or experiences and be embedded as part of the learning journey/experience for those Learners |  |  |  |  |
| 54 | D | Automation of community creation when linked to a learning event or series of learning episodes (programme etc) | Communities can be configured by configurable parameters such as attendance on events or role. |  |  |  |
| 55 | D | Searchable directory of platform users and communities to allow learners to find other users based on areas defined within Learner profiles (job role, organisations, skills, expertise, community memberships etc) | Learners may want to find other individuals in the system who they believe can help them solve problems, learn from or collaborate with on work. A searchable directory will help connect learners |  |  |  |
| 56 | E | Ability for learners to be able to send direct messages to other learners within the system |  |  |  |  |
| 57 | D | Ability for learners to be able to send direct messages to other learners | Provides seamless integration with a learner’s preferred communication method (i.e. social media, email client etc.) to add ease of contact for learners |  |  |  |
| 58 | E | The ability to create communities with configurable entry criteria. E.g a managers community or a graduate of a certain programme community. | This will need to be configurable by the event administrator pre, during and post event. |  |  |  |

**Calendar, Events, seminars and virtual group learning**

Easily create, find, book and join events, seminars and participate in learning opportunities

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 59 | E | Hosting of a calendar of events or a link to a web site hosted calendar of events | Calendar should be viewable by all Learners who have access to the platform either via a system home page view or their own dashboard |  |  |  |
| 60 | E | Ability to view further information on events/calendar entries (speakers, objectives/content etc) through opening the entry |  |  |  |  |
| 61 | E | Ability to provide users a simple option to register/book sessions directly from the calendar or directly from their personal page | Sessions should be bookable by Learners based on their allocated permissions meaning you will only be able to book on to a session automatically if your profile matches with specific criteria (i.e. role, organisation, needs analysis etc)It should be simple to cancel and transfer from one event to another |  |  |  |
| 62 | E | Platform should allow Learners to book into events on an individual level or as part of a series of events (block bookings) |  |  |  |  |
| 63 | D | Calendar to be viewable externally by individuals who do not have a profile within the platform |  |  |  |  |
| 64 | D | Automation of access to sessions based on specified parameters (i.e. learner’s role, completed learning, enrolment on learning programmes etc) | Prompting, suggesting and notifications possible automatically by role and event.  |  |  |  |
| 65 | E | Calendar should be able to filter to specific requirements (months, by stream of work - coaching| leadership ||aspiration for it to be filtered based on tags?) | Search and refine to be configurable |  |  |  |
| 66 | E | Ability to host webinars within the platform or link seamlessly to a 3rd party or plug in module | Interactive webinars should allow the following functionality:* Accessible from within users dashboards or learning journey
* Link to users calendars with direct access
* Creation of small break out rooms
* Interaction with the group / leader / administrator
* Recording, storing and sharing of content from webinars.
* Variable presentation mode to include PowerPoint, interactive sessions, video and audio
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**Reporting & Analysis**

Understand what’s happening, gain insight into system use and create actionable insight which enhances learning

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 67 | E | Ability to generate reports and dashboards on individual and collective learners’ interactions with the platform | Learners, administrators and those with line management permissions are able to run reports / set up automated reports on learner’s interactions with the platform independent of an event or set up within the event creation administration process |  |  |  |
| 68 | E | Ability to specify what information is contained within the reports  | e.g. completion rates of learning episodes, learner’s portfolio of work, progress of learning episodes, what is next for the learner, time spent on platform, devices, time of access, survey and quiz outputs, build trend analysis etc. All configurable by any collected data point. |  |  |  |
| 69 | E | Ability to view individual learner journeys and surveys and view such aspects as:* what have they enrolled on (virtual or physical),
* what have they completed,
* what are they learning,
* how are they applying it
 | The ability to create learning event specific dashboards, department dashboards, learning type (eg compliance) dashboards as well as event specific or cumulative reports based on any data point including surveys and feedback. The ability to prompt administration and report by exception, eg if a satisfaction score is lower than a set point then it triggers a pre-set action and notification.  |  |  |  |
| 70 | E | Ability to run thematic analysis on information contained within the system (e.g. what are the top 3 needs emerging from Learner Needs analyses, Are trends emerging based on organisational, team or discipline levels) |  |  |  |  |
| 71 | E | Ability to extract analytic data on interactions with platform on areas such as number of active users, dwell time, content viewing frequency, types of device the platform is accessed through etc. |  |  |  |  |

**Administration**

Simple, easy and efficient to centrally use and support department colleagues to use

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 72 | E | Ability to easily create visually appealing and engaging activities, journeys and learning experiences within the platform | Simply create solutions and import 3rd party solutions.Simply create learner packages, journeys and blended solutions |  |  |  |
| 73 | E | Ability to easily manage hierarchies, workflows, task automations and reminders  | Automation and suggested simple processes should be available within system, notifications, prompts and reminders for back office tasks. |  |  |  |
| 74 | E | Ability to create templates and work flows for different content types, activities and repeated tasks | The creation and sharing of templates for colleagues to use within and across organisations. Consistent look and feel across the three organisations must be achievable through configurable, repeatable templates and journeys |  |  |  |
| 75 | D | Enable quality assurance and governance to maintain corporate standards of department created content. | The ability to limit administrators / authors capabilities to pre set templates and workflows and data sets |  |  |  |
| 76 | D | Ability to share, edit and deploy templated learning and administration flows across organisations, teams and disciplines as appropriate | When a learning template has been created if this is copied then the back office administration flows are copied also so that everything doesn’t have to be set up from scratch.  |  |  |  |
| 77 | E | The ability to centrally manage and support users and manage roles and access credentials.  | Share access to user guides and communicate with users by role and level. |  |  |  |

**Supplier Capability**

Beyond the supply of an LMS solution that meets our needs, offer value to us to achieve our ambitions, improve our offer and add longer term value

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|  | Tenderers to self–report capabilities |
| ID | E/D/F | Feature | Description | Fully Meet | Partially Meet | Comments |
| 78 | D | Backlog | Upcoming, timebound improvements which would add value to us. We would like the ability to influence the backlog within agreed timeframes or pay for bespoke development. |  |  |  |
| 79 | D | Integrations | A suite of easily accessible integrations or modular solutions are available which enhance the requirements specification detailed above.An API or direct system integration is available enabling seamless journeys to and from existing solutions. |  |  |  |
| 80 | D | Links to off the shelf content | Off the shelf content solutions are available to be integrated into our offer |  |  |  |
| 81 | E | Access to advice and consultation | Proactive support for training, consultation and support is available to our central team to drive improvement and to ensure that we are configuring the system optimally and we have improvement options understood and available. |  |  |  |
| 82 | E | Multi Organisation Experience  | Experience and track record of managing the multi organisation / department configuration we require |  |  |  |
| 83 | E | Build a highly engaging platform | Demonstratable track record of and availability of expertise to support us to create a highly engaging, highly utilised LMS |  |  |  |
| 84 | E | Existing customer base | There is opportunity to learn from and contribute to a user / learner group of other customers / users |  |  |  |
| 85 | E | Provide support | Online support to assist with set up and configurationDirect line to support centre for more bespoke support requirements and initial configurationPro active advice and support based on deep understanding of our requirements to suggest value add and improvementsT1, T2, T3 configurable system support options including costings |  |  |  |
| 86 | D | Work openly with us to push the boundaries of what can be achieved and learn from each other | We are a world leading organisation with a global reputation and track record in performance sport. We would be interested in how we could work together to help us set the standards for L & D and LMS use to achieve our ambitions. |  |  |  |

**Data Protection, Security & IT**

Ensure that we meet the data protection, IT and security requirements

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|  | Tenderers to self–report capabilities |
|  | Area | Type | Description | Fully Meet | Partially Meet | Comments |
| 87 | Access Management | Must Have | Ability to restrict who can create, update and delete users |  |  |  |
| 88 | Access Management | Must Have | Multi Factor Authentication is required and would need to be provided either through use of identity provider or directly within the Digital Learning Platform |  |  |  |
| 89 | Access Management | For Consideration | Ability to support multiple Identity Providers simultaneously (e.g. OneLogin, Azure Active Directory) |  |  |  |
| 90 | Access Management | Must Have | Role based access appropriate to the system, that restricts users to the data they need for their role |  |  |  |
| 91 | Data Management | Must Have | Encryption of all data in transit and at rest |  |  |  |
| 92 | Data Management | Must Have | Data backup and restore approach; \*specify off-site (ie. remote from operation system) backup |  |  |  |
| 93 | Data Management | For Consideration | Harmonisation of data sets, using common data models, fields, IDs, etc. where possible |  |  |  |
| 94 | Data Protection  | Must Have | Ability to add our own retention controls (so can delete, suppress/ archive data after a certain time period) |  |  |  |
| 95 | Data Protection | Must Have | (Where system retains admin rights) the provider has a clear data protection policy confirming how user/learner personal data will be handled Please explain what country data is stored in and where data is stored outside of the UK, an adequacy decision must be in place in relation to the country or territory where the receiver is located, or detail what appropriate safeguards will be in place to ensure a lawful transfer of data overseas |  |  |  |
| 96 | Data Protection | For Consideration | Ability to amend/ add to and/or delete inaccurate user/learner records (to support data quality and right to rectification)  |  |  |  |
| 97 | Data Protection | Must Have | Supports compliance with a subject access request ie. Personal data can be easily located and retrieved in a commonly used electronic format (such as PDF, CSV files) |  |  |  |
| 98 | Data Protection | For Consideration | Gives sufficient degree of control (to the data controller) over what personal data is processed on the system (so can define/reduce/restrict fields if necessary) ie. settings support the ‘data minimisation’ principle  |  |  |  |
| 99 | Data Protection | For Consideration | Process for enabling data subjects to check accuracy of their information |  |  |  |
| 100 | Data Protection | For Consideration | Ability to comply with a subjects’ right to be forgotten and accommodate partial subject data deletion |  |  |  |
| 101 | Security Management | Must Have | Have a clear incident response and patching system in place to remedy any publicly reported issues in their service. Please provide evidence of this system and any recognised standards (e.g. ISO or Cyber Essentials etc.) |  |  |  |
| 102 | Security Management | For Consideration | Restrictions on exporting/downloading/copying the data by users |  |  |  |
| 103 | Security Management | Must Have | Provide clear and transparent details on the security features implemented. Please outline what regular assessments you have in place to monitor security and how you will provide access to the results |  |  |  |
| 104 | Security Management | Must Have | \*Anti-virus protection for any content that is uploaded to the system |  |  |  |