

## Statement of Requirement (SoR)

For: Business consultancy  Corporate Procurement

<b>Reference Number</b>	ND2
<b>Version Number</b>	0.1
<b>Date</b>	17/03/2022

1.	Requirement
1.1	<p><b>Title</b></p> <p>Neurodiversity Support and Awareness</p>
1.2	<p><b>Summary</b></p> <p>We wish to establish a new <b>Neurodiversity Support and Awareness Framework Agreement</b>. This will enable us to call upon specialist provider(s) for a wide range of neurodiversity services and training. For example: non-clinical assessments; one-to-one coaching for neurodiverse individuals and/or line managers; specialist advice for workplace adjustments; equality impact assessments; support to organisational change programmes; and design and delivery of awareness training for staff and line managers.</p>
1.3	<p><b>Background</b></p> <p>Dstl is an executive agency of the Ministry of Defence (MOD) providing world-class expertise and delivering cutting-edge science and technology for the benefit of the nation and allies. Dstl is one of the principal government organisations dedicated to science and technology in the defence and security field.</p>

Dstl supplies specialist services to MOD and wider government, working collaboratively with external partners in industry and academia worldwide, providing expert research, specialist advice and invaluable operational support.

We are innovative, collaborative and impactful.

### Background to this Tender

The size of the neurodiverse population is unknown, but it is estimated that around one percent of the general population have some form of Autism Spectrum Disorder (ASD). Ten percent of the population are dyslexic; four percent severely so. Two to five percent of adults have ADHD.

As the understanding of neurodiverse conditions (such as Autism, attention deficit hyperactivity disorder (ADHD) dyspraxia, dyslexia, Tourette's, Dyscalculia) is still evolving, the majority of people with neurodiverse conditions older than their mid-30s are unlikely to have been diagnosed. Research<sup>1</sup> continually supports the proposition that there is a far higher representation of high functioning Autism, including Asperger's syndrome, working in professional Science, Technology, Engineering, Analysis and Mathematics (STEAM) disciplines. This is because the positive traits of the condition lend themselves to the skills and in-depth knowledge required in these professions.

Based on this research and understanding, along with known cases and anecdotal evidence, it is believed that the occurrence of neurodiverse conditions is far higher in Dstl than the population norm. As of part of our strategic objective to become a more agile organisation that is fit for the future, and to meet our obligation under the requirements of the Equality Act 2010 we need to ensure that our employees, including those with a neurodiverse condition, are able to operate with confidence as part of a diverse and inclusive workforce, reaching their full potential while feeling included and valued.

People with a neurodiverse condition often have unique traits and strengths. This occurrence has, in all probability, been a factor in many of our successes as an organisation, especially some of the scientific advances we have made/international awards gained/etc. In addition, Dstl's unique Career Level Framework makes it possible for people to specialise and grow their depth of expertise over a long period of time (an

important part of high-functioning Autism), while also achieving career advancement. This means we have been particularly well placed to retain and develop people with neurodiverse conditions.

In 2014, to increase understanding of the autistic spectrum and provide support for autistic employees and their line managers, Dstl launched a comprehensive range of autism (and some neurodiversity) awareness training and support. This included general awareness training open for all staff; more detailed training and support for line managers and specialist staff who work with autistic staff; non-clinical assessments (accepted for reasonable adjustments in Dstl); coaching/support for neurodiverse staff and line managers; specialist advice for workplace adjustments; and equality impact assessments.

From 2018, there have also been a range of other interventions relating to other neurodiverse conditions (e.g. dyslexia awareness).

Increased understanding and knowledge of Autism and other neurodiverse conditions in recent years, both inside and outside of Dstl, means increasing numbers of people are now starting to seek a diagnosis. However, the limitations for diagnosis and support of adults with these conditions via the NHS means there is a need for Dstl to be able to assess/diagnose and then support people with neurodiverse conditions.

Alongside the unique strengths that neurodiversity brings, there can be difficulties, which not only impact the person but their manager and other colleagues. This can mean individuals often have specific needs and may require adjustments to their working environment and management actions. In addition, the changing nature of Dstl's work, in particular increasingly working in partnership with other organisations, means different skill requirements for many staff, some of which can prove more difficult for some employees with neurodiverse conditions.

<b>1.4</b>	<b>Requirement</b>													
	<p><b>Requirement(s):</b></p> <p><b>Detailed Statement of Requirement</b></p> <p><b>LOT 1 – Framework for a range of neurodiversity specialist support services</b></p> <p>These services should include (but not be limited to):</p> <ul style="list-style-type: none"> <li>• Non-clinical diagnoses of Neurodiverse conditions (to include, but not restricted to Autism, attention deficit hyperactivity disorder (ADHD) dyspraxia, dyslexia, Tourette’s, Dyscalculia)</li> <li>• Neurodiverse conditions individual support/coaching (for individuals and line managers)</li> <li>• Support to equality impact assessments</li> <li>• Support and advice to Dstl change programmes</li> <li>• Specialist support with workplace adjustments</li> <li>• Neurodiverse conditions strategic advice</li> <li>• Neurodiversity ‘Commercial Off the Shelf’ training courses</li> <li>• Other specialist neurodiversity resources/services as identified as relevant by the supplier</li> </ul> <p><b>Requirements Table – Lot 1</b></p> <table border="1"> <thead> <tr> <th>Req’t Number</th> <th>Topic</th> <th>Requirement Detail</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Non-clinical Diagnoses</td> <td>The supplier must provide a cost per non-clinical assessment and list their associated qualification(s).</td> </tr> <tr> <td>2</td> <td>Specialist advice</td> <td>The supplier must provide an hourly rate for specialist neurodiversity advice, included but not limited to support to equality impact assessments, workplace adjustments, advice to change programmes etc – and list their associated qualifications.</td> </tr> <tr> <td>3</td> <td>Individual Support</td> <td>The supplier should list, describe and cost any individual support services, e.g. one-to-one coaching for individuals with neurodiverse conditions and/or their managers,</td> </tr> </tbody> </table>		Req’t Number	Topic	Requirement Detail	1	Non-clinical Diagnoses	The supplier must provide a cost per non-clinical assessment and list their associated qualification(s).	2	Specialist advice	The supplier must provide an hourly rate for specialist neurodiversity advice, included but not limited to support to equality impact assessments, workplace adjustments, advice to change programmes etc – and list their associated qualifications.	3	Individual Support	The supplier should list, describe and cost any individual support services, e.g. one-to-one coaching for individuals with neurodiverse conditions and/or their managers,
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		offered by the company/organisation – and list their associated qualifications
4	Specialist Services	The supplier should clearly indicate any specialist services in addition to the above offered by their company e.g. strategic advice, psychology services – and list their associated qualifications
5	Resources	The supplier should clearly list and cost each Commercial Off the Shelf resource available to support Learning and Development for neurodiverse conditions

**Assumptions Table – Lot 1**

Assumption Number	Assumption Table
1	Venues: all services will be delivered on [REDACTED] [REDACTED] [REDACTED]
2	Expenses: all travel and subsistence for supplier personnel should be separately accounted for in the final quotation. It is expected that suppliers will manage the booking of accommodation for all personnel attending a Dstl site. Expenses must be claimed in line with the Civil Service policy (see Appendix C).

**Lot 2: Design and delivery of neurodiversity awareness training courses/events**

Aim	<ul style="list-style-type: none"> <li>To enable Dstl staff to develop a general awareness and understanding of neurodiversity and help them work more effectively with people with neurodiverse conditions.</li> <li>To enable line managers to effectively support and manage neurodiverse individuals.</li> </ul>
Target Audience & Numbers	<ul style="list-style-type: none"> <li>Neurodiversity awareness sessions: open to anyone but particularly leaders who have some form of people responsibility (including project managers, senior S&amp;T staff). Up to 18 delegates.</li> </ul>

		<ul style="list-style-type: none"> <li>Neurodiversity supplementary line manager sessions: supplementary sessions aimed at line managers only. Up to 12 delegates</li> </ul>
Learning Objectives	<p>Neurodiversity awareness sessions</p> <ul style="list-style-type: none"> <li>Gain understanding of neurodiverse conditions.</li> <li>Understand that neurodiversity affects people in different ways.</li> <li>Be aware of the practical strategies used to support and enable people with neurodiverse conditions within the workplace.</li> <li>Learn how to work more effectively to support and enable people with neurodiverse conditions in the workplace.</li> <li>Know where to find other training and support.</li> <li>Be able to discuss current issues or concerns relating to people with neurodiverse conditions</li> <li>Increased confidence in leading and/or managing people with neurodiverse conditions</li> <li>Clarifying the concept of reasonable adjustments and the Equality Act 2010.</li> </ul> <p>Neurodiversity supplementary line manager sessions</p> <ul style="list-style-type: none"> <li>Be able to share your own experiences of managing neurodiverse individuals</li> <li>Learn from others' experiences of managing neurodiverse individuals</li> <li>Build confidence in approaching any issues around neurodiversity</li> <li>Understand how to approach conversations with neurodiverse individuals</li> <li>Build a support network among your own peers.</li> </ul>	
Expected Duration	Duration to be confirmed with selected supplier (up to 1 day face-to-face and the equivalent shorter periods over two or more days for virtual delivery of the Awareness session; Up to 2.5 hours for line manager sessions, virtual and/or face-to face )	
Delivery method	<p>Face to face and virtual.</p> <p>We are also open to ideas from suppliers as to how we can ensure the essential elements of awareness are made more widely available across the organisation, without the need to attend a full face-to-face or virtual sessions.</p>	

Location of Delivery	To be delivered at or near [REDACTED] [REDACTED] [REDACTED] [REDACTED]
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**Number of Courses Estimated per year**

The provider will be expected to deliver up to 8 of each course a year (based on the existing programme elements) as a combination of face-to-face and virtual.

The provider may be required to deliver additional ad hoc courses if they are required within the term of this contract.

It is anticipated that at least one member of Dstl’s Learning and Talent Development (L&TD) Team and a member of the Employee Relations Team will be available during the design phase and to attend the pilot. They can support the training provider and provide an internal perspective from the experience gained with the existing programme.

It is anticipated that the logistics of internal advertising of the courses and arranging course dates, venues (sites and virtual) and attendees will be managed by the Dstl L&D Operations Team

**Requirements Table – Lot 2**

Req’t Number	Topic	Requirement Detail
1	Course Design and Development	<p>The estimated cost of design for the course and development of course support material.</p> <p>Note 1: The course contents and supporting materials should be carefully tailored to Dstl as the client to maximise the enhanced value that developing this bespoke courses provides as opposed to procuring an off-the-shelf product.</p>

			Note 2: The training provider will make suggestions with respect to provision of relevant additional materials which can be included in the resource information pack to accompany the course. Any specialist course materials will conform to Dstl corporate branding (as advised and agreed by a Dstl Business Effectiveness Learning and Talent Development lead).
	2	Course Pilots	<p>The supplier is required to provide a cost for the pilot phase of the programme. This should be broken down as follows:</p> <ul style="list-style-type: none"> <li>• Daily facilitator(s) cost</li> <li>• Daily design cost and estimate of this for the initial design work</li> <li>• Estimated printing costs for course materials (can be provided as black and white cost per sheet, colour cost etc)</li> <li>• Cost of any additional material delegates are required to access pre, during or post course to support learning</li> <li>• Estimated cost of rework for material in light of feedback from the pilot</li> </ul>
	3	Course Delivery	<p>The supplier is required to provide a total cost per course per day or session for the course This should be broken down as follows:</p> <ul style="list-style-type: none"> <li>• Daily facilitator(s) cost</li> <li>• Estimated printing costs for course materials (can be provided as black and white cost per sheet, colour cost etc)</li> <li>• Cost of any additional material delegates are required to access pre, during or post course to support learning</li> </ul> <p>NOTE: The supplier must clearly specify the minimum and maximum number of delegates for each course, both virtual and face-to-face.</p>
	4	Participant Resources	Estimated cost of participant delegate pack printing for each course and any additional material required to support course delivery. Can be provided on an average of 20 page pack.

			The specification should identify if the printing is black and white or colour and include the cost of delivery to Dstl site if required.
5	Course Delivery Method and content		<p>Both face-to-face and virtual elements of the course should be interactive and inclusive, and include a variety of styles with a high degree of individual participation. Dstl is seeking creative courses and is open to recommendations on how to maximise impact for the learner including the use of pre and post course material (including 'flipped classroom' for virtual courses) and creative delivery methods.</p> <p>The delivery methodology and resources should also seek to demonstrate and reinforce the issues and potential solutions associated with neurodiverse conditions. There should be some flexibility available with the course content in order to tailor it for the learners on the day.</p>
6	Course Material Maintenance		The provider must include the cost of an external course review stage (at approximately six months) to update material.
7	Working with other suppliers		The provider must include the cost (hourly and daily rate) of providing specialist neurodiversity advice to Dstl staff and Dstl's other training providers when designing course content/materials to ensure it is suitable for a neurodiverse learning audience.
7	Project Plan		<p>The supplier should provide a plan with milestones for design and development of the course and associated resource information, including the running of a pilot event.</p> <p>This plan should clearly identify a start-up meeting (who will attend from the supplier and who is required from Dstl), progress meetings and any key deliverables</p>
8	Evaluation		The supplier should outline their evaluation methods.

9	Experience	<p>The supplier should provide:</p> <ul style="list-style-type: none"> <li>• Information on your understanding of neurodiverse conditions in the workplace.</li> <li>• Examples of where you have designed and delivered similar courses in support of neurodiversity</li> <li>• Evidence of the suitability of chosen trainers</li> <li>• Examples of where you have worked with a similar target audience (in terms of their psychological makeup)</li> <li>• Provide information about the impact of your courses on individuals and businesses.</li> <li>• Provide information on security level clearance of any staff visiting Dstl</li> </ul>
10	Facilitators	<p>Facilitator(s) must have in-depth experience in delivering training programmes on neurodiversity.</p>
11	Virtual and Digital learning	<p>We are not necessarily looking for additional digital content (aside from the virtual version of the course) in support of this. However, if additional digital and/or e-learning products are proposed the supplier must include information on the following:</p> <ul style="list-style-type: none"> <li>• The benefits the package will deliver</li> <li>• Whether the package uses Flash or needs other browser plugins etc, e.g. VBScript, pop-ups etc</li> <li>• User setup/registration process and password management processes/options</li> <li>• What reports can be obtained to provide details of who has registered, taken and completed the course. NOTE: The output needs to be in Excel or CSV format.</li> <li>• The data provided in the report should include email address, first name, last name, Level, Division course name, score, date started, date completed. In addition we will need information on pass/fail, course code and staff number in the report.</li> <li>• State if there is any data upload to client side browsers during the running of the course and how much</li> </ul>
12	Dependencies	<p>All dependencies on Dstl staff to support design, development and delivery of courses should be clearly stated</p>

*Assumptions Table – Lot 2*

Assumption Number	Assumption Table
1	Venues: all courses will be delivered on [REDACTED] [REDACTED] [REDACTED]
2	Civil Service Learning (CSL): all Dstl staff have access to the central Civil Service Learning (CSL) portal, which includes eLearning, on-line resources, etc. Elements of the CSL Curriculum that could be utilised within the learning requirement (if any) such as the mandatory Diversity and Inclusion e-learning should be utilised where possible to create a comprehensive programme of options for the business. This will be agreed with the Dstl L&TD Team.
3	Facilitator/trainer(s): the training provider will be responsible for providing a facilitator/trainer(s) each time the course is run. Suitable dates for each course will be agreed between Dstl L&D Operations Team and the contractor. Upon course delivery the contractor will provide sufficient copies of specialised course materials.
4	Expenses: all travel and subsistence for supplier personnel should be separately accounted for in the final quotation. It is expected that supplier's will manage the booking of accommodation for all personnel attending the event either as a facilitator/trainer or in support of the event. Expenses must be claimed in line with the Civil Service policy ( see Appendix C).
5	Administration: Dstl will organise the delegate list and logistics for all courses and provide a delegate attendee list for each course. This attendance list should be checked and managed by the facilitator at the

		event and returned to the Dstl L&D Operations Team after the event for recording on the delegate's learning record.
	6	The training provider will work with Dstl and with other training providers as required for advice relating to suitability of training material/content for people with neurodiverse conditions.
<b>1.5</b>	<b>Options or follow on work</b>	
	N/A	

1.6 Deliverables & Intellectual Property Rights (IPR)						
Ref.	Title	Due by	Format	Expected classification (subject to change)	What information is required in the deliverable	IPR DEFCON/ Condition
ND2-1	Kick off meeting	T+1 month	Meeting	OFFICIAL	Plan of setting up pilots and running courses Points of contact Confirm process for non-clinical assessments Confirm process for coaching Agreed exit plan Data holding discussion and confirmation Contract management plan Ongoing deliverables agreed	



<i>D - 2</i>	Pilot courses	T+3 months	Pilot courses	Official	Courses arranged with Dstl HR learning Face-to-face and virtual pilots delivered with Project Managers attending Feedback given	
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1.7 Deliverable Acceptance Criteria		
Lot 1		
1	Non-clinical Diagnoses for those with neurodiverse conditions	<p>As required by Dstl and to be agreed with the supplier.</p> <p>Provider attends at agreed venue and time to deliver non-clinical assessment. Provider completes non-clinical assessment, provides outcome to employee both verbally and in writing. Provides summary report for Dstl to line manager/HR, including advice on workplace adjustments within agreed timescales.</p>
2	Specialist advice for individuals with neurodiverse conditions or the line managers of those individuals	<p>As required by Dstl and to be agreed with the supplier</p> <p>Specialist advice on workplace adjustments to include hard adjustments like equipment, and soft adjustments like tools and techniques to make communication and delivery effective, improve time management &amp; prioritisation, adjusting competencies and objectives to be appropriate for the individual.</p>
3	Individual Support for individuals with neurodiverse conditions or the line managers of those individuals	<p>As required by Dstl and to be agreed with the supplier</p> <p>Advising, supporting and coaching individuals and line managers to use the tools, techniques identified from 2, above effectively. Support for individual and line manager in the event of changes to the organisation, roles or delivery to enable optimal working.</p>
4	Specialist Services for the organisation, individuals	<p>As required by Dstl and to be agreed with the supplier</p> <p>Where Dstl enters projects to change working environment or working practices etc advice and support to ensure impact for individuals with neuro-diverse conditions is identified, mitigated or removed.</p>

	with neurodiverse conditions or the line managers of those individuals	
5	Feedback	Any feedback for improvements by Dstl is acted upon for future services delivered.
Lot 2		
1	Course Design and Development	<p>Learning outcomes to be agreed between the provider and Dstl.</p> <p>Course designed in the agreed timescales.</p> <p>The course contents and supporting materials should be carefully tailored to Dstl as the client to maximise the enhanced value that developing this bespoke courses provides as opposed to procuring an off-the-shelf product.</p> <p>The training provider will make suggestions with respect to provision of relevant additional materials which can be included in the resource information pack to accompany the course. Any specialist course materials will conform to Dstl corporate branding (as advised and agreed by a Dstl L&amp;D Consultant).</p>
2	Course Pilots	Course pilots are delivered to the agreed timescales and feedback acted upon ready for course delivery.
3	Course Delivery	The trainer attends at an agreed venue (and virtually) and dates/times to deliver the course. The course is delivered to professional standards to ensure that learning outcomes (to be agreed between Dstl and provider during the pilot) are achieved.
4	Course Delivery	The courses are to be interactive and include a variety of styles with a high degree of individual participation.

	Method and content	The delivery methodology and resources should demonstrate and reinforce the issues and potential solutions associated with neurodiverse conditions. There should be some flexibility available with the course content in order to tailor it for the learners on the day.
5	Course Material and presentation	The provider must provide course materials on the scheduled course delivery days including presenting materials and handouts. They may liaise with Dstl operations if required to ensure the material is available at the venue on the day. The facilitator will need to provide their own IT (for example laptop with presentation) but Dstl/venue will provide overhead projector.
6	Working with other suppliers	As required, delivery of advice to other training suppliers to ensure their content is appropriate for neurodiverse audiences.
7	Administration	The provider must work effectively with the Dstl L&D Operations Team to ensure that courses are scheduled as appropriate and Dstl operations Team is able to arrange rooms and course booking and sign facilitators in for the relevant events.
8	Course feedback	Dstl asks delegates for feedback and shares it with the provider. Supplier acts on feedback where appropriate.

<b>2.</b>	<b>Quality Control and Assurance</b>
<b>2.1</b>	<b>Quality Control and Quality Assurance processes and standards that must be met by the contractor</b>
	<input type="checkbox"/> <b>ISO9001</b> (Quality Management Systems) <input type="checkbox"/> <b>ISO14001</b> (Environment Management Systems) <input type="checkbox"/> <b>ISO12207</b> (Systems and software engineering — software life cycle) <input type="checkbox"/> <b>TickITPlus</b> (Integrated approach to software and IT development) <input checked="" type="checkbox"/> <b>Other:</b> (Please specify below)
<b>2.2</b>	<b>Safety, Environmental, Social, Ethical, Regulatory or Legislative aspects of the requirement</b>
	Social values  Legislative (GDPR)

<b>3.</b>	<b>Security</b>				
<b>3.1</b>	<b>Highest security classification</b>				
	<table border="1"> <tr> <td><b>Of the work</b></td> <td>OFFICIAL-SENSITIVE</td> </tr> <tr> <td><b>Of the Deliverables/ Output</b></td> <td>OFFICIAL SENSITIVE</td> </tr> </table>	<b>Of the work</b>	OFFICIAL-SENSITIVE	<b>Of the Deliverables/ Output</b>	OFFICIAL SENSITIVE
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<b>Of the Deliverables/ Output</b>	OFFICIAL SENSITIVE				
<b>3.2</b>	<b>Security Aspects Letter (SAL)</b>				
	Yes  If yes, please see SAL reference- : ██████████				

<b>3.3</b>	<b>Cyber Risk Level</b>
	██████████
<b>3.4</b>	<b>Cyber Risk Assessment (RA) Reference</b>
	██████████

<b>4.</b>	<b>Government Furnished Assets (GFA)</b>
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GFA to be Issued - ██████████

GFA No.	Unique Identifier/ Serial No	Description:	Available Date	Issued by	Return or Disposal Date
██████████		██████████	██████	██████████	██████████ ██████████ ██████████ ██████████

<b>5.</b>	<b>Proposal Evaluation criteria</b>
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<b>5.1</b>	<b>Technical Evaluation Criteria</b>
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Please refer to this Evaluation Guidance Document

<b>5.2</b>	<b>Commercial Evaluation Criteria</b>
	<p>Please provide firm pricing for the duration of the contract along with your rate card. Also provide costings for the optional extension.</p> <p><b>As part of your bid please also provide an Onboarding plan and an exit plan. This will not be scored.</b></p>
<b>6.</b>	<b>Defcons</b>
<b>Defcon:</b>	<b>Covering:</b>
76	Contractors are required to work at MOD premises
516	Equality
529	Law (English)
530	Dispute Resolution (English Law)
532B	Protection of Personal Data (Where Personal Data is being processed on behalf of the Authority)
660	Official-Sensitive Security Requirements
539	Transparency
658	CYBER
<b>Deforms:</b>	
532A	Tenderer's Sensitive Information
532	Personal Data Particulars