

**FROM**

	<b>SECRETARY OF STATE FOR EDUCATION</b>
<b>Service address:</b>	Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
<b>Invoice address:</b>	Sanctuary Buildings, Great Smith Street, London, SW1P 3BT
<b>Authorised Representative:</b>	Ref: Amelia Brennan Phone: 07384432816 E-mail: Amelia1.BRENNAN@education.gov.uk
<b>Order number:</b>	Rfx267
<b>Order date:</b>	3 August 2020

**TO**

<b>Supplier:</b>	Sharon Moore Ltd whose registered number is 4804548
<b>For the attention of:</b> <b>E-mail:</b> <b>Telephone number:</b>	Sharon Moore sharon.moore97@ntlworld.com
<b>Address:</b>	86 Springbank Close, Farsley, Leeds, West Yorkshire, LS28 5EW, UNITED KINGDOM

**1. SERVICES REQUIREMENTS****(1.1) Services [and deliverables] required:**

The supplier will be required to provide services and advice in relation to:

- T Levels
- Post-16 Qualifications reviews
- Apprenticeships

**T Levels**

- Support the work of T Level Panels in creating outline content that is approved by employers and allows for the development of T Level Technical Qualifications.
- Support the procurement process by evaluating technical responses included in bids submitted by awarding organisations to develop Technical Qualifications.
- Review the Technical Qualification specifications and other materials developed by awarding organisation(s) as required and provide advice on technical aspects of the qualification and assessment design.
- Provide technical advice on T Level policy as required.
- Work with employers to lead the development of content for industry placement development objectives, tailored for each T Level.

**Post-16 Qualifications reviews**

- Provide recommendations for proposed discount codes for new qualifications, based on evidence, including in the event of appeals.
- Support the approvals process of Higher Technical Qualifications, undertaking reviews of quality of qualification specifications and assessment materials.

**Apprenticeships**

- Support IfATE's decision making by evaluating and commenting on apprenticeship standards and assessment plans to provide independent, third party scrutiny.
- Carry out grading reviews on end point assessment plans.

**(1.2) Service Commencement Date:**

3<sup>rd</sup> August 2020

**(1.3) Price payable by Authority and payment profile:**

Payment type: Daily rate - £450

The rate set out above excludes expenses and is exclusive of VAT. Any VAT applied will be paid at the prevailing rate\*. Invoices shall be sent, within 5 working days of the end of the relevant month, quoting the Contract reference number.

**Travel and subsistence expenses**

Type of expenses	Costs	Notes
Travel	Train travel at standard class (or cheaper alternative if available)	Current Leeds to London train fare is on average £200 standard return
Travel	Car mileage at 45p per mile for first 10,000 miles (25p per mile above 10,000) miles	
Travel	London underground using oyster card for cheapest fares	
Travel	Taxi only when other forms of public transport are not available or cost effective	
Accommodation	For overnight stays in London: max £130.00 For overnight stays outside of London: max £100.00	
Subsistence	<ul style="list-style-type: none"> <li>• £7.00 (lunch) for attendance at meetings/events of over 5 hours</li> <li>• £15 (dinner) for attendance at meetings/events of over 10 hours (including overnight)</li> <li>• £5.00 (Breakfast) for overnight stays</li> </ul>	

**(1.4) Completion date (including any extension period or periods):**

2<sup>nd</sup> August 2022 with the option to extend by up to twelve months if required.

**2 MINI-COMPETITION ORDER: ADDITIONAL REQUIREMENTS**

**(2.1) Supplemental requirements in addition to Call-off Terms:**

**Reimbursable expenses:**

The DfE and IfATE will pay reasonable out of pocket travel and hotel expenses, properly and necessarily incurred in the performance of the Services, calculated at the rates and in accordance with the schedule current from time to time, but not including:

- a) travel expenses incurred as a result of Supplier Staff travelling to and from their usual place of work, or to and from the premises at which the Services are principally to be performed, unless the Institute otherwise agrees in advance in writing; and
- b) subsistence expenses incurred by Supplier Staff whilst performing the Services at their usual place of work, or to and from the premises at which the Services are principally to be performed.

**(2.2) Variations to Call-off Terms:**

**3. PERFORMANCE OF THE SERVICES AND DELIVERABLES**

**(3.1) Name of the Professional who will deliver the Services:**

**(3.2) Performance standards:**

The Contract Manager will work with the supplier to measure their performance following the KPIs below:

KPI	Review Period	Measure	Monitoring
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<p>T Levels:</p> <ul style="list-style-type: none"> <li>• Provide effective support to the development of T Level Outline content</li> <li>• Undertake evaluation of bid responses and provide evidence in support of judgements</li> <li>• Undertake reviews of qualification specifications and assessment materials and provide evidence-based judgements.</li> </ul>	<p>Regular review-agreed between the contract manager and the education adviser</p>	<ul style="list-style-type: none"> <li>• Support provided to the development of T Level outline content is of high quality. Advisers work with the T Level panel and other stakeholders, and provide recommendations that increase the quality of the T Level outline content and fit within the policy aims of the T Level programme.</li> <li>• Evaluations of bids demonstrate technical knowledge and understanding of the T Level qualifications and provide clear and well-reasoned recommendations about the quality of bids.</li> <li>• Reviews of qualification specifications, assessment materials and other qualification materials are provided in a clear and well-articulated manner, taking into account the policy and contractual requirements. Recommendations drive up the quality of the products produced by awarding organisations.</li> </ul>	<p>Contract manager to review with support from policy owner.</p>
<p>Qualifications Review:</p> <ul style="list-style-type: none"> <li>• Make recommendations on discount codes for qualifications included in performance tables.</li> <li>• Review qualifications and provide recommendations on overlap with other qualifications at Level 3</li> <li>• Review level 4/5 qualifications and assessment materials</li> </ul>	<p>Regular review-agreed between the contract manager and the education adviser</p>	<ul style="list-style-type: none"> <li>• Reviews of qualifications for the purposes of providing recommendations for discount codes for performance tables are clear and well-reasoned. The judgements are based on evidence which can be used in the event of an appeal</li> <li>• Reviews of vocational and other qualifications at Level 3 are undertaken to a high standard, with evidence-based judgements in line with the criteria provided. Policy officials can use review recommendation as part of their decision making.</li> <li>• Advisers provide reviews of qualifications and assessment materials at level 4/5; these are of high quality and provide evidence to support the approval of Higher Technical Qualifications.</li> </ul>	<p>Contract manager to review with support from policy owner.</p>
<p>Apprenticeships</p> <ul style="list-style-type: none"> <li>• Undertake reviews apprenticeship assessment plans, including grading proposals, providing evidence-based advice.</li> <li>• Evaluate consultation responses in detail</li> </ul>	<p>Regular review-agreed between the contract manager and the education adviser</p>	<ul style="list-style-type: none"> <li>• The reviews of apprenticeship assessment plans and EPA grading provide an accurate assessment of their efficacy. The recommendations provide high-quality third-party scrutiny and enable policy officials to uphold standards</li> <li>• Reviews of public consultation responses to route reviews result in evidence that is well-reasoned and provides clear recommendations on whether standards should be revised.</li> </ul>	<p>Contract manager to review with support from policy owner.</p>
<p>Timeliness</p>			

<ul style="list-style-type: none"> <li>• Provide all requested products, reports, advice, and recommendations within the timeframe set by the ESFA or IfATE</li> <li>• Ensure availability for requested tasks across the period of the contract</li> </ul>	<p>Regular review-agreed between the contract manager and the education adviser</p>	<ul style="list-style-type: none"> <li>• All commissions completed within timelines agreed</li> <li>• Advisers available for meetings/updates/calls, with reasonable notice to be given by the policy owner.</li> <li>• Advisers able to manage multiple requests covering separate policies, as can be reasonably expected.</li> </ul>	<p>Contract manager to review with support from policy owner.</p>
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**(3.3) Location(s) at which the Services are to be provided:**

The successful Associates will be expected for the term of the agreement to:

- travel to meetings as required.
- work remotely from their own home/office base using their own equipment and their own internet connectivity, ensuring Government and local authority information and data security rules are adhered to.

**(3.4) Quality standards:**

The successful Associates will:

- Support the drafting of T Level outline content and evaluate technical responses to contract bids.
- Review qualification specifications and assessment materials and provide advice on the technical aspects of assessment design to inform decisions on the quality of qualifications.
- Provide recommendations on whether qualifications meet criteria for performance tables based on the evidence submitted.
- Review a range of qualifications and make judgements using agreed criteria about overlap with other qualifications, providing clear, well-reasoned evidence.
- Review occupational standards and apprenticeship assessment plans and provide advice that supports decision making on the quality of plans.
- Evaluate consultation responses on Route Reviews and draw together evidence which allows policy officials to make judgements on appropriate areas to revise.
- Use DfE IT systems as appropriate such as Microsoft teams.
- Be available for regular meetings with the ESFA and IfATE, face-to-face, if circumstances permit, by phone and other forms of web applications

**(3.5) Contract monitoring arrangements:**

The ESFA and IfATE will manage and monitor performance. Advisers will be kept informed of expected timetables for delivery, with early warning of anticipated peaks in work.

**(3.6) Management information and meetings**

Regular progress meetings will be conducted face-to-face, if circumstances permit, by phone and other forms of web applications, such as Microsoft Teams.

**4. CONFIDENTIAL INFORMATION**

**(4.1) The following information shall be deemed Confidential Information:**

All personal data and any information, however it is conveyed, that relates to the business, affairs, developments, trade secrets, know-how, personnel, and suppliers of the Department, including all IPRs, together with all information derived from any of the above, and any other information clearly designated as being confidential (whether or not it is marked "confidential") or which ought reasonably be considered to be confidential.

**(4.2) Duration that the information shall be deemed Confidential Information:**

For the duration of the contract plus twelve months.

**BY ACCEPTING THIS ORDER IN REDIMO THE SUPPLIER AGREES** to enter a legally binding contract with the Authority to provide to the Authority the Services specified in this Order Form (together with the mini-competition order (additional requirements) set out in section 2 of this Order Form) incorporating the rights and obligations in the Call-off Terms set entered into by the Supplier and the Authority.

**Annex 1: RFQ**

Signature:

Date:

## Annex 1

<b>ECSC Dynamic Purchasing System - Request for Quotation (RFQ)</b>	
<b>Supplier notice</b> Please note that responses to this RFQ need to be made electronically through Redimo2 by completing evaluation sections and questions. Further guidance on this process can be found by downloading from Redimo2 or via <a href="https://www.gov.uk">GOV.UK</a> .	
<b>Title</b>	Rfx267 Independent Technical Education Advisers
<b>Contract Manager</b>	Amelia Brennan
<b>Requirements</b>	
<b>Background</b>	
<p>DfE is inviting applications for Educational Associates within the ESC13 – Operational Development and Delivery Category to act as Independent Technical Education Advisers, to work on a number of different work-strands that sit within the Education &amp; Skills Funding Agency (ESFA) and the Institute for Apprenticeships &amp; Technical Education (IfATE). These relate to:</p> <p><b>T Levels</b></p> <p>In the reforms outlined in the Post-16 Skills plan published in 2016, the Government accepted all the recommendations of Lord Sainsbury's report on Technical Education. Subsequently, a programme to develop new T Levels was launched, phased over four years, with the first courses introduced in September 2020. Substantive work began in the autumn 2017, with panels of professionals appointed by DfE to ensure that the qualifications meet the expectations of employers. This work has ratcheted up over this time period, with responsibility for developing T Levels transferring to IfATE from 2018. Three T Levels have been approved for delivery from September 2020, with a further seven qualifications in development.</p> <p>This ambitious programme requires expertise in qualification and assessment to advise on the development of T Level outline content and on the development of full the Technical Qualifications and associated assessment materials.</p> <p><b>Post-16 Qualifications Review</b></p> <p>Following the direction set in the Sainsbury Panel's report, and the removal of qualifications from performance tables, the Department has ambitious plans to ensure that the Post-16 qualifications landscape is fit for purpose. The Post-16 Qualifications review aims to ensure that every funded qualification at level 3 and below is good quality, is necessary, has a distinct purpose, and equips students to take the next step into employment or further study.</p> <p>The expertise of the advisers in qualifications and assessment will allow the ESFA to make informed policy decisions on the inclusion of qualifications in performance tables, and on the qualifications, we will continue to fund following the introduction</p>	

of T Levels. We anticipate that we will also require support with the development of Higher Technical Qualifications.

### **Apprenticeships**

Following the Richard Review, reforms to the apprenticeship programme have moved apprenticeships from frameworks to standards. The introduction of occupational maps, with clearly identified technical routes, form a central part of the reforms to all post-16 technical education. To continue with reforms to apprenticeships, we will require education advisers to provide support and advice across apprenticeships and occupational maps.

We want to ensure that all these reform programmes have access to the specialist advice and guidance needed to make them high quality and valuable to an employer-led system. To do this, we will require expert resource to support colleagues in policy and delivery across the ESFA and IfATE.

### Requirements

#### **T Levels**

- Support the work of T Level Panels in creating outline content that is approved by employers and allows for the development of T Level Technical Qualifications.
- Support the procurement process by evaluating technical responses included in bids submitted by awarding organisations to develop Technical Qualifications.
- Review the Technical Qualification specifications and other materials developed by awarding organisation(s) as required and provide advice on technical aspects of the qualification and assessment design.
- Provide technical advice on T Level policy as required.
- Work with employers to lead the development of content for industry placement development objectives, tailored for each T Level.

#### **Qualifications**

- Provide recommendations for proposed discount codes for new qualifications, based on evidence, including in the event of appeals.
- Support the approvals process of Higher Technical Qualifications, undertaking reviews of quality of qualification specifications and assessment materials.

#### **Apprenticeships**

- Support IfATE's decision making by evaluating and commenting on apprenticeship standards and assessment plans to provide independent, third party scrutiny.
- Carry out grading reviews on end point assessment plans.

Successful advisers may also be required to:

- Review qualifications that overlap with T Levels and A Levels and provide recommendations on whether the overlap is significant.

- Review qualifications against agreed criteria for approval to be offered alongside T Levels and A Levels and provide advice on compliance with the criteria.
- Review appeal evidence submitted by awarding organisations and provide advice on whether the appeal should be upheld or overturned.
- Review qualifications identified with low or no enrolments for which awarding organisations have submitted evidence to demonstrate why they should remain approved for funding, and provide advice on whether any appeals should be upheld or overturned.
- Review the questions included in online public consultations which form part of the route reviews and provide evidence on whether these should be revised.

### Mandatory Requirements

As part of this RFQ, there are a number of specific requirements which must be met. These can be found within the evaluation sections of Redimo2. Please note that the Authority may at its absolute discretion refuse to consider your quotation depending on your response to these requirements.

Successful Advisers must have detailed knowledge and experience of:

- Current technical education policy for 16-19 year olds, including the Post-16 Skills Plan, the Sainsbury recommendations, as well as the Wolf Review and the Richard Review.
- T Level policy and requirements, including the process of working with employers, awarding organisations and other stakeholders to develop and review outline content and qualification specifications.
- Occupational standards, end point assessment and the occupational maps as a context for apprenticeships, T Levels, and other technical education provision.
- A range of different assessment approaches.

Advisers must be available to attend meetings with the ESFA, IfATE and other stakeholders, face-to-face, if circumstances permit, by phone and other forms of web applications, such as Microsoft Teams and use DfE IT systems as and when required

Each adviser must be available for a minimum of 63 working days between 1<sup>st</sup> August 2020- 31<sup>st</sup> July 2021, and a minimum of 63 days between 1<sup>st</sup> August 2021- 31<sup>st</sup> July 2022. This is an estimated minimum and may not reflect the number of days required.

Contract Year	Minimum required days per adviser
1 <sup>st</sup> August 2020- 31 <sup>st</sup> July 2021	63
1 <sup>st</sup> August 2021- 31 <sup>st</sup> July 2022	63

The successful advisers will be required not to disclose any information associated with the work for any parties not directly engaged within DfE, ESFA, IfATE or appointed by ESFA or IfATE (except with express permission).

The ESFA and IfATE will manage and monitor performance on this basis. We will keep the advisers informed of expected timetables for delivery, with early warning of anticipated peaks in work.

### Detailed Requirements

#### Quality

The successful Associates will:

- Support the drafting of T Level outline content and evaluate technical responses to contract bids.
- Review qualification specifications and assessment materials and provide advice on the technical aspects of assessment design to inform decisions on the quality of qualifications.
- Provide recommendations on whether qualifications meet criteria for performance tables based on the evidence submitted.
- Review a range of qualifications and make judgements using agreed criteria about overlap with other qualifications, providing clear, well-reasoned evidence.
- Review occupational standards and apprenticeship assessment plans and provide advice that supports decision making on the quality of plans.
- Evaluate consultation responses on Route Reviews and draw together evidence which allows policy officials to make judgements on appropriate areas to revise.
- Use DfE IT systems as appropriate such as Microsoft teams.
- Be available for regular meetings with the ESFA and IfATE, face-to-face, if circumstances permit, by phone and other forms of web applications

Technical requirements are within the evaluation section 2 to 4 and bidders must be able to provide the evidence required

The Contract Manager will work with the successful bidders to measure their performance following the KPIs in the table below.

KPI	Review Period	Measure	Monitoring
Quality			
T Levels: <ul style="list-style-type: none"> <li>• Provide effective support to the development of T</li> </ul>	Regular review-agreed between	<ul style="list-style-type: none"> <li>• Support provided to the development of T Level outline content is of high quality. Advisers work with</li> </ul>	Contract manager to review with

<p>Level Outline content</p> <ul style="list-style-type: none"> <li>• Undertake evaluation of bid responses and provide evidence in support of judgements</li> <li>• Undertake reviews of qualification specifications and assessment materials and provide evidence-based judgements.</li> </ul>	<p>the contract manager and the education adviser</p>	<p>the T Level panel and other stakeholders, and provide recommendations that increase the quality of the T Level outline content and fit within the policy aims of the T Level programme.</p> <ul style="list-style-type: none"> <li>• Evaluations of bids demonstrate technical knowledge and understanding of the T Level qualifications and provide clear and well-reasoned recommendations about the quality of bids.</li> <li>• Reviews of qualification specifications, assessment materials and other qualification materials are provided in a clear and well-articulated manner, taking into account the policy and contractual requirements. Recommendations drive up the quality of the products produced by awarding organisations.</li> </ul>	<p>support from policy owner.</p>
<p>Qualifications Review:</p> <ul style="list-style-type: none"> <li>• Make recommendations on discount codes for qualifications included in performance tables.</li> <li>• Review qualifications and provide recommendations on overlap with other qualifications at Level 3</li> <li>• Review level 4/5 qualifications and assessment materials</li> </ul>	<p>Regular review-agreed between the contract manager and the education adviser</p>	<ul style="list-style-type: none"> <li>• Reviews of qualifications for the purposes of providing recommendations for discount codes for performance tables are clear and well-reasoned. The judgements are based on evidence which can be used in the event of an appeal</li> <li>• Reviews of vocational and other qualifications at Level 3 are undertaken to a high standard, with evidence-based judgements in line with the criteria provided. Policy officials can use review recommendation as part of their decision making.</li> <li>• Advisers provide reviews of qualifications and assessment materials at level 4/5; these are of high</li> </ul>	<p>Contract manager to review with support from policy owner.</p>

		quality and provide evidence to support the approval of Higher Technical Qualifications.	
<p>Apprenticeships</p> <ul style="list-style-type: none"> <li>Undertake reviews apprenticeship assessment plans, including grading proposals, providing evidence-based advice.</li> <li>Evaluate consultation responses in detail</li> </ul>	Regular review-agreed between the contract manager and the education adviser	<ul style="list-style-type: none"> <li>The reviews of apprenticeship assessment plans and EPA grading provide an accurate assessment of their efficacy. The recommendations provide high-quality third-party scrutiny and enable policy officials to uphold standards</li> <li>Reviews of public consultation responses to route reviews result in evidence that is well-reasoned and provides clear recommendations on whether standards should be revised.</li> </ul>	Contract manager to review with support from policy owner.
Timeliness			
<ul style="list-style-type: none"> <li>Provide all requested products, reports, advice, and recommendations within the timeframe set by the ESFA or IfATE</li> <li>Ensure availability for requested tasks across the period of the contract</li> </ul>	Regular review-agreed between the contract manager and the education adviser	<ul style="list-style-type: none"> <li>All commissions completed within timelines agreed</li> <li>Advisers available for meetings/updates/calls, with reasonable notice to be given by the policy owner.</li> <li>Advisers able to manage multiple requests covering separate policies, as can be reasonably expected.</li> </ul>	Contract manager to review with support from policy owner.

### Timescales

**Contract Start: 1<sup>st</sup> August 2020**

**Contract Expiry: 31<sup>st</sup> July 2022**, with the option to extend by up to twelve months if required.

Advisers must give reasonable notice of periods of non-availability during the contract term.

Place
<p>The successful Associates will be expected for the term of the agreement to:</p> <ul style="list-style-type: none"> <li>• travel to meetings as required.</li> <li>• work remotely from their own home/office base using their own equipment and their own internet connectivity, ensuring Government and local authority information and data security rules are adhered to.</li> </ul>
Quantity
<p>Each adviser must be available for a minimum of 63 working days between 1<sup>st</sup> August 2020- 31<sup>st</sup> July 2021, and for a minimum of 63 days between 1<sup>st</sup> August 2021- 31<sup>st</sup> July 2022. This is an estimated minimum number of days and may not accurately reflect the required number of days.</p> <p>The Education and Skills Funding Agency reserves the right to extend the end date of this contract by up to 12 months and will give one month's notice of our intention to do so. The extension may be in full, or in multiples of one month up to the full 12 months. This may include a negotiated reduction or increase in the number of call off days per month. Any negotiated extension offered by the Department would be without prejudice.</p> <p>The maximum daily rate is £600, <b>exclusive</b> of expenses and excluding VAT, where VAT is applicable. The successful applicant must advise where VAT is applicable.</p>
Attachments
<p>The following attachments should be read in conjunction with this RFQ:</p> <ul style="list-style-type: none"> <li>• <a href="#">Post-16 Skills Plan</a></li> <li>• <a href="#">Future of apprenticeships in England: implementation plan</a></li> <li>• <a href="#">Sainsbury's report</a></li> <li>• <a href="#">Wolf Review</a></li> <li>• <a href="#">The Richard Review</a></li> <li>• <a href="#">T Level Action Plan</a></li> <li>• <a href="#">Post-16 Qualifications Review Consultation</a></li> </ul>
Evaluation Process and criteria
<p>All quotations received will be evaluated against the evaluation criteria and scoring methodology as stated within this RFQ and Redimo2.</p> <p>The evaluation criteria for each of the questions, within each evaluation section, are detailed below along with the weighting to be applied.</p> <p>Item Prices are evaluated using the following equation: <math>(1 - (\text{Price Quoted} - \text{Lowest Price Quoted}) / \text{Lowest Price Quoted}) * 100</math>. Please note that Item Prices are weighted</p>

at 30% of the overall score, Technical Requirements are weighted as 70% of the Overall Score.

**Evaluation Scoring Matrix**

Responses will be scored on a 6 point scale and evaluators will use this to assign a score to each evaluation question response.

<b>Score</b>	<b>Guidance</b>
<b>0</b>	No quotation/response provided in response to the question via Redimo2.
<b>1</b>	The response meets less than half the stated requirement.
<b>2</b>	The response meets some but not all the stated requirement.
<b>3</b>	The response fully meets the stated requirement. Any additional offering is deemed to be of little or no benefit to the Authority
<b>4</b>	The response fully meets the stated requirement and provides evidence of some added value which would bring specific benefit to the Authority.
<b>5</b>	The response fully meets the stated requirement and provides evidence of exceptional added value which would bring significant benefit to the Authority.

The Authority expressly reserves the right to:

- clarify costing models and assumptions for prices quoted
- clarify information provided in a response and may seek independent advice to validate information declared or to assist in the evaluation
- cancel the RFQ process and reject all quotations at any time prior to award of a contract without incurring any liability
- may at its absolute discretion, refuse to consider a quotation depending on the answers given to the mandatory requirements.

<b>Evaluation Requirements</b>	<b>Section 1: Mandatory</b>	<b>Section Weighting: 0%</b>
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<b>Ref</b>	<b>Question(s)</b>
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The Authority may check your capacity for any live contracts and may at its absolute discretion refuse to consider your response further if it is deemed that you do not have the required capacity.

1.1	Please confirm you have read and accept the Terms and Conditions set out in Documents: DPS Membership Agreement and DPS Call off Terms and Conditions, which can be found within the attachments for this tender.
1.2	Please confirm you have the following knowledge and experience of:

	<ul style="list-style-type: none"> <li>•Current technical education policy for 16-19 year olds, including the Post-16 Skills Plan, the Sainsbury recommendations, as well as the Wolf Review and the Richard Review</li> <li>•T Level policy and requirements, including the process of working with employers, awarding organisations and other stakeholders to develop and review outline content and qualification specifications</li> <li>•Occupational standards, end point assessment and the occupational maps as a context for apprenticeships, T Levels, and other technical education provision</li> <li>•A range of different assessment approaches</li> </ul>
1.3	Are you available for a minimum of 63 working days between 1 August 2020 and 31 July 2021, and a minimum of 63 working days between 1 August 2021 and 31 July 2022?
1.4	Are you available to attend meetings with the ESFA and IfATE, face-to-face, if circumstances permit, by phone and other forms of web applications, such as Microsoft Teams and use DfE IT systems as and when required?
1.5	If successful, will you agree not to disclose any information associated with the work, to any parties not directly engaged within DfE, IfATE, or appointed by DfE or IfATE (except with express permission)?
1.6	Do you agree to attach a “schedule of expenses” (question 4.7 allows for the attachment)
<p>Please provide an answer for each question explicitly. References to answers in other questions/sections may not be considered and could result in a lower score being applied.</p> <p>Evaluators cannot take into account previous knowledge of your delivery unless it is included in your quotation, therefore please be explicit about outcomes you have delivered and provide clear evidence and examples of your skills and experience.</p> <p>Only upload the information requested and where directed to do so. Any additional documentation will not be evaluated.</p> <p>The Authority may at its absolute discretion refuse to consider a quotation if the score achieved in the Technical Requirements section is lower than 60%.</p>	
<b>Evaluation Section [2 – 4] : Technical Requirements      Section Weighting: 70%</b>	

Ref	Question(s)	Look Fors	Question weight
2.1	Please provide evidence of when you have supported the development of T Level Outline Content or other high-level qualification content, and how you worked with employers, awarding organisations and other stakeholders to produce material of a high quality.	<p>Requirements for the response are:</p> <ul style="list-style-type: none"> <li>• Specific examples of working with employers or others to develop high-level qualification content which provide students with knowledge and skills appropriate to the sector or subject. The response should demonstrate how content was written to high standard, showing a comprehensive grasp of the purpose of the qualification and the requirements expected by stakeholders including employers.</li> </ul> <p><i>Bidders are requested to provide a maximum of 600 words in response to this question. Any words over this amount will not be taken into consideration.</i></p>	22.5%
2.2	Please provide evidence of your previous experience of qualification and	Requirements for the response are:	22.5%

	<p>assessment design and development. Please explain how you ensure different assessment approaches are appropriate for the knowledge, skills and behaviours being assessed.</p>	<ul style="list-style-type: none"> <li>• Specific examples that evidence experience of drafting content for technical qualification and/or assessment materials. Examples should show an understanding of the purpose of the qualification or provision and the requirements expected by stakeholders including employers. This should be supported by evidence of the successful adoption, by officials and employers.</li> <li>• Examples may include experience of designing content and/or assessments for different types of provision, such as work-based programmes, classroom-based qualifications, and non-qualification programmes.</li> </ul> <p><i>Bidders are requested to provide a maximum of 600 words in response to this question. Any words over this amount will</i></p>	
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		<i>not be taken into consideration.</i>	
2.3	Please provide evidence of when you have completed qualitative reviews of qualifications against published criteria, including analysis of structure, content, assessment, grading, and other features.	<p>Requirements for the response are:</p> <ul style="list-style-type: none"> <li>• Evidence of assessing qualification content against set criteria, providing robust and detailed and clear recommendations .</li> <li>• Evidence of approaches used to complete reviews of qualifications, with justification of why these approaches were suitable.</li> <li>• Evidence of meeting firm deadlines and demanding timescales, including milestones for drafts, and prompt responses to comments.</li> </ul> <p><i>Bidders are requested to provide a maximum of 600 words in response to this question. Any words over this amount will not be taken into consideration.</i></p>	22.5%
2.4	Please provide evidence of evaluating and assessing	Requirements for the response are:	22.5%

	<p>the quality of apprenticeship assessment plans and grading proposals.</p>	<ul style="list-style-type: none"> <li>• Evidence of providing high quality advice on the suitability of different apprenticeship assessment plans, including grading proposals, which provide confirmation of the skills and knowledge needed for a particular occupation</li> <li>• Evidence of how this advice has contributed to improvements in the quality of apprenticeships</li> </ul> <p><i>Bidders are requested to provide a maximum of 600 words in response to this question. Any words over this amount will not be taken into consideration.</i></p>	
3.1	<p>The current vocational and technical education landscape is informed by a number of high-profile reviews in recent years, including the Wolf Review of Vocational Education 2011, the Richard Review of Apprenticeships 2012, the Sainsbury Panel's Review in 2016 and the Post-16 Skills Plan. These have resulted in reforms to qualifications included in performance tables, the</p>	<p>Requirements for the response are:</p> <ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of the content of the reviews and how recommendations work together to create an integrated system of technical education</li> <li>• Evidence of implementing technical</li> </ul>	10%

	<p>introduction of T Levels and reforms to apprenticeships.</p> <p>Please set out your understanding of these reform programmes, including any experience of implementing policies of programmes relating to the reforms.</p>	<p>education reforms within any relevant high-profile scenario</p> <ul style="list-style-type: none"> <li>Evidence of working with senior managers or other stakeholders to support the delivery of a high-profile policy to demanding timescales, meeting agreed policy aims and objectives</li> </ul> <p><i>Bidders are requested to provide a maximum of 400 words in response to this question. Any words over this amount will not be taken into consideration.</i></p>	
<b>Evaluation Section 5: Further information</b>		<b>Section Weighting: 0%</b>	
<b>Ref</b>	<b>Question</b>		
4.1	Is VAT to be charged in addition to your net price?		
4.2	Are you classed as a Small or Medium Enterprise (SME)?		
4.3	Please confirm that all monies you receive in respect of contract(s) you have with the Authority are being paid into your company bank account.		
4.4	<p>Please select your trading status</p> <ul style="list-style-type: none"> <li>a) public limited company</li> <li>b) limited company</li> <li>c) limited liability partnership</li> <li>d) other partnership</li> <li>e) sole trader</li> <li>f) third sector</li> <li>g) other</li> </ul>		
4.5	Please provide your company registration number or relevant registered number for if you are a charity etc.		

4.6	Please confirm that you already have, or will commit to obtain Public Liability Insurance, prior to the commencement of the contract, and the level/value of cover obtained.
4.7	Please attach a schedule of expenses which covers fixed rates for travel, accommodation and subsistence. Any other expenses should also be included.
<b>Evaluation Section 6: Item Prices</b>	
<b>Section Weighting: 30%</b>	
<b>Ref</b>	<b>Question</b>
6.1	<p>Item Prices are evaluated using the following equation: <math>(1 - (\text{Price Quoted} - \text{Lowest Price Quoted}) / \text{Lowest Price Quoted}) * 100</math>.</p> <p>The maximum daily rate is £600, <b>exclusive</b> of expenses and excluding VAT, where VAT is applicable. The successful applicant must advise where VAT is applicable.</p> <p>Expenses should not be included in the day rate. A separate schedule of expenses should be attached which covers fixed rates for travel, accommodation and subsistence. Any other expenses should also be included.</p> <p><b>Reimbursable expenses:</b> The DfE and IfATE will pay reasonable out of pocket travel and hotel expenses, properly and necessarily incurred in the performance of the Services, calculated at the rates and in accordance with the above schedule current from time to time, but not including:</p> <p>a) travel expenses incurred as a result of Supplier Staff travelling to and from their usual place of work, or to and from the premises at which the Services are principally to be performed, unless the Institute otherwise agrees in advance in writing; and</p> <p>b) subsistence expenses incurred by Supplier Staff whilst performing the Services at their usual place of work, or to and from the premises at which the Services are principally to be performed.</p>
<b>Timelines</b>	
Deadline for submitting your RFQ response	24 <sup>th</sup> July 09:00
Notification to bidders of result	30 <sup>st</sup> July 2020
Contract start date	1 <sup>st</sup> August 2020
Contract expiry date	31 <sup>st</sup> July 2022
<b>Special Conditions</b>	

The Call-Off Terms will form part of the contract with the successful Supplier. A copy of these can be found in Redimo2 (*go to Opportunities – [Rfx267] – documents drop down with general tab of response document*). A final version will be issued to the successful associate upon acceptance of their quotation.

### Contract Management

The ESFA and IfATE will manage and monitor performance. Advisers will be kept informed of expected timetables for delivery, with early warning of anticipated peaks in work.

### Queries and Guidance

#### Queries

Any queries and dialogues in respect of the RFQ should be raised via Redimo2 through the 'messages' link

#### Technical

Responses to the RFQ need to be made electronically through Redimo2 by completing evaluation sections and questions. Further guidance on this process can be found by downloading from Redimo2.

Bidders experiencing technical difficulties can also contact the commercial team at <mailto:commercial.contactpoint@education.gov.uk>.

