

**Tender – Rapid Procurement Process for Small and Medium Scale Requirements**

Role playing acting, and simulation content development - nursing

The University of Chichester

**Latest date for Return – 17 February @ 17:00**

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1. Introduction and general background
   1. Purpose of this tender document

The purpose of this tender is to enable suppliers to demonstrate expertise and compliance with the University’s requirements, and to enable the University to assess the most economically advantageous solutions to its requirements, using the prescribed tendering methodology for requirements of this size and nature.

For this requirement we are obliged to by the Public Contacts Act (2015) and by our own financial regulations to undertake a competitive process. In order to enable an assessment of the best value for the University, we are undertaking the rapid tender process. The rapid process enables us to consider the value proposition, and based on this to short-list providers. Only for those who are short-listed, is the further due diligence of the competitive process undertaken.

* 1. Background to this tender

The University has a new, but thriving and dynamic nursing and allied health facility. The vision for this includes continuing to build simulated, immersive content to compliment expert tuition and placement learning. Working collaboratively with Health Education England (HEE), we have a co-funded opportunity to innovate in the content development and delivery ecosystem.

The University of Chichester is seeking to develop our high and low fidelity learning opportunities using our current resources.  We will enable a site visit prior to delivery of any services to confirm these.

These facilities are of course only as good as the content that is delivered, and the University would like to make full use of their functionality, including through developing its own role-playing and acting for simulation, both for reflection *in* action, and reflection *on* action.  Therefore, there will be some training of future facilitators and actors expected as part of this bid, with a potential to explore recording scenarios in situ to support virtual immersive learning opportunities.

* 1. High level requirements

At this stage of development, we would like to engage an experienced player actor company to guide the development of simulation content, tailored to supporting the achievement of Nursing and Physiotherapy proficiencies. The company will provide scenarios and will participate in supporting training for staff around facilitation of actor/player scenarios.

In the first stage, we anticipate this will consist of;

* Supporting staff in preparing students for simulated experiential learning.
* Supporting University staff in how to organise and deploy simulated learning.
* Provision of placement simulated opportunities around key themes using player/actors

We understand that there could be a range of interpretations of what is meant by the bullet points above, which makes it difficult to bid, and of course difficult to assess which is the most economically advantageous tender. We have set out guiding notes in section 2, to help guide you on sizing and pricing.

* 1. The bidding process

We are obliged by the Public Contacts Act (2015) and by our own financial regulations to undertake a competitive process. In this case the perceived value of the tender, process requires us to obtain 3 quotations. To help us assess quotations we have added a questionnaire, and ask that you complete this to help us understand the value your company can achieve.

Submission should be made by email to [tenders@chi.ac.uk](mailto:tenders@chi.ac.uk) The closing date for submission is **17/2/22 at 17:00**

* 1. Seeking clarification

For all queries please contact us by email [tenders@chi.ac.uk](mailto:tenders@chi.ac.uk). Please note that during the tender period you should not contact University staff directly, as this might be considered canvassing. Please note that dependent upon the nature of the enquiry, and in so much as it does not identify your organisation, the answers to any questions you raise may be published on the procurement web pages <https://help.chi.ac.uk/tenders>

* 1. Procurement timetable

The procurement project is working to the following timescale:

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| Stage | Key Dates |
| Publication of Tender Notice | 03/02/22 |
| Closing Date for submission of tender/quotation | 17/02/22 17:00 |
| Clarifications | W/C 21/02/22 |
| Site visits / surveys (if required) | TBA |
| Award | Appointment Notice + 10 Days |

* 1. The assessment process

The University awards contracts on the basis of most economically advantageous tender, (quote) assuming that there is nothing that excludes the tenderer. All documents submitted are assessed by a panel to ensure fairness and understanding. The panel reviews the quotations for;

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| Criteria | Weighting |
| Coherence and clarity to the University’s requirement | 30% |
| Organisational experience and capability | 10% |
| Costs | 30% |
| Compliance with the Social Value Model | 20% |
| Added value | 10% |
| Exclusion grounds \*see ([link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/558520/PPN_8_16_StandardSQ_Template_v3.pdf)) | Pass / Fail |

* 1. Confidentiality and Freedom of Information

All tendering documentation and correspondence are treated as strictly confidential. However, the University is subject to UK Data Protection Legislation, and the Freedom of Information Act 2000. This means that the University can be asked to disclose procurement and contracting information. Please indicate any areas of your submission that you consider should be exempted from any disclosure requests and identify why they should not be disclosed.

* 1. The template for your bid/quote

We have set out a template below, and ask that you use this to help us understand your bid, in a way that allows us to compare its benefits against others. This helps anticipate questions we or you may have.

You are welcome to submit other information, but please do help us by identifying what you can do, in relation to our requirements, and do please answer the questions below where it is possible to do so.

There is no limit to word count here, but please bear in mind the need for clarity etc

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| 1A | Provision of nursing placement simulation training days |
| We anticipate that this might be broken down as follows;  We anticipate that this will engage our staff and students in player/actor roleplay to help prepare students for placements, introducing and describing different aspect of the overall placement experience.  The requirement is to enable an organised approach to planning, facilitating and delivering the scenarios that make up nursing placement, for around 50 students, with further support in reflection and making plans for future simulations.   |  |  | | --- | --- | | Administration, client liaison and course structure development |  | | Development and provision of four scenarios; for example  1: Communication  2: Diversity training  3:Code of conduct  4: Organisational values |  | | Preparation and provision of actor role players | How many | | Preparation and provision of facilitators | How many | | Pre-and post placement student evaluations | Description | | Post-placement reviews | Description | | |

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| 1B | Please describe the delivery of the introduction to Placement Provision set out above, including what you believe to be an effective structure, content, itinerary, and including what you need from the University in terms of facilities.  Please describe any variations (options) in how you believe this can best be delivered |
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| 1C | Please set lout the costs associated with your planned delivery of the placement provision. |
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| 2A | Provision of an introduction to simulated experiential learning |
| We anticipate this might consist of developing an introduction to experiential learning session for students and support for staff including scenario-writing, actor role player training and course content.  We anticipate that this might ideally engage up to 25 students per session, and that a session might last around 2 hours.  Please identify the learning outcomes that you would expect students to achieve. | |

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| 2B | Please describe the delivery of the introduction to simulated experiential learning as set out above, including what you believe to be an effective structure, content, itinerary, and including what you need from the University in terms of facilities.  Please describe any variations (options) in how you believe this can best be delivered |
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| 2C | Please set lout the costs associated with your planned delivery of the introduction to simulated experimental learning provision. |
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| 3A | Provision of train the trainer |
| We anticipate this might consist of developing a train the trainer course for University facilitators to develop simulation content and delivery. We anticipate that this will encompass how to write scenarios incorporating learning objectives, best practises, how to undertake effective feedback. We anticipate this might involve developing to mentor and ‘direct’ role paly actors, for learning scenarios such as training for exams, as well as reflecting ion facilitation skills.  Please identify the learning outcomes, and any accreditations that you would expect participants to achieve. | |

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| 3B | Please describe the delivery of the train the trainer learning as set out above, including what you believe to be an effective structure, content, itinerary, and including what you need from the University in terms of facilities.  Please describe any variations (options) in how you believe this can best be delivered |
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| 3C | Please set lout the costs associated with your planned delivery of train the trainer provision. |
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| 4 | Please tell us something about you and your organisation, for example in relation to the social value model |
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* 1. The techncial requirements

To comply with the Public Contracts Act 2015 and our own financial regulations, before it makes any final decisions, the University is required to ensure that any supplier meets a number of key characteristics. As well as ensuring suitability and value these include areas, such as how you comply and support the Modern Slavery Act and the various aspects of the Social Value Model.

Please note that during the contacting phase of this procurement, we will ask questions about;

* The status and formation of your company
* The ownership of your company, and any exclusion grounds (for example convictions)
* Any sub-contractors that you might use
* Economic and financial standing
* Technical and professional ability (potentially to access references of relevant existing customers)
* Compliance with statutory obligations (Modern Slavery Act)
* Liabilities Insurance

How your company supports the Social Value Model (including recovering from Covid 19, tackling inequality, fighting climate change, equal opportunity and wellbeing). Principles of the SVM are described in **Appendix 1**

Appendix 1: Social Value Model: Model Award Criteria

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| SVM Theme | SVM Policy Outcome | SVM Model Award Criteria |
| COVID-19 Recovery | Help local communities to manage and recover from the impact of COVID-19 | Effective measures to deliver any/all of the following benefits through the contract:   * Creation of employment, re-training and other return to work opportunities for those left unemployed by COVID-19, particularly new opportunities in high growth sectors. * Support for people and communities to manage and recover from the impacts of COVID-19, including those worst affected or who are shielding. * Support for organisations and businesses to manage and recover from the impacts of COVID-19, including where new ways of working are needed to deliver services. * Support for the physical and mental health of people affected by COVID-19, including reducing the demand on health and care services. * Improvements to workplace conditions that support the COVID-19 recovery effort including effective social distancing, remote working, and sustainable travel solutions. |
| Tackling economic inequality | Create new businesses, new jobs and new skills[[1]](#footnote-2) | Effective measures to deliver any/all of the following benefits through the contract:   * Create opportunities for entrepreneurship and help new organisations to grow, supporting economic growth and business creation. * Create employment and training opportunities particularly for those who face barriers to employment and/or who are located in deprived areas, and for people in industries with known skills shortages or in high growth sectors. * Support educational attainment relevant to the contract, including training schemes that address skills gaps and result in recognised qualifications. |
| Increase supply chain resilience and capacity | Effective measures to deliver any/all of the following benefits through the contract:   * Create a diverse supply chain to deliver the contract including new businesses and entrepreneurs, start-ups, SMEs, VCSEs and mutuals. * Support innovation and disruptive technologies throughout the supply chain to deliver lower cost and/or higher quality goods and services. * Support the development of scalable and future-proofed new methods to modernise delivery and increase productivity. * Demonstrate collaboration throughout the supply chain, and a fair and responsible approach to working with supply chain partners in delivery of the contract. * Demonstrate action to identify and manage cyber security risks in the delivery of the contract including in the supply chain |
| Fighting Climate Change | Effective stewardship of the environment | Effective measures to deliver any/all of the following benefits through the contract:   * Deliver additional environmental benefits in the performance of the contract including working towards net zero greenhouse gas emissions. * Influence staff, suppliers, customers and communities through the delivery of the contract to support environmental protection and improvement. |
| Equal opportunity | Reduce the disability employment gap | Effective measures to deliver any/all of the following benefits through the contract:   * Demonstrate action to increase the representation of disabled people in the contract workforce. * Support disabled people in developing new skills relevant to the contract, including through training schemes that result in recognised qualifications. |
| Tackle workforce inequality | Effective measures to deliver any/all of the following benefits through the contract:   * Demonstrate action to identify and tackle inequality in employment, skills and pay in the contract workforce. * Support in-work progression to help people, including those from disadvantaged or minority groups, to move into higher paid work by developing new skills relevant to the contract. * Demonstrate action to identify and manage the risks of modern slavery in the delivery of the contract, including in the supply chain. |
| Wellbeing | Improve health and wellbeing | Effective measures to deliver any/all of the following benefits through the contract:   * Demonstrate action to support health and wellbeing, including physical and mental health, in the contract workforce. * Influence staff, suppliers, customers and communities through the delivery of the contract to support health and wellbeing, including physical and mental health. |
| Improve community integration | Effective measures to deliver any/all of the following benefits through the contract:   * Demonstrate collaboration with users and communities in the co-design and delivery of the contract to support strong integrated communities. * Influence staff, suppliers, customers and communities through the delivery of the contract to support strong, integrated communities. |

1. The University will welcome the opportunity to develop degree apprenticeships, internships and placements, Continuous Professional Development, as well as collaborative programmes and career pathways with suppliers. [↑](#footnote-ref-2)