

(i) DPS Schedule 6 (Order Form Template and Order Schedules)

Order Form

ORDER REFERENCE: Older Buildings Research Project

THE BUYER: Secretary of State for Education

BUYER ADDRESS Sanctuary Buildings, Great Smith Street, London,
SW1P 3BT

THE SUPPLIER: PricewaterhouseCoopers LLP

SUPPLIER ADDRESS: 1 Embankment Place, London, WC2N 6RH

REGISTRATION NUMBER: OC303535

DUNS NUMBER: 733367952

DPS SUPPLIER REGISTRATION SERVICE ID: OC303535

APPLICABLE DPS CONTRACT

This Order Form is for the provision of the Deliverables and dated 11 December 2024. It's issued under the DPS Contract with the reference number RM6126 for the provision of research and insight services.

DPS FILTER CATEGORY(IES):

Subject area: Built environment; Engineering (chemical, electrical, mechanical, structural)

Research methods: Risk modelling; Mixed method (qualitative and quantitative); Random/stratified random sample

ORDER INCORPORATED TERMS

The following documents are incorporated into this Order Contract. Where numbers are missing we are not using those schedules. If the documents conflict, the following order of precedence applies:

1. This Order Form including the Order Special Terms and Order Special Schedules.
2. Joint Schedule 1(Definitions and Interpretation) RM6126
3. DPS Special Terms
4. The following Schedules in equal order of precedence:

- Joint Schedules for RM6126
 - Joint Schedule 2 (Variation Form)
 - Joint Schedule 3 (Insurance Requirements)
 - Joint Schedule 4 (Commercially Sensitive Information)
 - Joint Schedule 6 (Key Subcontractors)
 - Joint Schedule 10 (Rectification Plan)
 - Joint Schedule 11 (Processing Data)
- Order Schedules for Older Buildings Research Project
 - Order Schedule 1 (Transparency Reports)
 - Order Schedule 2 (Staff Transfer)
 - Order Schedule 3 (Continuous Improvement)
 - Order Schedule 4 (Order Tender)
 - Order Schedule 5 (Pricing Details)
 - Order Schedule 7 (Key Supplier Staff)
 - Order Schedule 9 (Security – Variation)
 - Order Schedule 10 (Exit Management)
 - Order Schedule 15 (Order Contract Management)
 - Order Schedule 20 (Order Specification)
 - CCS Core Terms (DPS version) v1.0.3

5. Joint Schedule 5 (Corporate Social Responsibility) RM6126
6. Order Schedule 4 (Order Tender) as long as any parts of the Order Tender that offer a better commercial position for the Buyer (as decided by the Buyer) take precedence over the documents above.
7. No other Supplier terms are part of the Order Contract. That includes any terms written on the back of, added to this Order Form, or presented at the time of delivery.

ORDER- SPECIAL TERMS

The following Special Terms are incorporated into this Order Contract:

Special Term 1 – Data Tools

Special Term 2 – Suppliers Location

Special Term 3 – Liability and Indemnity

Special Term 4 – Research outputs

Special Term 5 – Security

Please see Order Special Terms.

ORDER START DATE: 11 December 2024

ORDER EXPIRY DATE: 1 April 2026

ORDER INITIAL PERIOD: **1 year and 4 months**

DELIVERABLES

See details in Order Schedule 20 (Order Specification). All deliverables are to be DfE branded.

MAXIMUM LIABILITY

See details at Special Term 3 above.

ORDER CHARGES

The Authority will pay the supplier at each gateway when the Authority has approved the deliverable(s) due at that gateway. To obtain approval the supplier should:

- submit draft versions of the gateway deliverables one week before a gateway meeting which meet the description set out in Schedule 20, 6.3 of the contract.
- submit alongside the draft deliverables a copy of their up-to-date quality management log detailing the quality management activity completed in accordance with their quality management plan.

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- update the deliverables to reflect amendments agreed at the gateway meeting or provide explanation to respond to Authority's comments within one week of the meeting.

Payment for the gateway will be withheld until the gateway deliverable and accompanying quality management log has been approved by the Authority.

The following timescales are guidelines only.

Gateway	Cost	Invoice Scheduled for
Gateway 1: Desk Study Report		Feb 25
Gateway 2a: Fieldwork Programme Design Report		Feb 25
Gateway 2b: Outline Minor Works Specification		Feb 25
Gateway 3a: Fieldwork analysis Interim Report		May 25
Gateway 3b: Fieldwork Analysis Final Report		Sept 25
Gateway 4: Analytical Model		Dec 25
Gateway 5: Guidance on Key Observable Characteristics of Structural Risks		Jan 25
Gateway 6: Policy Recommendations on How to Mitigate Structural Risks		Jan 26
Final presentation of findings		Feb 26
Completion and end of Contract		April 26

Note 1: A notional allowance has been included to the completion of the contract, but work is expected to conclude with the final presentation. If no further updates are required after the presentation, the remaining balance of fee will be invoiced upon acceptance of the final presentation.

See also details in Order Schedule 5 (Pricing Details)

ORDER CHARGES

Expenditure for the financial year 2024-25 shall not exceed [REDACTED] exclusive of VAT.

Expenditure for the financial year 2025-26 shall not exceed [REDACTED] exclusive of VAT.

Total Project expenditure shall not exceed **£1,181,364.00** exclusive of VAT

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REIMBURSABLE EXPENSES

None

PAYMENT METHOD

Via BACS upon submission of valid invoice

BUYER'S INVOICE ADDRESS:

Department for Education, Sanctuary Buildings, Great Smith Street,
London SW1P 3BT

Invoices must be submitted in pdf format, state the Purchase Order number
(provided separately to this form), and sent via email to

AccountsPayable.OCR@education.gov.uk

BUYER'S AUTHORISED REPRESENTATIVE

[REDACTED]

Older Buildings Research Project Manager

[REDACTED]

Department for Education, Cheylesmore House, 5 Quinton Road, Coventry, CV1
2WT

BUYER'S ENVIRONMENTAL POLICY

Department for Education Sustainability and Climate Change Strategy, 21 April
2022, available online at: [https://www.gov.uk/government/publications/sustainability-
and-climate-change-strategy](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy)

BUYER'S SECURITY POLICY

The Buyer's Security Requirements can be found under Annex A of this Order
Contract. This Annex replaces "Order Schedule 9 (Security)".

SUPPLIER'S AUTHORISED REPRESENTATIVE

[REDACTED]

Partner

[REDACTED]

7 More London Pl, London SE1 2RT

SUPPLIER'S CONTRACT MANAGER

[REDACTED]

Director

[REDACTED]

PwC, 7 More London Pl, London SE1 2RT

PROGRESS REPORT FREQUENCY

On the first and eleventh Working Day of each calendar month

PROGRESS MEETING FREQUENCY

On the third and thirteenth Working Day of each calendar month.

KEY STAFF

Name	Email	Organisation	Project Role
[REDACTED]	[REDACTED]	PwC	Engagement Partner
[REDACTED]	[REDACTED]	PwC	Risk modelling partner
[REDACTED]	[REDACTED]	PwC	Engagement Director
[REDACTED]	[REDACTED]	PwC	Risk Modelling Director
[REDACTED]	[REDACTED]	PwC	Programme Manager
[REDACTED]	[REDACTED]	PwC	Modelling team
[REDACTED]	[REDACTED]	PwC	Project manager
[REDACTED]	[REDACTED]	PwC	Risk modeller
[REDACTED]	[REDACTED]	PwC	Risk modeller
[REDACTED]	[REDACTED]	DfE	Senior Responsible Officer
[REDACTED]	[REDACTED]	DfE	Programme Director
[REDACTED]	[REDACTED]	DfE	Project Director
[REDACTED]	[REDACTED]	DfE	Project manager
[REDACTED]	[REDACTED]	DfE	Project assistant

KEY SUBCONTRACTOR(S)

Name	Email	Organisation	Project Role
[REDACTED]	[REDACTED]	Arcadis	Education Estate SME
[REDACTED]	[REDACTED]	Arcadis	Education Estate SME
[REDACTED]	[REDACTED]	Arcadis	Education Estate SME

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		Expedition Engineering	Structural Engineering SME
		Expedition Engineering	Structural Engineering SME
		Expedition Engineering	Structural Engineering SME
		Expedition Engineering	Structural Engineering SME
		UCL	Academic Research SME
		UCL	Academic Research SME

E-AUCTIONS

N/A

COMMERCIALLY SENSITIVE INFORMATION

See 'DPS Joint Schedule 4'

SERVICE CREDITS

Not applicable

ADDITIONAL INSURANCES

Insurances required in accordance with Joint Schedule 3 (Insurance Requirements)

GUARANTEE

Not applicable

SOCIAL VALUE COMMITMENT

The Supplier agrees, in providing the Deliverables and performing its obligations under the Order Contract, that it will comply with the social value commitments in Order Schedule 4 (Order Tender)

PROCESSING DATA

In the limited occasions where data is expected to be handled outside of the DfE environment: (for the avoidance of doubt these occasions will not include handling of data classified as 'official' or 'official sensitive'): In common with most service providers, Supplier uses third party processors to provide certain elements of its IT systems and the support for them. Supplier and its third party service processors have host servers and data centres throughout the world. Supplier puts in place contractual

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arrangements with such processors which comply with Data Protection Legislation and Supplier's strict standards of security and confidentiality. Supplier would only transfer Personal Data outside the UK or European Economic Area ("EEA") to a third party processor in accordance with Data Protection Legislation and where it has a lawful basis to do so. Full details of how Supplier uses Personal Data can be found in Supplier's privacy notice at: <https://www.pwc.co.uk/who-we-are/privacy-statement.html>

Buyer will use reasonable endeavours to not provide Supplier with Personal Data unless the Call-Off Contract requires the use of it or Supplier requests it. In respect of any Personal Data that Buyer shares with Supplier, Supplier assumes Buyer has the necessary authority from relevant Data Subjects for Supplier to use and transfer it in accordance with the Call-Off Contract, and that they have been given necessary information regarding its use.

For and on behalf of the Supplier:		For and on behalf of the Buyer:	
Signature:		Signature:	
Name:		Name:	
Role:		Role:	
Date:		Date:	

Order Schedule 20 (Order Specification)

This Schedule sets out the characteristics of the Deliverables that the Supplier will be required to make to the Buyers under this Order Contract

1. Purpose

1.1. The Department for Education referred to as ‘the Authority’ hereafter is looking for a Supplier to design and deliver a research programme to understand the Structural Issues and Risks in Post-War System Builds and construction products to support the effective prioritisation of resources across the Education Estate.

2. Background to the Contracting Authority

2.1 The Authority supports Responsible Bodies to maintain Education Settings’ buildings by providing capital funding, delivering major rebuilding and refurbishment programmes and offering guidance and support to schools, colleges and their Responsible Bodies. School and college buildings are owned and operated by Responsible Bodies, which may be a local authority, academy trust, diocese, college group or other body depending on the type of establishment.

2.2 The Authority works to support education and care outcomes via a safe, sustainable, suitable, sufficiently sized and resilient estate. To do this the Authority needs to ensure:

- i. The estate is suitable through:
 - Strategic investment in construction and grant funding.
 - Standard setting, including technical guidance.
 - Innovative building solutions; leading-edge estates technology.
 - Reduced operational costs.
- ii. Risks across the estate are mitigated through:
 - 1. Targeting resources based on systematic analysis of condition and need.
 - 2. Improving estates insight.
 - 3. Guidance and support for Education Settings.

2.3 The Authority needs to understand the profile, condition and Structural Issues and/or Risks across the Education Estate in order to allocate resources efficiently to rebuilding and condition funding. It collects consistent and regular data about the condition of Education Settings' buildings through the Condition Data Collection programme. However, as this data is based on visual surveys only, information about the structure of buildings is limited. This research is intended to improve the Authority's understanding of Structural Risks and Issues in the Education Estate.

3. Definitions

Expression or Acronym	Definition
Component Part	Something (such as a building or part of a building) that cannot be removed without substantial damage to itself or to the immovable property to which it is attached.
Education Setting	A school or college and the appropriate Responsible Body.
Education Estate	Publicly funded school and college buildings across England.
Minor Works	Any inspection, monitoring, sampling and testing of buildings required to develop or test hypotheses about risks posed for a given construction type, to be specified as part of the programme of fieldwork and to be delivered by the Minor Works Contractors.
Minor Works Contractor	A contractor procured by the Authority under a separate contract, to deliver Minor Works (see above).
Post-War	When applied to buildings / System Builds / Component Parts / building elements built between 1945 and 1990.
Responsible Body	<p>An organisation or body with responsibility for the safety and maintenance of the school or college buildings in their care.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Proprietors, leaders and governors of schools. • Charity trustees of academies and academy trusts. • Trustees of schools. • School business professionals.

	<ul style="list-style-type: none"> • Those with responsibility for the day-to-day running of the school estate. • Local authorities. • Diocesan authorities and other religious authorities and bodies.
Structural Issue	A significant adverse change in the condition of a building's structure (including footings, foundations, structural portions of load bearing walls, structural floors and subfloors, primary roof structure, lift shafts, and structural columns and beams) that may cause harm or full or partial closure of a building.
Structural Risk	The possibility of harm and/or building failure which arises from a Structural Issue.
Supplier	The successful bidder who enters a contract to deliver the Education Estates Older Buildings Research.
System Build	A prefabricated 'industrialised' system using innovative techniques to minimise material costs and construction times, typically using a variety of steel, timber or precast concrete frames with lightweight cladding panels and partitions.

4. Summary

4.1. The Authority wishes to improve its understanding of the Structural Risks present in the Post-War Education Estate in order to prioritise funding effectively and allow Responsible Bodies to effectively manage their estate.

4.2 Between 1945 and 1990 construction moved away from traditional methods towards innovative construction methods including System Builds and use of Component Parts. Many of these buildings display maintenance needs and Structural Risks not known or understood at the time of their construction.

4.3 The Supplier will be employed for 14 months to design and deliver a research programme to understand the Structural Risks in these buildings.

4.4 This will include:

- a. A desk review of existing research into the construction types and materials used during the Post-War period.

- b. Fieldwork in a small sample of Education Settings' buildings to understand building types and materials, their Structural Risks and factors affecting risk, where there are gaps in current research.
- c. Modelling of the risk across the Education Estate to understand the frequency, likelihood and impact of the risks.
- d. Policy recommendations on how to best mitigate these risks and help prioritise funding effectively.

4.5 The research will be used by the Authority to inform relevant policies including the selection criteria for the rebuilding and refurbishment of Education Settings' buildings; the allocation criteria for condition funding across the estate; and the development of guidance for the sector.

5. Background to the Requirement

5.1 In the years after World War II, there was an urgent need for school buildings. To meet demand and achieve cost savings, a series of prefabricated 'industrialised' systems came to the market. These used innovative techniques to minimise material costs and construction times. In the 20 years following the war, up to 80 different 'system-builds' were developed using a variety of steel, timber or precast concrete frames with lightweight cladding panels and partitions. By the mid-1970s some shortcomings in Education Settings' building systems were becoming apparent. They had not achieved the economies sought and emerging technical issues were causing concern.

5.2 The System Build designs of 'Laingspan' and 'Intergrid' both use a form of construction involving post-tensioned steel. The Authority is aware of the published risks from these designs. The Authority has identified Laingspan and Intergrid buildings that remain in England's schools and has scheduled the replacement of these through the School Rebuilding Programme. This research is intended to identify and analyse significant Structural Risks presented by other construction types, Component Parts or innovative materials used in Post-War System Builds and construction products still in use today. This will help the Authority to prioritise funding efficiently and mitigate and manage one of its Top Tier Risks of building or building element failure in the Education Estate.

6. The Requirement

6.1 RESEARCH OBJECTIVES

6.2 The overarching objective of the research is to improve the Authority's understanding of future structural and building safety risks in Education Settings built using Post-War System Builds and construction products, helping the Authority to manage one of its Top Tier Risks of building or building element failure in the Education Estate.

6.3 The research will identify the impact and likelihood of risks associated with different construction types and Component Parts in the Post-War Education Estate, and factors that affect the risks.

6.4 The research will model the frequency and location of different Structural Risks across the Post-War Education Estate.

6.5 The research will identify policy recommendations on how to mitigate the risks and prioritise resources for rebuilding, refurbishment and maintenance across the different risk categories.

6.6 TARGET PARTICIPANT GROUP

6.7 The research project will look at the data and research on Structural Risks in the Post-War Education Estate with a particular focus on System Builds, Component Parts and innovative materials. Within the school estate, 28,000 teaching blocks (approximately 44% of the total school estate) were built between 1941 and 1990. Based on a review of the research and data held on these buildings, the researcher will design and deliver fieldwork to test areas where there are gaps in evidence and understanding of the Structural Risks.

6.8 The size of the sample for fieldwork will be determined by the Supplier.

6.9 There is a budget of up to [REDACTED] (excluding VAT) for Minor Works to support fieldwork. This may be used to procure (but is not limited to) a contractor to carry out opening up works, safely handling asbestos containing materials and carrying out on and off-site testing of building samples. The size of the sample will depend on the complexity and cost of the investigations at specific sites.

6.10 SCOPE OF SERVICE

6.11 The research will fall into five areas:

- i. Desk study (literature review) and conceptual modelling

6.12 An academic desk study of literature is required to establish a conceptual model of the building safety risk across the Education Estate. The desk study should provide hypothesis which can be tested during the fieldwork stage (as described later).

6.13 The Supplier will

- a. Carry out a desk study which identifies and analyses existing literature, research, and guidance on the types of construction used in the period 1945 to 1990. To support this review, the Supplier will be given a list of and access to excerpts of data that the Authority holds. This desk study should focus on the common types of 'System Build' and construction components used in the education sector during this period.
- b. Analyse potential analytical methods to effectively model the estate and evaluate the most appropriate methods to use given the research objectives and constraints noted below, and the type of data held.
- c. Carry out a desk study which identifies the building safety risks posed by the construction types identified in (a). This may include (but is not limited to) issues with materials, detailing, historic codes of practice and construction methods. This should include looking forward to determine how these risks might be affected by climate change.
- d. Analyse the findings of the desk studies above to determine which systems and construction types in the Education Estate have the highest risk of building safety issues and the impact of different factors on risk, based on findings from the above.
- e. Carry out a desk study to establish trends in where different construction methods and materials were used around the Education Estate during the period in question. This should include, but is not limited to, research of archives to establish historic construction programmes where designers and contractors used similar construction methods. More specifically, and where records allow, this study should identify individual Education Settings where a certain system or construction type was used.
- f. Use recognised qualitative and quantitative analysis methods (including statistical and probabilistic approaches) to map the risk profile including relevant risk factors from (d) to the trends from (e). This exercise will result in a conceptual model of the building safety risk across the Education Estate. Where appropriate, data recording should be well structured to enable the model to be displayed using digital technologies (e.g. a geographical information system (GIS) etc.) and to allow future interrogation.
- g. Recommend where fieldwork is required to validate the model in (f). This is expected to outline specific construction types and materials in Post-War System Builds and construction products that would merit further research due to limitations in the research and gaps in data. The recommendations

should clearly outline how the suggested sample size has been established and how results will be applied to give findings that are representative of the wider Post-War estate.

6.14 Output – Desk Study Report (Gateway 1) (for more detail on the Gateways, see section 6.31 Research Outputs)

ii. Fieldwork design, specification and procurement support

6.15 A programme of fieldwork is anticipated to test the hypothesis from the desk study and to fill gaps identified in the literature review to allow for a refined model of the building safety risk across the estate to be developed. Depending on the type of fieldwork recommended in the desk study, some elements may be carried out under a separate contract (procured and held by the Authority). This may be for Minor Works associated with intrusive works but could be for other data collections. The Supplier will support the Authority with the procurement of the contract and will provide project management services to manage delivery of the fieldwork (including liaison with Education Settings where fieldwork is taking place). The Supplier will also provide a detailed specification for the fieldwork.

6.16 For fieldwork design, the Supplier will:

- a. Identify a representative sample of Education Setting blocks with the relevant construction types, materials, age and other relevant characteristics identified in desk study item (f) to test the hypotheses and fill gaps from the literature review. The Supplier will provide a clear rationale for the sample size with a justification (using recognised analytical approaches) on how the results will reliably be applied across the wider Education Estate.
- b. Design a programme of fieldwork covering the nature of surveys/investigations planned which may include, but is not limited to:
 - i. Intrusive surveys, including observation of the structural frame and on-site and off-site testing.
 - ii. Qualitative research to understand the history of how the buildings have been maintained and issues with the building that the Education Setting may have experienced.
 - iii. Use of digital technologies (where appropriate) to collect, store and present data.

6.17 Output – Fieldwork Programme Design Report (Gateway 2a)

6.18 For fieldwork specification and procurement support, the Supplier will:

- a. Identify Education Settings where fieldwork should be carried out, based on the principle of the programme design (above). Suitable alternative

Education Settings should also be identified should those initially selected not be suitable for fieldwork (see (b) below).

- b. Contact and liaise with Education Settings identified in (a) to i) agree participation in fieldwork and ii) obtain suitable records, surveys etc. to allow fieldwork to take place (including, but not limited to, floor plans, structural drawings, historic surveys, asbestos registers).
- c. Produce an outline specification for the Minor Works (detailed requirements of this document are included later). The specification should be in sufficient detail to allow pricing by tendering contractors (a detailed specification is also required, see later).
- d. Support the Authority in the procurement of Minor Works contract(s). This will include:
 - i. Input into internal business case documents.
 - ii. Input into Invitation to Tender (ITT) pack, including scope (from specification above) evaluation criteria.
 - iii. Contributing responses to tender queries (where relevant).
 - iv. Support with the tender process as appropriate.

6.19 Output – Outline Minor Works Specification (Gateway 2b)

iii. Fieldwork implementation and interaction with Minor Works Contractor

6.20 The Supplier will co-ordinate the delivery of the Minor Works and any other fieldwork as described in the Fieldwork Programme Design Report. A pilot of these works will take place in the 2025 Easter holiday with the main fieldwork being completed during the 2025 summer holiday.

6.21 The Supplier will:

- a. Attend site visits prior to Minor Works to confirm location of any sampling with the Minor Works Contractors and Education Settings and to agree suitable alternative locations where original locations are not suitable
- b. Provide project management services to monitor delivery of the Minor Works and provide early warnings to the Authority where there may be deviation from the agreed cost and programme. This will include:
 - i. Managing the relationship between the Education Setting and the Minor Works Contractors.
 - ii. Regular progress reporting to the Authority.
 - iii. Monitoring progress of any off-site tests that have been requested and ensuring results are received in a timely fashion. (see amendments at 14.1.5 -14.1.6)
- c. Periodic attendance at site to inspect the work being carried out by the Minor Works Contractors and to record information as required in the fieldwork programme design. (Note the Minor Works Contractors will provide site supervision services to the works).
- d. Verification of works completed by Minor Works Contractors to allow the Authority to approve invoices. (see amendments at 14.1.5-14.1.6)

- e. Quality assure any 'making good' works by the Minor Works Contractors.
(see amendments at 14.1.5-14.1.6)

iv. Fieldwork analysis, detailed modelling / extrapolation

6.22 The Supplier will analyse data collected during the Minor Works and other fieldwork completed by the Supplier to update findings from the desk study report, specifically:

- 1.1. Construction types and systems commonly used in Post-War System Builds and construction products.
- 1.2. Building safety risks posed by the construction products and systems above, including the factors that affect these risks.
- 1.3. Trends in where different types of construction systems appear.

6.23 Output – Fieldwork Analysis Interim Report (Gateway 3a) and Fieldwork Analysis Final Report (Gateway 3b)

6.24 The Supplier will:

- a. Use data from fieldwork, refine the building safety risk factors from the desk study and apply the building safety risks across the Post-War Education Estate. This is expected to be an overlay of different risk factors from the various elements of the research, resulting in a map (or alternative appropriate reporting method) showing the risk at a regional level (e.g. wards, Middle Layer Super Output Area (MSOA) Boundaries or equivalent)¹. Evidence, assumptions, methodology are to be clearly recorded.
- b. Further model the risk to consider the impacts of climate change, based on the additional risk factors identified during the desk study.
- c. Explore the use of technology and innovations to understand Structural Risks including the potential use of artificial intelligence machine learning modelling to process high volumes of data to identify and learn specific types of defects experienced in older buildings.
- d. Create a model to assess frequency, location, type and level of Structural Risk associated with different building types used in the Post-War Education Estate, making use of all relevant data with evidence, assumptions and methodology clearly recorded.

6.25 Output – Analytical Model (Gateway 4)

v. Policy recommendations, Conclusions & Final Reporting

6.26 The Supplier will:

- a. Deliver guidance on key observable characteristics of Structural Risks in

different building types used in the Education Estate between 1945 and 1990, taking account of all relevant data from desk-based analysis and fieldwork findings in a clear and accessible format for strategic use within the sector.

6.27 Output – Guidance on Key Observable Characteristics of Structural Risks (Gateway 5)

6.28 The Supplier will:

- a. Identify which types of Structural Risk can be mitigated through management/monitoring versus which need rebuilding and/or immediate mitigation.
- b. Identify practical management/mitigation solutions e.g., improved understanding of facilities managers on particular aspects of building maintenance such as monitoring requirements.

6.29 Output – Policy Recommendations on How to Mitigate Structural Risks (Gateway 6)

6.30 The Supplier should be aware of the following constraints during the project:

- a. Digital tools should be used wherever possible for data collection, analysis and reporting to capture relevant information and apply across the estate.
- b. There is significant variation in the characteristics of Education Settings. Modelling and fieldwork will need to allow for these and control for them to limit the cost and disruption caused by intrusive works. Innovative approaches to data capture are encouraged.
- c. Many buildings have been subject to alteration during their lifespan. Fieldwork should be designed to account for this.
- d. Maintenance of Education Settings is the responsibility of the Responsible Body. As such, the Authority does not hold maintenance records for individual settings. These may be available on request when Education Settings are selected for fieldwork.
- e. Fieldwork will need to be co-ordinated around ongoing educational activities. Innovative and digital techniques should be used wherever possible where there is a viable alternative to intrusive works.

6.31 RESEARCH OUTPUTS

6.32 Gateway 1: Desk Study Report summarises the findings of the various elements of desk study including common System Builds and construction products from the Post-War period used in the Education Estate to include for different construction types: structural and safety risks and maintenance issues; factors affecting risk; sources of research; location of known cases; types which would merit further investigation due to limitations/gaps in data.

6.33 Gateway 2a: Fieldwork Programme Design Report identifies construction types and materials for investigation based on gaps identified during desk analysis (such as no adequate description of a building design or a design for which risks need to be assessed); a representative sample of Education Settings' buildings; sample to reflect construction types, materials, age and other relevant characteristics affecting risk, with clear rationale given for size of sample; a programme of fieldwork investigations covering nature of surveys/investigations planned.

6.34 Gateway 2b: Outline Minor Works Specification (phase 1 and 2): includes participation in fieldwork agreed by Education Settings; building information for participating Education Settings received and reviewed; and specification of Minor Works up to a value of [REDACTED] excluding VAT produced specific site markup locations, health and safety risks, detailed types of access needed (hatch, borescope), areas for testing and the types of tests required.

6.35 Fieldwork (phase 1 and 2) implementation and interactions with Minor Works Contractors: Minor Works is completed in accordance with Minor Works specifications and the programme of work agreed in Gateway 2, and relationship with participating Education Settings and Minor Works Contractors is managed to ensure responsibilities are understood and Minor Works and surveys delivered with minimal disruption to Education Settings.

6.36 Gateway 3: Fieldwork analysis interim report (3a) and Fieldwork analysis final report (3b): identifies key Structural Risks in the building types studied, including a description, level and severity of the risks; the factors affecting the risk; possible mitigations; and links the findings to existing research findings. Provide a clear evidence base for the findings recorded.

6.37 Gateway 4: Analytical model: provides an assessment of frequency, location, type and level of Structural Risk associated with different building types used in the Post-War Education Estate, making use of all relevant data with evidence, assumptions and methodology clearly recorded. This will be operated using a clear methodology, the Supplier having first conducted a further evaluation of the impacts from changing climate, any materials' tests and pre-existing safety, building regulations, building materials and condition data, to evidence risks (and integrated assumptions).

6.38 Gateway 5: Guidance on Key Observable Characteristics of Structural Risks in different building types used in the Post-War Education Estate takes account of all relevant data from desk-based analysis and fieldwork findings, in a clear and accessible format for strategic use within the sector, such as in guidance.

6.39 Gateway 6: Policy recommendations on how to mitigate the Structural Risks takes account of findings from the desk-based analysis; fieldwork and modelling, and takes account of feasibility, cost, effectiveness and the likelihood and severity of risk.

6.40 LIAISON ARRANGEMENTS

6.41 The Supplier is expected to meet with the Authority on a fortnightly basis to report progress, discuss risks and issues and agree work plans.

6.42 At each gateway (see research outputs) the Supplier and members of the consortium if applicable will present the draft research output at a meeting with the Authority.

6.43 The Supplier will provide draft research outputs one week in advance and will update the research output within one week of the meeting to reflect any amendments agreed at that meeting.

6.44 The Supplier will organise a final presentation of all outputs from the research at the end of the project.

6.45 TIMINGS (For information only, refer to 14.19 UPDATED TIMINGS)

Milestone	Expected date
Contract award	Nov 24
Gateway 1: Desk Study Report	Jan 25
Gateway 2a: Fieldwork Programme Design Report	Feb 25

Order Schedule 20 (order Specification)

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Gateway 2b: Outline Minor Works Specification	Feb 25
Fieldwork implementation	Apr 25 & July – Aug 25
Gateway 3a: Fieldwork analysis Interim Report	May 25
Gateway 3b: Fieldwork Analysis Final Report	Sep 25
Gateway 4: Analytical Model	Nov 25
Gateway 5: Guidance on Key Observable Characteristics of Structural Risks	Dec 25
Gateway 6: Policy Recommendations on How to Mitigate Structural Risks	Dec 25
Final presentation of findings	Jan 26
Completion and end of Contract	Jan 26

6.46 BUDGET

6.47 The budget for this research project, including expenses is £1,833,000 (excluding VAT).

6.48 The Authority will separately procure Minor Works to facilitate fieldwork. This may include, but is not limited to, works to support intrusive surveys including opening up locations to access the structural frame; safe handling and removal of asbestos where required; and on and off-site testing of samples. A budget of approximately £[REDACTED] (excluding VAT) is available to support these works. The Supplier will be responsible for ensuring a full specification of the works required is designed and liaise with the Authority, the Minor Works Contractors and participating Education Settings once appointed. See Scope of Service for more information.

6.49 A detailed breakdown of costs for delivery of the Education Estates Older Buildings Research Contract is required within Attachment 4 Price Schedule as per the instructions set out in Attachment 2 Instructions to Bidders.

6.50 FORMAT OF PROPOSAL

6.51 Your written proposal should clearly demonstrate how you will deliver the requirements, including whether the services will be delivered solely by your 'in-house' capability or whether you intend to sub-contract any element(s) of the Services including to consortium organisations. Details of sub-contractors (including consortium organisations if applicable) should also be provided as part of your response to Qualification Criteria 4 – Further Information within Attachment 2 Instructions to Bidders.

6.52 Your proposal should be in the following format:

- **Format:** Microsoft Word or PDF
- **Font:** Min. font size 11pt
- **Page Limit:** No more than 7,500 words. Anything longer than this will be disregarded and not evaluated. This includes the Additional Proposal Sections

6.53 Your proposal should contain the following:

Section number	Title	Word/page limit
1	Table of Contents	N/A
2	Summary of Proposal	Not included in word count 2 x A4 pages
3	Meeting the Requirement	Total combined 7,500 - words

	<p>(Please use the following sub-headings)</p> <ul style="list-style-type: none"> a. Understanding of Post-War System Builds and construction products. b. Capability and capacity to design, coordinate and analyse fieldwork. c. Proposed approach (methodology) to deliver research aims and objectives. d. Governance and project management, including management of sub-contractors, Minor Works Contractors and risk management. e. Wellbeing, improve health and wellbeing (Social Value Criteria) 	
4	<p>Timetable of activities</p> <ul style="list-style-type: none"> a. Project plan. b. Outline of activities to meet project gateways. c. Activities should include personnel and time per activity. 	<p>Not included in word count Maximum 4 x A4 pages see also 14.1 below.</p>
5	<ul style="list-style-type: none"> a. Organisational structure and staffing b. Structure of team, including sub-contractors (and consortium organisations, if applicable), organogram, CVs and relevant skills and experience of core project staff. c. Summarise key responsibilities, outputs and achievements for 3 relevant projects 	<p>Not included in word count & page limit, but staff CVs to be limited to maximum 500 words for each staff member Max 10 CVs</p>
6	<ul style="list-style-type: none"> a. Cost and charging arrangements b. Please complete separate Excel spreadsheet (Attachment 4 Pricing Schedule) 	N/A

6.54 Notes on 'Meeting the Requirement' – section 3

a. Understanding Post-War System Builds and construction products.

6.55 You should demonstrate your understanding of the requirements and role of this research. You should demonstrate your knowledge, with examples, of Post-War System Builds and construction products, materials and System Builds, including any knowledge or management of structural failures and/or defects within this group. You should demonstrate your understanding of the constraints upon delivering the research requirements and how you will manage these.

b. Capability and capacity to design, coordinate and analyse fieldwork.

6.56 The Authority has a budget of up to £[REDACTED] (excluding VAT) for Minor Works to support fieldwork. The successful completion of any Minor Works will be dependent on the Supplier producing high-quality specifications that can be used by the Minor Works Contractors to complete the necessary works.

6.57 You must demonstrate how you will:

- Design a programme of fieldwork including the identification of Education Settings, and liaison with those settings to secure participation.
- Design the specification of fieldwork to deliver its intended outcomes, providing a justification of the proposed sample size and selection and the rationale for the proposed approach.
- Provide robust project management of the Minor Works process and activities, to include schedule of work, coordination, monitoring and quality assuring the works at all stages of the process.
- Monitor and manage the completion of all making good works where applicable, providing verification of works complete.
- Manage the relationship with the Minor Works Contractors.
- Analyse the results of the fieldwork (such as lab test results, collation of evidence etc.) to test the hypotheses and produce conclusions to answer the questions posed by the fieldwork.
- Minimise disruption to Education Settings.
- Contribute as appropriate to the management of risks and opportunities during fieldwork including in relation to health and safety risks.

6.58 You should use any examples you have to demonstrate a track record of design and delivery of relevant projects in Post-War System Builds and construction products.

c. Proposed approach (methodology) to deliver research aims and objectives.

6.59 You should describe your proposed methodology and approach to the Older Buildings Research to ensure the requirements (aims and objectives) are met.

6.60 You should outline the processes you will adopt to deliver:

- a. Desk study and conceptual modelling:

- How you will obtain and select research materials, photographs, literature, guidance on the Post-War construction types used in the Education Estate
- how you will analyse and evaluate the information to identify and prioritise building safety risks and the factors affecting risk
- how you will establish trends in where different construction methods and materials were used
- the qualitative and quantitative analysis methods you will use to map the risk profile including risk factors, to the trends in where construction types are located.
- how you will use the desk review to recommend where fieldwork is required.

b. Fieldwork analysis and detailed modelling / extrapolation

- How you will combine data from fieldwork with other data sources to map building safety risks across the Post-War Education Estate
- How you will evaluate the impact of relevant risk factors, including climate change, into the model of Structural Risk across the Post-War Education Estate
- How you will build a model to assess frequency, location, type and level of Structural Risk associated with different building types used in the Education Estate.
- How you will explore the use of technology and innovations to understand Structural Risks including the potential use of machines learning artificial intelligence modelling to process high volumes of data to identify and learn specific types of defects experienced in older buildings

c. Conclusions & Final Reporting

- How you will produce guidance on key observable characteristics of Structural Risks on different building types used in the Post-War Education Estate.
- How you will identify types of building risk that can be mitigated versus those which need rebuilding and/or immediate mitigation.
- How you will identify practical mitigation/management solutions.

6.61 You should provide information on the quality management systems to deliver high quality, robust research outputs.

6.62 You should outline your skills and expertise in managing and manipulating large and complex data sources, including the development of data models and predictive risk models.

d. Governance and project management, including management of sub-contractors, Minor Works Contractors and risk management.

6.63 You should outline how you will ensure a consistent understanding of the requirements and manage activity across different personnel and organisations to ensure activity is coordinated and aligned.

6.64 In addition to your text response, you should provide:

- A resource plan covering the two-week orientation period.
- A resource plan to cover duration of the project.
- An organogram showing how the personnel delivering research outputs will be structured to ensure a consistent approach

6.65 You should show how you plan to communicate with the Authority on a day-to-day basis and how you will report progress via the stipulated project reporting, project meetings, and project gateways.

6.66 You should provide:

- Your approach to risk management, including risk register, escalation process and timeliness of mitigation actions.
- Management of sub-contractors (including consortium organisations if applicable).
- Manage resources within the separately procured Minor Works Contractors.
- Organogram of all members of the proposed team.

6.67 Notes on 'Organisational structure and staffing' – Section 5

6.68 Staff CVs

6.69 Provide CVs demonstrating core attributes and suitability of your key personnel who will manage the delivery of the different research outputs. A maximum of 10 CVs should be provided and should include relevant references and expertise. One side of A4 per CV should be submitted, including narrative across the delivery team. 6.70 The following skills should be demonstrated:

- Project management
- Data analysis
- Skills in working with both quantitative and qualitative data
- Data modelling/sampling
- Predictive and risk assessment/modelling
- Academic research
- Intrusive structural surveys (where this cannot be demonstrated by being listed on the IStructE website, equivalent experience should be demonstrated)
- Knowledge of types of construction - their make-up and functionality
- Policy analysis and development
- Stakeholder management, particularly in the Education Estate
- Experience in delivering similar commissions.

6.71 Provide up to three examples of recent projects which you believe demonstrate your organisation and/or your sub-contractor's capacity to meet the project brief. At least one project should demonstrate the ability to assess the structure of buildings. Another example should demonstrate the ability to carry out data modelling and sampling. Your answer should identify projects that are similar in size, type and scope to the Contracting Authority Scope and demonstrate lessons learned from these projects that can be directly applied to this commission.

6.72 Wellbeing – improve health and wellbeing (Social Value Criteria)

6.73 See Section 9. Social Value for more information.

6.74 Proposal Requirements – Section 4: Risk Management

6.75 You should submit as part of your proposal a one-page summary on what you believe will be the key risks to delivering the project and what contingencies you will put in place to deal with them.

6.76 A risk is any factor that may delay, disrupt, or prevent the full achievement of a project objective. All risks should be identified. For each risk, the one-page summary should assess its likelihood (high, medium, or low) and specify its possible impact on the project objectives (again rated high, medium, or low). The assessment should also identify appropriate actions that would reduce or eliminate each risk or its impact.

6.76 Typical areas of risk for a research project might include staffing, resource constraints, technical constraints, data access, timing, management, and operational issues, but this is not an exhaustive list.

6.78 Additional Proposal Requirements – Data Security Considerations and Arrangements

6.79 You should complete Attachment 5 Supplier Security Questionnaire and read the special terms in Attachment 6a regarding the policy to data security and access arrangements.

6.80 Additional Proposal Requirements – Dependencies

6.81 You should indicate in your proposal if you are reliant on any third party for the access of information, data or undertaking any of the work. This should be considered in addition to your requirement to outline formal sub-contracting arrangements within your response.

6.82 Additional Proposal Requirements – Monitoring Techniques

6.83 You should indicate in Section 3 of your proposal how you will monitor the project to ensure it is delivered in terms of quality, timeliness, and cost.

6.84 The Supplier will meet with the Authority on a fortnightly basis to report progress, discuss risks and issues and agree work plans. The Supplier will be responsible for the project management, including weekly reporting of the research, intrusive surveys and associated works required with the Minor Works Contractors.

6.85 At each gateway the Supplier will present the draft research outputs at a meeting with the OBR team and any other relevant stakeholders as deemed by the Authority. The Supplier will review and update the research deliverables in light of any feedback from the Authority within one week of the gateway meeting to ensure research outputs are agreed and finalised promptly before progressing to the next phase of work.

6.86 At the end of the project, the Supplier will organise a final presentation of all the outputs from the research, which can be used for future policy making by the Authority. See section 7.1. Contract milestones and deliverables for more details.

6.87 Additional Proposal Requirements – The Use of Incentives

6.88 Respondent incentives to increase survey participation or reduce non-response biases will not be permitted. The Supplier will be expected to work closely with the Authority and Education Settings in England as appropriate, including to encourage the participation of their members in this project.

7. Key Milestones and Deliverables

7.1 The following Contract milestones and deliverables shall apply. See 14.19 for updated timings.

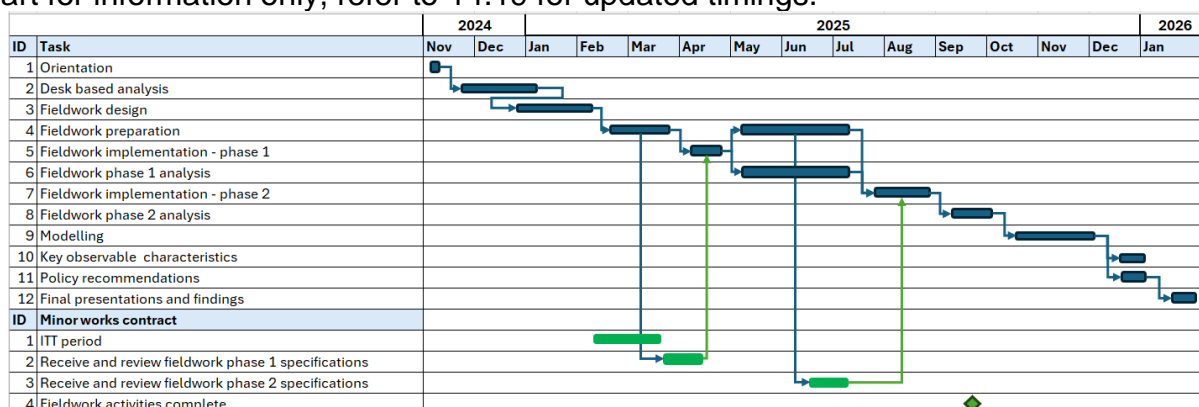
Milestone	Description	Delivery Date or Timeframe
Contract award	Contracts signed and induction / orientation period commences.	Nov 24
Gateway 1: Desk Study Report	<p>Desk analysis report lists all System Build / construction types and main Component Parts and materials used in the Post-War Education Estate; to include for different construction types:</p> <ul style="list-style-type: none">• Structural and safety risks and maintenance issues.• Factors affecting risk.• Sources of research.• Location of known cases.• Types which would merit further investigation due to	Jan 24

	limitations and/or gaps in data.	
Gateway 2a: Fieldwork Programme Design Report	Fieldwork programme of work identifies construction types and materials for investigation based on gaps identified during desk analysis (such as no adequate description of a building design or a design for which risks need to be assessed); a representative sample of Education Settings' buildings; sample to reflect construction types, materials, age and other relevant characteristics affecting risk, with clear rationale given for size of sample; deliver a programme of fieldwork investigations covering nature of surveys and investigations planned.	Feb 24
Gateway 2b: Outline Minor Works Specification	Preparation for fieldwork (phase 1 and 2) includes seeking and obtaining agreement of participation in fieldwork by Education Settings; gathering and reviewing building information for participating settings; costing and specification of Minor Works up to a value of £[REDACTED] (excluding VAT).	25
Fieldwork implementation	Fieldwork (phase 1 and 2) with Education Settings is carried out in accordance with the programme of work agreed in gateway 2;	P1 –Apr 25 P2 – July – Aug 25

	relationship with participating Education Settings and Minor Works Contractor is managed to ensure responsibilities are understood and Minor Works and surveys delivered with minimal disruption to settings.	
<p>Gateway 3a: Fieldwork analysis Interim Report</p> <p>Gateway 3b: Fieldwork Analysis Final Report</p>	<p>Fieldwork analysis identifies key Structural Risks in the building types studied, including:</p> <ul style="list-style-type: none"> • Description, level and severity of the risks. • Factors affecting the risk/s. • Potential mitigations. • Linking findings to existing research findings. • Provide a clear evidence base for the findings recorded. 	<p>May 25</p> <p>Sep 25</p>
<p>Gateway 4: Analytical Model</p>	<p>Delivery of analytical model which provides an assessment of frequency, location, type and level of Structural Risk associated with different building types used in the Post-War Education Estate, making use of all relevant data with evidence, assumptions and methodology clearly recorded.</p> <p>This will be operated using a clear methodology, the Supplier having first conducted a further evaluation of the changing climate, any materials' tests and pre-existing safety, building</p>	<p>Nov 25</p>

	regulations, building materials and condition data, to evidence risks (and integrated assumptions).	
Gateway 5: Guidance on Key Observable Characteristics of Structural Risks	Guidance provides key observable characteristics of Structural Risks in different building types used in the Post-War Education Estate, taking account of all relevant data from desk-based analysis and fieldwork findings, in a clear and accessible format for strategic use within the sector.	Dec 25
Gateway 6: Policy recommendations on How to Mitigate Structural Risks	Policy recommendations on how to mitigate the Structural Risks of Post-War System Builds and construction products; takes account of findings from the desk-based analysis; fieldwork and modelling, feasibility, cost, effectiveness and the likelihood and severity of risk.	Dec 25
Completion and final presentation of findings	Presented to the Authority and key stakeholders.	Jan 26

Chart for information only, refer to 14.19 for updated timings.



8. Continuous Improvement

8.1. The Supplier shall maintain open channels of communication with the Authority to resolve issues, share lessons learned and present new ways of working during project review meetings. Any proposed new ways of delivering the Services shall be brought to the Authority's attention and formally agreed prior to any changes being implemented.

9. Social Value

9.1 Wellbeing – improve health and wellbeing

9.2 You should explain how you will support the health and wellbeing, including physical and mental health, in the contract workforce. Delivery of additional environmental benefits in the performance of the contract including working towards net zero greenhouse gas emissions. You should demonstrate how you will influence staff, supplies, customers and communities through the delivery of the contract to support health and wellbeing, including physical and mental health.

10. Price

10.1 Prices are to be submitted only within Attachment 4 Price Schedule as per the instructions set out in Attachment 2 Instructions to Bidders excluding VAT and including all other expenses relating to Contract delivery.

10.2 You should ensure that there is no reference to prices within the Technical sections of your bid.

11. Staff and Customer Service

11.1 The Supplier shall provide a sufficient level of resource throughout the duration of the Contract to consistently deliver a quality service.

11.2 The Supplier's staff assigned to the Contract shall have the relevant qualifications and experience to deliver the Contract to the required standard.

11.3 The Supplier shall ensure that staff understand the Authority's vision and objectives and will provide excellent customer service to the Authority throughout the duration of the Contract.

11.4 The Supplier shall communicate all changes to the Key Personnel as defined in the Call-Off Contract throughout the Term.

12. Security and Confidentiality Requirements

12.1 Departmental Security Standards for Business Services and ICT Contracts

12.2 The Authority's security standards clauses are included as the Buyer's Security Policy within **Attachment 6a Order Contract Terms & Attachment 6b Order Form**.

12.3 Supplier Security Assurance Questionnaire

12.4 Suppliers and any sub-contractors are required to complete **Attachment 5 Supplier Security Questionnaire** as part of their bid, for the Authority to obtain a level of assurance with regards to our assets throughout the life of the contract.

12.5 Data Collection

12.6 Suppliers will be expected to clear any data collection tools with the Authority before engaging in field work. Suppliers should include Data Privacy Notices for research participants via respondent documentation and/or interviewer briefing notes, and clearly state what the data is being collected for and on behalf of the Authority and that no reference is made, implied or otherwise, to the data being used solely by or available only to the Supplier. Suppliers should establish with the Authority the legal basis for data processing under the General Data Protection Regulation and the Data Protection Act 2018.

12.7 The respondent documentation and/or interviewer shall ensure that the respondent clearly understands (before they give their consent to be interviewed) the purpose of the interview, that the information they provide will only be used for research purposes and, in the case of interviews (telephone or face-to-face), that they have the right to withdraw from the interview at any time. Where consent is used as the legal basis for data processing, consent procedures should ensure compliance with the General Data Protection Regulation and the Data Protection Act 2018.

12.8 Burden

12.9 The Authority seeks to minimise the burdens on Education Settings taking part in any surveys or fieldwork. It is therefore important that bids should set out

how the proposed methodology will minimise the burden on Education Settings and a justification for the proposed sample size.

12.10 When assessing the relative merits of data collection methods, the following issues should be considered:

- Only data essential to the project shall be collected.
- Data should be collected electronically where appropriate and where Education Settings and/or Responsible Bodies prefer this.
- Questionnaires should be pre-populated wherever possible and appropriate.
- Education Settings must be given at least four working weeks to respond to the exercise from the date they receive the request.
- Responsible Bodies should receive at least two weeks, unless they need to approach Education Settings in which case, they too should receive 4 weeks to respond.
- Where possible, fieldwork involving intrusive surveys in Education Settings' buildings should be organised outside of the settings' operating hours (such as holidays or weekends).

12.11 The Supplier shall clear any data collection tools with the Authority before engaging in field work.

12.12 Researchers shall check with the Authority whether any of the information that they are requesting from Education Settings can be provided centrally from information already held.

Consent Arrangements

12.14 The Authority and the Supplier shall agree in advance of any survey or fieldwork activity taking place the consent arrangements that shall apply for each of the participant groups. All participants should be informed of the purpose of the research, that the Supplier is acting on behalf of the Authority and that they have the option to refuse to participate (opt out). Where opt-in consent is used, the approach should be compliant with the General Data Protection Regulation and Data Protection Act 2018. Contact details should be provided including a contact person at the Authority.

13. Payment and Invoicing

13.1 Details of payment and invoicing requirements are included within **Attachment 6a Order Contract Terms** and **Attachment 6b Order Form**.

14. Additional Requirements

14.1 ITT Clarifications were provided during the ITT period:

14.1.1 Question ITT-18: The table provided in section 6.53 of Attachment 3 states section 4 of the response is to be a Timetable of activities (4 pages), however section 6.74 states this is to be a Risk Management section (one page risk assessment summary). Please can you confirm if both are required and that the total page count limit for section 4?

14.1.2 Answer ITT-18: Yes, both should be included. The one page risk summary should be included as an additional page in section 4, making the overall page submission for this section 5 pages

14.1.3 Question ITT-2 With regards to Attachment 2, please can you clarify if Technical Evaluation Criteria 5 is limited to 'Fighting Climate Change - Effective stewardship of the environment' or if it should also include 'Wellbeing – Improve health and wellbeing'? We note that the latter features in Attachment 3 Sections 6.5.3, 6.7.3 and 9.

14.1.4 Answer ITT-2: Technical Evaluation Criteria 5 should only relate to 'Health and wellbeing'. The reference to 'Fighting climate change' was included in error

14.1.5 Question ITT-24: From Attachment 3 Statement of Requirements section 6.21 b iii - We cannot "ensure" that the "results are received in a timely fashion" as this is wholly dependent on the third parties providing the survey and testing services, over which we have no direct contractual control. Please can this paragraph be changed to "Monitoring progress of any off-site tests that have been requested and applying reasonable endeavours to support the timely receipt of results"?

14.1.6 Answer ITT-24: The research supplier will be responsible for the project management of the Minor Works contractor/s. This will include oversight, management and coordination of the Minor Works with the Minor Works contractor/s, the education settings and oversight of the results from any works. The Research Supplier will be responsible for obtaining result timeframes and dates from the Minor Works contractor and ensuring they are delivered within the agreed timescales. We therefore accept the revised wording of "Monitoring progress of any off-site tests that have been requested and applying reasonable endeavours to support the timely receipt of results". Where issues arise, these should be escalated to DfE.

14.2 Approval of gateway deliverables

14.3 The supplier will share progress updates and discuss related matters on working documents as part of the regular meeting and reporting cadence with the DfE.

14.4 When submitting draft deliverables to the DfE, the supplier will submit a copy of the project's quality management log detailing the quality management completed to date and will provide clarification of the quality management completed during the gateway review meeting as needed.

14.4 Where the supplier fails to submit deliverables and quality management logs, payment for that gateway will be withheld until the gateway output and accompanying quality management log has been approved by the DfE.

14.5 Data considerations

14.6 The supplier will use only data (DfE owned or source data) and tooling approved for use within the project.

14.7 Any source data utilised by the supplier, that is not owned or supplied by DfE, should be approved by the department, prior to ingest and use.

14.8 The supplier will work with DfE to integrate the new data structures into DfE's data infrastructure including supporting the DfE in aligning the new data structures with the DfE's common data environment and the Education Estates Directorate's core data environment.

14.9 The supplier will only use AI tools that are available on the DfE's AI sandbox. If the tools available in the AI sandbox are not appropriate or sufficient for the AI needs of the supplier, the DfE will provision, where possible, tools that meet the supplier's specifications as long as these meet DfE's data security and management standards, and demonstrate value to the project.

14.10 Where data analysis tooling is not currently available on the DfE estate, the DfE will seek to provision that tooling onto DfE equipment subject to adherence with DfE security standards and policies and where it demonstrates value to the project.

14.11 The supplier will provide comprehensive documentation, user guides and training, so that DfE can understand, use and further develop the model after the duration of the contract.

14.12 The supplier will provide a data dictionary providing descriptions of the fields used in analysis.

14.13 Quality Management

14.14 The supplier will produce a quality management plan detailing the quality management activity to be undertaken on their services throughout the contract. It should be submitted to the Authority by 20 January 2025, and will be subject to the Authority's review and approval. The quality management plan will include the quality management activities in the supplier's bid including:

- verifying fieldwork data accuracy and relevance including: data quality assessment; reasonableness checks; data testing
- testing and validating the models: for data quality; independent methodology review; statistical testing; backtesting; sensitivity testing; challenger models; standback tests; and user testing.

14.15 The supplier will advise what further activity would be required in addition to the quality management plan to meet the standards as required by DfE contained in 'DfE QA for Business Critical Models'; 'DfE Quality Assurance Framework 2023' and 'DfE Data Management Standards 2024'. The Authority will decide whether that further activity is necessary and if so, how to commission this additional activity.

14.16 The supplier will maintain an up-to-date log of quality management carried out which they will submit to the Authority with draft gateway outputs.

14.17 Engagement with schools and colleges

14.18 The supplier will review the "DfE user research standards" and identify what further activity is required beyond the activity assumed in their bid, to comply with these standards in their engagement with schools and colleges for the purpose of the research. The Authority will decide whether that further activity is necessary and if so, how to commission this additional activity.

14.19 UPDATED TIMINGS

14.20 The following timelines are guidelines only:

Milestone	Expected date
Contract award	Dec 24
Gateway 1: Desk Study Report	Feb 25
Gateway 2a: Fieldwork Programme Design Report	Feb 25
Gateway 2b: Outline Minor Works Specification	Feb 25
Fieldwork implementation	Apr 25 &

	July – Aug 25
Gateway 3a: Fieldwork analysis Interim Report	May 25
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Final presentation of findings	Feb 26
Completion and end of Contract	April 26

[END OF ORDER SCHEDULE 20]

