

## CONTRACT ORDER FORM

This Contract Order Form is issued in accordance with the provisions of the Apprenticeship Training Provider Dynamic Marketplace (DMP) Agreement for the provision of **Apprenticeship Training Services**. Dated 20 December 2022.

The Supplier agrees to supply the Goods and/or Services specified below on and subject to the terms of this Contract.

For the avoidance of doubt this Contract consists of the terms set out in this Contract Order Form and the Contract Terms

Order Number	con_3115
From	The Department for Business, Energy and Industrial Strategy of 1 Victoria Street, London, SW1H 0ET ("Customer")
To	Queen Mary University of London of Mile End Road, London, E1 4NS ("Supplier")

### 1. CONTRACT PERIOD

1.1	Commencement Date	20 December 2022
1.2	Expiry Date (Apprenticeship programme completion date / End Point Assessment completion date)	30 <sup>th</sup> April 2025 with an optional extension period of one year to 30 <sup>th</sup> April 2026  The contract term relates to the timing of learner starts on programme, i.e. the supplier will be expected to support learners through to completion of their programme.

### 2. SERVICES REQUIRED

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		<p>viable cohort sizes and the timing that best fits with both Programme and Supplier timetables which may influence the number of intakes per year.</p> <div data-bbox="746 327 1447 1256" data-label="Image"></div> <p><b>CU</b> Th Ec De wit wh • an</p> <ul style="list-style-type: none"><li>• Is compliant with all Education and Skills Funding Agency (ESFA), Office for Students (OfS), Ofsted and any other relevant regulatory requirements as stipulated in the Programme Management section.</li><li>• Is relevant to the opportunities and challenges facing the economy and society of today and reflects the collective curriculum needs of participating organisations.</li></ul> <p><b>SUMMARY REQUIREMENT</b></p> <div data-bbox="708 1615 1426 1991" data-label="Image"></div>
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		<ul style="list-style-type: none"> <li>• These requirements are outlined in more detail under the <b>"Detailed Specification" section.</b></li> </ul> <p><b>TIMESCALES FOR DELIVERY</b></p> <p>We want apprentices to join the next EMAP in the first quarter of 2023. An Autumn 2022 appointment will allow sufficient time to complete programme development work and prepare for delivery.</p> <p><b>CONTRACTING ARRANGEMENTS</b></p> <p>As noted in the Introduction, BEIS is acting as the contracting authority for the purpose of this competition. Once a supplier has been appointed, BEIS will continue to play a coordinating role with respect to the programme – working with the supplier and individual participating organisations to ensure that the programme is delivered to participating organisations' collective requirements – as expressed here and through programme documentation developed through design and mobilisation work with the supplier. When participating organisations (Departments, Arms-Length Bodies) elect to enrol apprentices on the programme, they will use the Contract Order Form (shown in Annex A) – and will thereby form a direct contractual relationship with the supplier, as is required under ESFA funding rules. BEIS will support participating organisations and the supplier to manage this ordering / contracting process ahead of each cohort start.</p> <p><b>SUBCONTRACTING</b></p> <p>Through this process we are looking to appoint a single prime supplier for the EMAP. We are open to proposals which include the use of subcontractors to support delivery, provided that:</p> <ul style="list-style-type: none"> <li>• Service delivery standards consistently and seamlessly meet the requirements set out here and those that will be agreed through programme design and mobilisation work.</li> <li>• A single prime supplier contracts with participating organisations and is accountable for all aspects of programme delivery.</li> <li>• Robust subcontracts are put in place which cascade all security (including the use of sensitive and confidential information), safeguarding and other mandatory requirements to subcontractors.</li> <li>• Any subcontracting arrangements meet the regulatory requirements of the ESFA and other regulators as appropriate.</li> <li>• And should be in line with the Call off Contract Terms for Apprenticeships Training Dynamic Marketplace (RM6102)</li> </ul> <p>Given the requirement for a single prime supplier for EMAP, suppliers wishing to submit consortia proposals will need to organise their consortia into a set of clear prime and subcontractor arrangements.</p> <p><b>DETAILED SPECIFICATION</b></p>
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		<p>This section details our requirements at each stage in the design and delivery of the programme, and in terms of programme management and administration.</p> <p><b>Mobilisation:</b></p> <p>As part of the tender process, the Supplier will be expected to submit an <b>outline mobilisation plan</b> setting out how it intends to mobilise the provision of the Services so that the Supplier is ready to commence the provision of the Services from the Contract Commencement Date.</p> <p>This will include:</p> <p>Provide a named, senior responsible owner for programme design, mobilisation and delivery work. This person should possess the apprenticeship, curriculum and programme management expertise and capacity required to oversee the programme and provide advice and guidance to the programme board.</p> <p>The appointment of a Contract Manager who is ready and available to work with the customer from the Contract Commencement. The Supplier shall ensure that a Contract Manager and deputy to the Contract Manager are both appointed, and their names and contact details (including email address and telephone number) are provided to the customer prior to any period of the Contract Manager's unavailability and absence. The Supplier shall ensure that the deputy to the Contract Manager has the same powers, authority and discretion as the Contract Manager.</p> <p>The Supplier shall ensure that <b>adequate and appropriate resources</b> are always available and can be flexed to ensure that the level of services provided are not compromised, particularly during times of peak demand including enrolment, induction, Residentials, the module selection process, tripartite reviews, the end-point assessment process and any other activity that impacts across a cohort or the programme.</p> <p>The Supplier shall provide an overview detailing the following, at the commencement of the Contract</p> <ul style="list-style-type: none"> <li>• end to end process for the apprenticeship pathway.</li> <li>• roles and responsibilities of the Supplier, which as a minimum should cover:</li> </ul> <ul style="list-style-type: none"> <li>➤ Senior Responsible Owner</li> <li>➤ Programme manager</li> <li>➤ Contract / Commercial manager</li> <li>➤ Support staff who will cover telephone and email queries</li> <li>➤ Digital account service activity</li> <li>➤ Registration and on-boarding</li> <li>➤ Lead lecturers and tutors with relevant teaching and research expertise across a broad range of economic matters.</li> </ul> <p>If full details aren't available at contract commencement, the supplier will be required to indicate a timescale for appointment and details of how they will ensure adequate and appropriate staffing is in place.</p>
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		<p>role. Professional experience in economics will also be considered in lieu of academic qualifications.</p> <p><b>For applicants applying via entry route 2 (a 2:1 at undergraduate level in a non-economics discipline or without a degree but with professional experience in economics)</b> - The chosen supplier will be required to assess applicants' quantitative abilities, e.g., using a test. This will need to be developed and administered by the chosen supplier and be available as part of the admissions process for the first intake in the first quarter of 2023 and for subsequent cohorts.</p> <p>We will work with the chosen supplier to explore ways of broadening the entry requirements so that non-economists can join the programme, but we are clear that any entry requirements must support applicants' sustainable, successful involvement in the programme given the expected level of academic stretch and challenge that the programme will deliver.</p> <p><b>ENROLMENT AND INDUCTION</b></p> <p>A robust, engaging and effective start the first quarter of 2023 delivery will be critical – both for our apprentices and their line managers. As a minimum the successful supplier will need to:</p> <ul style="list-style-type: none"> <li>• Undertake a robust initial assessment of the knowledge, skills and behaviours of each apprentice. It will need to include reviewing each apprentice's maths and English qualifications, with reference to the prevailing apprenticeship rules on how apprentices should be supported to improve their maths and English whilst on programme including the provision of functional skills training and assessment where required.</li> <li>• Identify relevant needs for reasonable adjustment at the point of application for the apprenticeship and shall communicate any requirements to the employer organisation. Undertake an assessment of quantitative ability for those apprentices who do not have an economics undergraduate degree. This should include providing practice documents so that applicants can self-assess their quantitative ability.</li> <li>• Enrol all apprentices onto the programme within the agreed admissions timeframe.</li> <li>• Enrolment should include completion of all paperwork (including commitment statements and apprenticeship agreements) required by the ESFA and / or DAS to support compliant programme delivery and timely draw-down of levy funding.</li> <li>• Induct all apprentices onto the programme within the agreed admissions timeframe. Induction should include, at the least: a comprehensive overview of the programme including a timetable, how it will work and the curriculum that will be covered; introduction to teaching staff and partnering of each apprentice with the member of teaching staff who will act as their main point of contact (e.g., for tripartite reviews); and an extended introduction to the online and other learning resources that will support programme delivery. We expect that induction will be delivered through</li> </ul>
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		<p>face-to-face, group learning events – but are open to alternative suggestions from prospective suppliers.</p> <ul style="list-style-type: none"> <li>• Induct all apprentices' line managers to the programme and how they will need to engage with it. This should include, at least: an overview of the programme, how it will work, the curriculum that will be covered; clearly defining the line manager role in the programme (including the gateway process and the potential use of sensitive and confidential data) introduction to teaching staff who will act as a point of contact for line managers (i.e., those who will undertake tripartite reviews); and explanation of how any issues or concerns should be raised and addressed through the life of the programme. This may be done best through line managers' involvement in apprentice induction events; we are open to supplier suggestion through tender responses. Induction events should also be considered for new line managers who become involved part way through the programme. We are open to the frequency of new line manager induction events.</li> <li>• We are interested in the prospect of enrolment and induction activities being expanded to include substantive curriculum delivery which helps apprentices to accelerate their progress. We are open to supplier suggestion through tender responses – and will finalise an approach at implementation planning stage</li> </ul> <p><b>CURRICULUM DELIVERY</b></p> <p>High-quality, engaging and flexible curriculum delivery should be the core of the programme. Our supplier expectations in relation to this aspect of the programme are therefore particularly high:</p> <p>Our chosen supplier will deliver the programme through a combination of delivery methods and channels, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Online learning – both directed, self-directed and collaborative. We have a strong preference for online learning and expect that our chosen supplier will feature online learning prominently in their proposal and the detailed customer journey we agree through the implementation planning phase.</li> <li>• Face-to-face group learning events lasting up to five days, totalling no more than 25 days each year of the programme (per cohort, per year), delivered regionally and / or via a single national location to meet participating organisations' needs. Apprentices' travel time should be a prime consideration in the selection of delivery locations for these events; no apprentice should be expected to travel for more than two hours to reach the location for regular group learning events they are required to attend. These events may be offered on a residential basis subject to cost considerations. It is our expectation that the supplier will source an appropriate venue for any face-to-face group learning events and will ensure events are engaging, interesting and maximise the use of apprentices' time. It is our expectation that the supplier will keep accurate records of apprentice face-to-face and online attendance during the residential period.</li> <li>• One-to-one support for apprentices in the workplace. We expect that all apprentices will be assigned a main point of contact by the successful supplier who should</li> </ul>
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		<p>act as their principal coach throughout the programme. we also expect that coaches will meet with apprentices (and their line managers) at least four times in each year of the programme. We expect a detailed plan on how the tripartite meetings will be arranged, recorded and filed. This process</p> <ul style="list-style-type: none"> <li>• You will need to capture details of the apprentices who transfer to a different organisation during the course of the programme.</li> <li>• A reasonable expectation that apprentices will undertake independent learning both during and beyond their normal working hours including the completion of assignments. Apprentices should receive feedback on all independent learning and assignment work they complete within 20 working days.</li> </ul> <p>In proposing a mix of delivery channels and activities, our chosen supplier should have prime regard for the learning and support needs of apprentices – collectively and individually; the business needs of participating organisations; and relevant ESFA rules.</p> <p>We expect that our supplier will propose a delivery mix which meets the requirement for apprentices to spend 20% of their contracted working hours learning off-the-job in a way that best works for our apprentices and their organisations.</p> <p>Where through initial assessment and / or delivery of the programme it is identified as necessary, the successful supplier should support apprentices to improve their maths and English and attain functional skills qualifications where required. This may take the form of group and / or one-to-one support depending on the needs of the apprentice(s). Support should be provided both to help students meet the requirements of the apprenticeship standard and, beyond that, to help them become competent and effective professional economists.</p> <p>It is our expectation that the successful supplier will offer a learning management system / virtual learning environment solution which they can demonstrate will be effective in the delivery of a master's apprenticeship programme – and which is compatible with participating organisation's IT / security requirements. The solution proposed should: enable apprentices to access learning resources and complete activities; enable apprentices to engage and collaborate with other apprentices; enable apprentices to submit and receive feedback on their work; enable apprentices and their line managers to see what progress they are making through the programme.</p> <p>Through a combination of virtual engagement (online, phone), we expect that apprentices and their coaches will conduct formal progress review meetings at least quarterly. These sessions should provide apprentices with the opportunity to access additional support and stretch; give apprentices a very clear sense of the progress they are making through the programme, and action they should take to improve; enable students to access information, advice and guidance about their future options. These sessions should also include some engagement with apprentices' line managers, so that they are properly engaged and can take</p>
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		<p>necessary action to support and challenge apprentices to progress through the programme.</p> <p>The supplier shall ensure that a written and signed record is kept of each tripartite review which is easily accessible and can be shared with the participating organisation and BEIS as and when required. The supplier will be responsible for ensuring that tripartite reviews are held as required, and for escalating any non-attendance by the apprentice or line manager</p> <p>We expect that our chosen supplier will work closely with us to provide support to apprentices through a combination of activities including e.g., progress review sessions, workshops, careers talks, online resources.</p> <p>The Supplier shall ensure that coaches, programme tutors and trainers demonstrate a high level of competence, relevant experience of the apprenticeship programme requirements and that their subject area knowledge and knowledge of the apprenticeship standard is kept up to date.</p> <p>The Supplier shall provide training and consolidation for all programme tutors to ensure consistency of approach and knowledge levels.</p> <p>The Supplier shall have in place an effective quality assurance process, which includes monitoring and reviewing coach, programme tutor and trainer performance.</p> <p><b>ASSESSMENT AND PROGRESSION</b></p> <p>Robust, effective assessment of apprentices' learning throughout and at the end of their programme is an essential component of the programme. We are also keen to ensure that apprentices receive support to consider their progression options and that their completion of the programme is recognised and celebrated. We expect that the successful supplier will:</p> <ul style="list-style-type: none"> <li>• Develop detailed plans for assessment during the detailed design and implementation planning phase.</li> <li>• These plans must meet the requirements of the approved end-point assessment plan for the professional economist standard and wider Ofsted and OFS expectations with respect to the assessment of higher-level provision, and must: <ul style="list-style-type: none"> <li>• Support apprentices' development whilst on programme through the provision of constructive feedback, additional support and opportunities to re-submit assignments / re-take or resit exams; and,</li> <li>• Take account of and foster apprentices' learning on the job using e.g., portfolios of evidence and the use of live projects as the subject of assignments – within the parameters defined in the end-point assessment plan and within the parameters of the individual organisation's data sharing principles</li> <li>• Organise and administer all aspects of assessment including e.g., securing the independent assessors and professional economists required in the end-point assessment plan for the standard. Whilst we will work with the successful supplier to engage with professional economists within participating organisations to meet this requirement, the supplier will be accountable to us for meeting the requirement.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Stage graduation events which mark apprentices' completion of their apprenticeship and the degree that sits within it.</li> <li>• Support apprentices to reflect on what they have learnt on the programme and consider their next steps.</li> </ul> <p><i>For example, if an Apprentice is expected to be 50% of the way through their programme:</i></p> <ul style="list-style-type: none"> <li>• if their actual progression is less than 30%, their status will be Red.</li> <li>• if their actual progression is 30% or more, but less than 40%, their status will be Amber; and</li> <li>• if their actual progression is more than 40% their status will be Green</li> </ul> <p>The Supplier shall discuss the Apprentice's progress and agree any changes or development plans with each Apprentice, their respective line manager and the relevant organisation.</p> <p>Where the Apprentice is rated "red" or "amber," the Supplier, along with the Apprentice, their line manager and the relevant organisation will jointly agree an action plan to ensure that the apprentice has sufficient support to get back on track where necessary.</p> <p>The Supplier must notify the relevant organisation within 5 Working Days of becoming aware that any apprentice's progress performance is rated as "Red" and shall provide the details to the organisation for the red rating being given.</p> <p>Supplier will be expected to track the progress of each Apprentice using a "RAG (Red Amber Green)" rating process. The Supplier shall use the following RAG rating categorisation:</p> <p><b>Green</b> Actual percentage progress is less than 10 percentage points behind expected percentage progress</p> <p><b>Amber</b> Actual percentage progress is between 10 and 20 percentage points (inclusive) behind expected percentage progress.</p> <p><b>Red</b> Actual percentage progress is more than 20 percentage points behind expected percentage progress</p> <p>The Supplier will also be expected to provide the customer with a monthly report on red rated apprentices and, if the apprentice is rated as red for two or more consecutive months, that apprentice must be put on to an action plan to ensure that they can get back to green rated by the third month. The Supplier must ensure that the action plan is agreed with the apprentice and their line manager in their employing organisation).</p> <p>The Supplier will be responsible for ensuring that its apprenticeship facilitator or trainer assessor closely monitors the action plan so that it is being adhered to by all parties.</p> <p>The Supplier will promptly notify the employer organisation of any non-compliance with the action plan by any party. As the apprentices approach the end of their programme, the action plan must indicate when their expected date of portfolio submission will be and their most likely date of completion or end-point assessment.</p>
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		<ul style="list-style-type: none"> <li>• Maintain an accurate, up-to-date, individualised learner record (ILR) which supports compliance with ESFA rules and the timely draw-down of levy funding.</li> <li>• Maintain an accurate, up-to-date, individualised learner record (ILR) which supports compliance with ESFA rules and the timely draw-down of levy funding.</li> <li>• Maintain an accurate up-to-date record of tripartite reviews and signed copies of tripartite meeting review records.</li> <li>• Advise and guide EMAP on compliance with ESFA, Ofsted and other requirements – and emerging best practice in the delivery of degree apprenticeships.</li> <li>• Liaise with participating organisations' nominated leads to support timely and compliant access to funding through their Apprenticeship Service Account. This will include when apprentices move to a different organisation.</li> <li>• Lead on all aspects of programme administration including venue booking, production of learning materials, apprentice, and line manager communications and e.g., support for students in accessing NUS (National Union of Students) and discounted Oyster cards.</li> <li>• Provide suitably qualified personnel, with a breadth of experience and who are potentially leaders in their field, who will be available to respond to questions from apprentices / managers and other interested parties in a timely manner, and in line with the SLA.</li> <li>• Provide and maintain a dedicated customer service team, which will act as the first point of contact and focal point for all enquiries from participating organisations ensuring that all enquiries are dealt with and resolved in accordance with agreed key performance indicators.</li> <li>• Provide secretariat support for the programme board that we will use to oversee all aspects of the design and delivery of the programme. The programme board will meet every month. It should be attended by the senior responsible owner for the programme nominated by the successful supplier in their tender response, along with other supplier staff as appropriate to cover agenda items. The programme board should receive a management report from the supplier prior to each meeting covering at least: an overview of programme performance, issues and risks; a summary of student progress through the programme; a forward look summarising programme activity in the month to follow; and communication opportunities and issues for dissemination to participating organisations, line managers and or apprentices.</li> <li>• Monitor performance against a service level agreement (SLA) and agreed set of key performance indicators (KPIs) – and report on the same to the programme board through e.g., a standardised reporting pack.</li> </ul>
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		<div>I [REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED]</div> <div>[REDACTED] funding accounts.</div> <div><b>TERMS AND CONDITIONS</b> Please note that the attached Contract Order Form is for BEIS only and as such references the minimum BEIS commitment. As mentioned in the “Contracting Arrangements” section above, other participating organisations will raise their own Contract Order Form to form a direct contractual relationship with the supplier, as is required under ESFA funding rules.</div>
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### 3. CONTRACT PERFORMANCE

3.1	Required Apprenticeship Standard [ie the required apprenticeship course]	ST0796 Level 7 Senior Professional Economist
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3.1	Quality Standards	Continued adherence to the relevant Institute for Apprenticeships industry standard end point assessment plan. ( <a href="http://www.instituteforapprenticeships.org/">www.instituteforapprenticeships.org/</a> ) Maintained ESFA registration and accreditation. General industry good practice
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### 4. PAYMENT

4.1	Contract Charges	 <p><b>Cost of Individual Apprenticeships:</b>  Levy funded apprenticeship = £11,000 excl VAT  Non-levy fundable apprenticeship = £11,000.00 excl VAT  Includes the cost of any subcontractors and the cost of an approved end point assessor.</p>
4.2	Payment terms/Profile	<p>Payments will be made to the supplier via the apprenticeship levy funding system in England, in accordance with prevailing ESFA rules and processes for that system.</p> <p>Further additional terms in Annex 2 of Contract Schedule 3.</p>

4.3	Customer billing address	<p>Payment via participating organisations' ESFA apprenticeship levy funding account.</p> <p>Contact - <a href="mailto:apprenticeship-queries@beis.gov.uk">apprenticeship-queries@beis.gov.uk</a>.</p>
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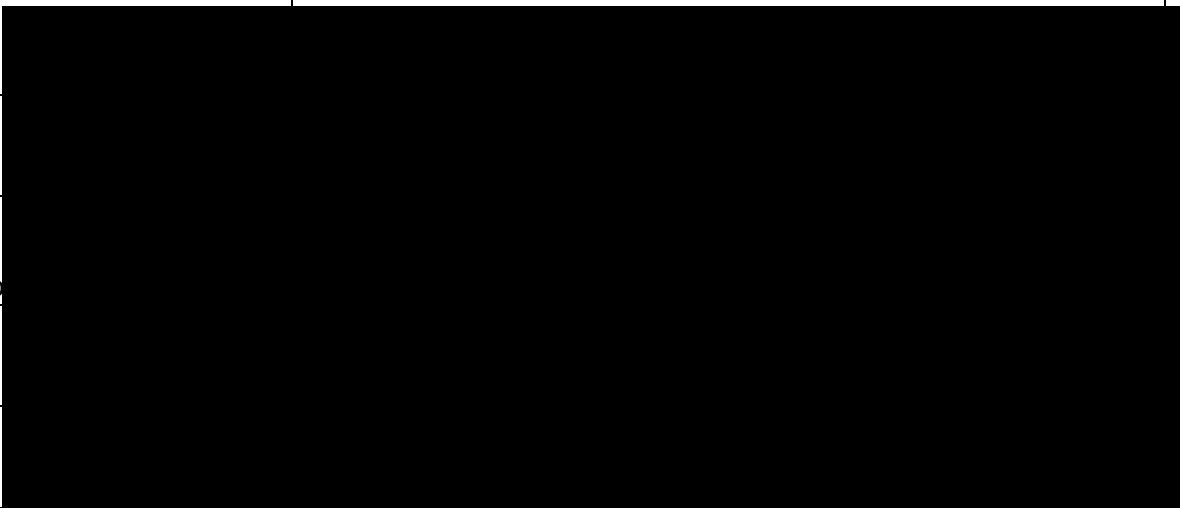
## 5. LIABILITY AND INSURANCE

5.1	Suppliers limitation of Liability	In Clause 25 of the Contract Terms
5.2	Insurance	<p>(Clause 26 of the Contract Terms):</p> <p>Professional Indemnity Insurance cover of £1 million any one claim.</p> <p>Public Liability Insurance cover of £1 million any one claim.</p> <p>Employers Liability insurance cover of £5 million any one claim.</p>

## FORMATION OF CONTRACT

By signing and completing this Contract Order Form the Supplier and the Customer agree to enter into a binding contract governed by the terms of this Contract Order Form and the attached terms and conditions.

For and on behalf of the Supplier:

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For	
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