

ESSEX COUNTY COUNCIL

ESSEX MUSIC SERVICES E-LEARNING RESOURCE SPECIFICATION

Issued 28th May 2021

Procurement Project CO0105

1. **Essex County Council**
   1. Essex County Council is dedicated to improving Essex and the lives of our residents. Our ambition is to deliver the best quality of life in Britain. ECC will achieve this by providing high-quality, targeted services that deliver real value for money.
2. **Our vision**
   1. The Essex Organisation Strategy sets out our aims and priorities for the period 2017-21. It articulates how ECC will achieve better outcomes for Essex and secure the ambitions set out in the Vision for Essex. Our ambition, at the end of this period, is for Essex to be the best local authority in the country.
   2. At ECC we are passionate about better lives for people in Essex. ECC believe prosperity is the best route to achieve that – so people can help each other, and themselves. WeECC are also ready to step in – to protect vulnerable children, to help care for older people and to support our economy to flourish. As a public body it is important we spend taxpayers’ money wisely, on the issues that matter to our residents. To offset reductions in government funding, we must constantly manage demand, reshape and re-imagine services and look for opportunities to generate income. It is also important we work tirelessly to secure investment into the county that can help make Essex an even better place to live and work.



* 1. Further information can be found on the [ECC website.](http://www.essex.gov.uk/Your-Council/Strategies-Policies/Pages/EssexWorks-Pledges-2011_12.aspx)

1. **Delivering the vision**
   1. If we are to succeed through these testing times, we must maintain a focus on our core purpose. The challenge ahead strengthens our resolve to:

* increase educational achievement and enhance skills
* develop and maintain the infrastructure that enables our residents to travel and our businesses to grow
* support employment and entrepreneurship across our economy
* improve public health and wellbeing across Essex
* safeguard vulnerable people of all ages
* keep our communities safe and build community resilience
* respect Essex’s environment
  1. Our Corporate Outcomes Framework translates our Cabinet’s political ambitions – outlined in their Vision for Essex – into a set of outcomes and supporting indicators that can guide the work of commissioners across ECC. The consolidation of outcomes into a single, authoritative, framework for ECC is designed to:
* provide a clear foundation for the development of our commissioning strategy and plans;
* provide a clear framework for assessing progress – allowing ECC to understand its impact on residents and communities in Essex; and
* allow for the analysis of ECC resources, assets, contracts etc, against a consistent set of outcomes.
  1. The Corporate Outcomes Framework, shown in the table below, embeds the principles of Outcomes Based Accountability (OBA) within ECC. OBA is an established and effective approach for expressing, operationalising and ensuring accountability for outcomes. It provides a simple, common sense, low bureaucracy planning model supported by clear terminology.

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| |  | | --- | | **Essex: a**  **county where innovation brings prosperity** | | **Children in Essex get the best start in life** | **People in Essex enjoy good health and wellbeing** | **People have aspiration and achieve their ambitions through education, training and lifelong-learning** |
| * Percentage of children ready for school * Percentage of children achieving a good level of development by the age of five * Percentage of families living in temporary accommodation * Percentage of children living in non-working households | * People in Essex have a healthy life expectancy * Reduced differential in life expectancy across different areas of Essex * Percentage of children achieving at school [measured at foundation stage, KS2 and KS4] * Percentage of working age people in employment * Prevalence of healthy lifestyles * Prevalence of mental health disorders among children and adults * Percentage of Essex residents who consider themselves to be in good health * Percentage of families living in safe and suitable housing * Percentage of households living in fuel poverty * Teenage pregnancy rates * Life satisfaction rates (ONS condition of wellbeing) | * Rates of literacy and numeracy at all ages * Percentage of children achieving at school * Percentage of adults participating in lifelong learning * Percentage of working age people in employment * Percentage of people participating in further education/higher education/vocational learning * Percentage of young people aged 16-19 not in education, employment & training * Rates of volunteering * Percentage of children attending a good school |

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| --- | --- | --- | --- | --- |
| |  | | --- | | **People in Essex live in safe communities and are protected from harm** | | **Sustainable economic growth for Essex communities and businesses** | **People in Essex experience a high quality and sustainable environment** | **People in Essex can live independently and exercise control over their lives** |
| * Level of crime in Essex * Number of children subject to protection plans * Number of children in care * Rate of anti-social behaviour in Essex * Number of people killed or seriously injured on Essex roads * Percentage of residents who feel that Essex roads are safe * Hospital admissions caused by injuries to children and young people * Hospital admissions caused by injuries to adults * Incidents of domestic abuse * Percentage of residents who feel safe * Rates of re-offending | * Job growth in key locations and key sectors * Housing growth in key locations * Supply of fit for purpose business premises * Increased connectivity and journey time reliability on priority route network (PR1) * Number of bus and/or community transport journeys * Median earnings * Coverage of superfast broadband services * Sustainable business start-up rates * Percentage of Essex businesses who think they can recruit suitable people * Percentage of working age people in employment * Business rates growth | * Residual waste volumes * Cost of energy to households * Preventable flooding incidents * Level of pollution * Condition of roads and footways * Access to valuable open spaces * Perception of the quality of the environment in Essex’s cities, towns and villages | * Proportion of people who live independently * Percentage of people who regain or increase their level of independence following hospital admissions * Access to end of life care in their preferred placement of choice * Number of children and adults who receive social care support * Number of people with personal budgets |

1. **Introduction** 
   1. Essex County Council operates one of the largest Music Hubs in the UK through a grant from the Arts Council England (ACE) and has undergone significant transformational change to further enhance customer focus, service and delivery in line with the Arts Council England 10-year strategy.
   2. ECC is looking for a music education digital resource specialist to provide a comprehensive package of musical programmes and resources which are accessible to thousands of classroom teachers, music tutors and young people. In addition, both online and face-to-face training, delivering up to 2 training sessions a week is essential to maximise uptake and engagement. The target audiences for this training would be set through working closely in partnership between the Music Hub and the successful bidder.
   3. The successful bidder will become a Music Hub partner whose offer will strongly compliment the wider work of the Music Hub and help deliver the Core and Extension roles which all Music Hubs are funded to offer.
   4. The digital learning packages will need to be administered and promoted by the successful bidder. An ongoing, high-quality face-to-face and online training package for generalist and specialist teachers and tutors is essential.
2. **Background**
   1. Essex Music Education Hub are looking to procure the provision of an online curriculum support tool with an experienced and innovative digital learning partner to replace its existing contract. ECC is keen to continue with this methodology of delivering this Service to our schools.
   2. Essex County Council operates one of the largest Music Hubs in the UK through a grant from ACE and has undergone significant transformational change to further enhance customer focus, service and delivery in line with the Ace 10 year strategy.
   3. Essex Music Education Hub has developed a strong portfolio of both local and national partnership organisations to support the work of the Music Hub across the county, and ECC are looking to continue to work with an experienced and innovative digital learning partner.
   4. As a geographically large county, a strong online music resource offer is essential in helping the service engage and support all schools in their music provision.
   5. This digital offering will help compliment the other services and opportunities we offer to schools, such as instrumental learning, access to high quality singing, instrumental hire and is a tangible way of offering virtual support to teachers and pupils when face-to-face contact is not always possible from a small core outreach team.
   6. There is a proven demand for digital learning resources within Essex schools and other settings with 73% of settings within the county holding a licence for a musical digital learning package through Essex Music Education Hub and 61% of settings in Essex actively using the service.
   7. Essex Music Education Hub will not require the successful bidder to interact with any other interfaces or contracted providers, however, there maybe introduction to other partners who are developing or provide work within Essex, that may benefit the on-going provision of this contract holder.
   8. The digital learning platform has been provided to schools since 2016 and no major changes to the requirement are envisaged With the publication of the Model Music Curriculum in 2021 and a New National Plan for Music Education expected, ECC expects that more schools will want to subscribe to a digital learning platform, but due to high engagement figures already, we do not expect substantive change in this area.
   9. The digital learning platform should provide the tools for 420 specialist and non-specialist teachers to deliver a high-quality music curriculum, allowing them to focus their time on quality delivery and musical progression for their pupils.
3. **Scope**
   1. The successful bidder will be required to provide a digital-based learning environment which contains a breadth and depth of resources to support the delivery of music to all key-stages, but with particular detailed content to support EYFS, Key-stage 1 and Key-stage 2 teachers where there are a greater number of non-specialist teachers delivering music curriculum lessons. We also expect there to be resource to support the various SEND settings across the county and support transition of young people between primary and secondary settings.
   2. All users (both teachers/tutors and pupils) will need individual logins which can easily be reset and to which content can be saved. The managers of Essex Music Education Hub also require administrative access.
   3. Licences will be required for 420 settings across Essex. Should further demand for this prove necessary in the future ECC would expect to be able to purchase additional licences at a pro rata rate.
   4. There will be a need and expectation for the successful bidder to provide an on-going CPD programme for schools to benefit from, to enable generalist teachers to fully understand how to best use the resources that are on offer.
   5. This digital learning requirement will require two separate elements of work to be provided for:
   * A resource for the whole delivery of the Music Curriculum and support materials for instrumental teachers
   * A resource for students to use to explore multi-track and sequencing techniques and creativity using music technology.
   1. As well as supporting teachers to deliver high quality music lessons within school, there is also an expectation that the resource offered will engage with all young people and provide an interactive music-focused digital learning resource that is accessible for the student user.
   2. The digital resources produced need to be accessible on all platforms (Windows/Apple/Linux) and should not require any installation or additional equipment to be purchased by the end users. It is expected that all resources will work through a standard browser, with the expectation that the browser is kept up to date by the end user.
   3. The digital resource should have on-going refresh adapting to any identified needs, or changes in requirements. Should there be an increase in engagement and the need for more licenses that is covered in this contract, these will be paid in addition per year on a pro-rata basis.
   4. Provision will be made for the successful bidder to be able to import user profiles from the incumbent solution. The method for this will be discussed during the implementation phase.
   5. It is expected that this will be a 36-month contract with the option of a further year extension.
   6. The preferred bidder must be able to provide the entire requirement, variations and/or options are not allowed. Bids maybe submitted by a consortium (legal entity) or through sub-contracting.
   7. Sub-Contracting – Bidders may sub-contract elements of the services, hoECCver they must ensure that they provide such detail in the relevant section(s) of the tender. If a bidder wishes to use a sub-contractor following award of contract, then they will need approval from the Authority before proceeding.
4. **Key Dates**
   1. Commencement date: 01/09/2021.
   2. Completion date: 31/08/2024
   3. Duration: 36 months
   4. Required delivery dates/milestones.
      1. Week commencing 26/07/21, set-up begins
      2. 01/09/21 Launch to schools ready for the start of term
      3. End of October 2021, review of engagement trends: user numbers and last log on date, popular resources, areas not being just, CPD engagement.
      4. Report delivered monthly via email detailing engagement data and CPD both planned and delivered.
      5. Termly review meeting for the duration of the contract: engagement trends and popular resources; CPD engagement and need; How provider is adapting to meet trends in music education and needs identified by Essex Music Education Hub.

1. **[Statement of Technical Requirements](#SOR)**
   1. There are two main requirements of this tender which for this section, will be broken into two sections – however there are functional requirements that each element has in common which are:
   2. **Common functional requirements:**

**Musts:**

* + 1. All resources and content produced to fulfil this tender must be accessible to the end user through a standard internet browser, requiring no additional installation.
    2. All content within each resource (including audio tracks, video and interactive content) must be able to be streamed live to the end user.
    3. All content (including audio tracks and teaching activities/resources) must feature downloadable content which allows all activities to be delivered where there is no internet connection.
    4. All supportive and planning documentation for teachers should be downloadable in an editable format for school use.
    5. It is required that end users will be able to produce their own schemes of work within the framework of the resource that is available – and then save their schemes of work, lesson plans and activities within their accounts as teachers, and save their work and ideas as a student user.
    6. It is required that all teaching content hosted should be suitable for display and use on an interactive whiteboard.
    7. It is required that all content will be carefully vetted and checked (for suitability of audio and visual content for children; and relevance and quality of the resources with regards to the current music curriculum requirements and model music curriculum), with continued updating and maintenance carried out.
    8. All users must be granted 24hour access to the resource with minimum loss of access due to maintenance. Uptime should be a minimum of 98%.
    9. Any maintenance must be carried out outside of the hours of 9am – 5pm to ensure no interruption to the service to teachers within teaching time.
    10. Provision must be made for Essex Music Service managers to log into the digital platforms and access user data, see the resources on offer and check any updates made to the resource. The account for Essex Music Services managers will need to allow for administration viewing so that all the accounts and data are visible.
    11. All users and resources will need to be tracked by analytics to ensure detailed reporting – for more information regarding this see the analytics and reporting section below.
    12. ECC requires a support service to also be put into place to be contactable by phone and email between the hours of 9am – 5pm should there be any issues with schools, teachers or young people accessing any part of the resource. It would be the expectation that the preferred bidder would resolve all such issues.
    13. It is required that all the content of the resource will be licensed by the winner of this tender and that all publishing royalties are paid as part of the contracted fee. There should be no fee for performing most of the content within the resource within school shows and live performances. An exception would be if there are additional self-contained resources (e.g. Christmas shows) which may require a one-off performance fee.
    14. All elements must provide reasonable adjustments in order to pay due regard to the Equality Act 2010.

**Should:**

* + 1. All elements of the resource produced to fulfil this tender should be accessible through the portal of the Essex Music Education Hub website.
    2. It should support access via tablet and mobile phone technology and access should be given to a library of backing tracks as a minimum requirement.
    3. Student access interfaces should support access via tablet and mobile phone technology, including google chrome books to support out of school access.
  1. **The two main elements to this tender are:**

1. **Primary teacher, music hub tutor and student resource (including both curriculum and Whole Class Instrumental learning resources and quality singing resources.)**
2. **A Student sequencing package**

Below is a breakdown of the non-functional requirements for each of the above named elements:

**Non-functional requirements for the primary teacher, music hub tutor and student resource:**

***Scheme***

* + 1. The resource should include a comprehensive, digital scheme-of-work which can be utilised to deliver the music element of the current national curriculum and model music curriculum by generalist and specialist primary teachers.
    2. This scheme will include one year’s worth of week-by-week lessons, complete planning and activities and extension materials.
    3. Schemes of work will be in 6-week blocks and should be progressive and build on skills developed throughout the year. They should include:
       1. A range of warm up games and activities that progress throughout the scheme.
       2. A range of singing activities with backing tracks provided, both with the full song and an accompaniment track provided.
       3. A range of listening materials specific to the scheme which broadens the listening work taking place in school and is supplied with questions and answers to support generalist teachers.
       4. A range of listening materials which cover a broad range of styles and genres, including classical, popular, folk and music from non-western cultures and minority groups (BAME, female composers)
       5. Short activities which explore the core elements of music.
       6. Activities that support generalist teachers to teach written music notation, in line with the guidance in the model music curriculum.
       7. The opportunity to play a musical instrument as a class group, along to a backing track. This would need to be supported by a range of backing tracks (different speed tracks, and some as accompaniment and some as full versions) and visual support to assist the learning in the classroom.
       8. The opportunity to explore high-quality recorded performances with guidance material that gives context to the recording, including: instruments used; context of performance; common conventions of performance and visual elements of the performance.
       9. Supporting materials to allow non-specialist teachers to deliver instrument lessons to absolute beginners in common classroom instruments (ukulele, recorder, glockenspiel, keyboard.)
       10. Opportunities for creative activity to be expanded beyond the scope of the session, for example a progressive composition task over a few weeks or links to other curriculum areas.
    4. The planning notes should detail clearly how the resources meet specific elements of the national curriculum for music.
    5. The main scheme will be differentiated by year groups (Year 1-Year 6).
    6. Additional material should be available for EYFS. This should include singing, listening and playing opportunities.
    7. These materials should reference Development Matters and Musical Development Matters.
    8. Additional material should be available for SEND young people
       1. This material should include guidance on how to adapt activities for specific learning needs
       2. This material should contain downloadable progress information that includes small steps to progression suitable for learners with varying needs in the same setting
    9. The resource should be available and for daily use across up to 420 schools, and for approximately 4000 schoolteachers.

***Topics***

* + 1. The resource will offer thematic-focused content to support music lessons and cross-curricular learning.
    2. This content should be searchable by common topics and keywords.
    3. These could include videos, audio clips, animations, games, puzzles and more.
    4. These could also include creative musical activities from a topic stimulus or creative activities from a musical stimulus.
    5. Topics should be based on familiar primary themes, for example travel, rainforests, and animals.
    6. The topics may also include more general music listening resources, for example based on classical periods or genres.

***Instrumental learning***

* + 1. The resource should also support both classroom teachers and music service tutors by providing digital resources which support whole-class instrumental learning.
    2. These should include individual resources, but also progressive schemes of work to support whole-class instrumental lessons for a whole year.
    3. Instruments should include: violin; mixed strings; trumpet; mixed brass; clarinet; saxophone; classroom percussion; Djembe; flute; glockenspiel; keyboard; ukulele; and guitar.
    4. Instruments should also include commonly found instruments adapted for education use: pTrumpet; pBone; TooT; DooD; clarineo; j-sax; c clarinet.
    5. The resources should include backing tracks and downloaded/printable music notation scores which are able to be transposed into the correct key.
    6. Guidance should be included for non-specialist class teachers to be able to teach and support absolute beginners. This could include support notes, good practise videos and notes to understand common errors.

***Students online learning***

* + 1. There should be additional resources and scheme of works which can be accessible for students so that they can continue their learning at home.
    2. These resources can be instrument-specific but also contain more general music resources.
    3. Ideally teachers will be able to share specific resources with students through the online learning environment so that resources being used in the classroom are also accessible to students at home.
    4. Teachers should also be able to track whether students have logged on and completed the activities that they sent to an individual or class of students.

***Quality Singing Resources***

* + 1. The resource produced should contain a range of singing resources, each with the words for projection and a range of backing tracks (with singing, and purely as accompaniment) available.
    2. To support rehearsing within schools, it is expected that the song structure will be broken up and backing tracks available to support each different section of the song.
    3. It is expected that as well as songs, there will be content to develop good singing technique within school, with short activities available which support the generalist teacher ensure that healthy singing, as well as good quality singing is taking place within their school.
    4. It is expected that within the song library, there will be a wide range of resources from folk songs, songs from musicals, contemporary songs, world music songs, and a wide range of styles also included.
    5. All singing material should be safe and suitable for developing voices
    6. Guidance notes should be included to make content changes clear to non-specialists e.g. the change of key from an original song that the children have heard to the version they are singing.
  1. **Functional requirements for the sequencing package**
     1. It is expected that each school can register their individual students to have an account setup which will provide both access, and a place to save and store individual students work.
     2. Each account will provide access to a software package that will allow students to explore their creativity through the use of a sequencing package.
     3. The sequencing package must:
        1. Allow for a combination of tracks to be sequenced together, with a minimum of 16 tracks
        2. Be enabled to record live audio into the sequencing package
        3. Be enabled to receive MIDI input into the sequencing package
        4. Allow students to input live vocals and instruments
        5. Connect to and support a variety of digital interfaces provided from common manufactures such as Casio, Roland and Yamaha.
        6. Be provided with a library of audio samples and loops for students to use within their work (such as drum loops and bass samples). These should have a high definition of sound quality.
        7. Enable students to edit their own work through a piano or score editor
        8. Have basic editing functions such as quantisation, tempo flexibility and colour coding of tracks
        9. Have basic music technology editorial functionality, including basic effects processing adding:
        10. Reverb, Flange, Wah-wah, Delay, Phase, Compression, Distortion
        11. Basic mixing tools:
        12. EQ, Panning, Gain controls
        13. Basic bouncing tools – enabling students work to be exported as an audio file to play on a Hi-fi or similar.
     4. To support generalist teachers and specialists who have limited experience of using music technology, the sequencing package will need to be backed up by tutorial guides, ideally as video files, which explain how to use different elements of music technology to achieve certain stylistic effects.
     5. Live training available to guide teachers through the resource.
     6. An online ‘help’ section should be provided as a resource for students and teachers to explore to resolve any issues they have or answer any basic questions that may arising.
  2. **The next section will now apply to every element mentioned above, and to this tender in its entirety:**

**Analytics and reporting:**

* + 1. The preferred bidder will be responsible for creating, maintaining and developing systems to capture, process statistical and analytical data.
    2. This data will be used for strategic and planning purposes and will also be essential in annual data returns to Arts Council England.
    3. This data should include as a minimum:
* Names of schools using resources.
* Number of teachers using resources.
* Number of young people using resources.
* Hours of usage.
* Identifying popularity/usage of particular resources.
* Indication of inactive teachers and schools.
* Information about the last login data of individual users.
  + 1. Music Service admins should have access to all of this data, but the winning bidder will be responsible for analysing this data in detail to present a report of activity to the music services officer.
    2. A brief monthly report will be expected, with a more detailed report due annually.

**Training requirements:**

* + 1. It is expected that part of the package offered by the preferred bidder will include a training package offer for schools to train school teaching staff on how to best use the online teachers resource and students digital package offered.
    2. The training will need to be delivered by a music specialist who has detailed understanding of the music curriculum for key-stages 1 – 5, has a proven record of delivering high quality training events and has their own teaching experience to relate to.
    3. Most training sessions will take place after a normal teaching day, starting at 3:45pm and finishing around 5 – 5:30pm. It is expected that the trainers identified by the preferred bidder will consistently have staff available at this time of day to deliver the training as required.
    4. It is expected that the preferred bidder will include a training package within their winning bid which will fund one training session to take place each week within a school setting across the county’s schools.
    5. There will be additional training requirements that the preferred bidder will be expected to deliver including sessions within the annual county music teachers conference, tutor training events and potential sessions within school training days. These requests will be given with plenty of notice to ensure that each event will be fully staffed.
    6. All trainers who deliver the training sessions will be directly employed by the preferred bidder, or be self-employed. It is expected that each trainer will carry an up-to-date DBS certificate to all training events and that they will manage the booking and organisation of each training session themselves.
    7. All school cluster and online sessions will be delivered free of charge as part of the agreement between Essex County Council and the preferred bidder. For individual bespoke school training requests, a direct charge to the particular school from the tender holder is permissible.
    8. It is expected that all training events will be widely advertised to encourage additional schools to engage with the training event that is being locally delivered. This advertising should be undertaken by the preferred bidder.
    9. Training sessions will be discussed termly with the designated Music Hub officer to allow sessions to be designed and utilised in a way that aligns with the current needs of schools and with the wider strategic aims of the Music Hub. This will include identifying whether sessions are best delivered online or in person.
    10. If for any reason, a booked trainer is unable to attend and deliver a training session, all efforts must be undertaken to source an alternative trainer to deliver the session. It is expected that a high level of communication will be maintained with both the host school and the music services should such circumstances arise, until the matter is resolved.
    11. It is expected that for each training session, accurate registers will be maintained of teachers who have attended as well as detailed feedback of the session delivered. This data and information will form the basis of reporting to Essex Music Services on the progress and engagement of the resource that is on offer to teachers.
  1. IS Information Handling and Security
     1. Bidders will be required to complete the Data Protection Compliance questionnaire as provided in the tender.
     2. Bidders will be required to adhere to the Data Protection Act (DPA) 2018 and General data Protection Regulations.
     3. The preferred bidder may be required to provide evidence of its security policy / policies following award of contract.
  2. Business Continuity - Preferred bidders will be required to provide a copy of their high level business continuity plan that covers the services they are providing.
  3. All on-line facilities used to deliver these services to the Authority and end users shall be compliant with Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

1. **Authority’s policies**
   1. Council’s Information Policy Requirements - <http://www.essex.gov.uk/Business-Partners/Supplying-Council/Documents/ECC_information_policy_requirements_for_contractors.pdf>.
2. **Insurance and warranties** 
   1. Employer’s (Compulsory) liability insurance - £5 million.
   2. Public liability insurance - £10 million.
   3. Professional indemnity insurance - £5 million.
3. **E-Procurement Requirements**
   1. Overview
      1. Essex County Council has implemented a fully automated Purchase to Pay system. Purchase to Pay enables the full purchasing and payment process to be carried out on-line, from order creation and authorisation to receipting and invoice matching. It is easier, faster and more efficient than conventional purchasing processes.
      2. Marketplace is a Proactis Solution. It is a web based system used by Essex County Council to submit purchase orders electronically and receive and process e-invoices and e-credits.
      3. The Marketplace supplier interface is both simple and secure. All the successful bidders will need to access Marketplace using an Internet browser. Marketplace supports the latest release of web browser technologies, for example, Internet Explorer, Firefox, Safari etc.
   2. Electronic Ordering
      1. A record on Marketplace will be created for the successful bidder and a user ID and password will be issued via e-mail.
      2. The user ID and password will allow the successful bidder to:

* View their purchase orders online
* Update their status
* Notify delivery
* Submit and monitor the status of electronic invoices and credits, once they have been submitted.
  + 1. Purchase orders will be sent electronically to the successful bidder’s central e-mail address
  1. Emailed Purchase Orders
     1. Orders will be sent electronically, via Marketplace, to the successful bidder’s preferred central e-mail address from the contract start date. To ensure continuity of service, the successful bidder will be responsible for ensuring that orders are processed quickly and efficiently. It is therefore not advisable to provide individual e-mail addresses unless appropriate access is available, to ensure that orders are still processed if the main contact is unavailable. There is no transaction charge for e-mail orders which are sent to a preferred central e-mail address, via Marketplace.
  2. Electronic Invoicing
     1. The successful bidder will be expected to submit electronic invoices and credit notes via Marketplace by utilising the PO Flip method from the contract start date. On approval of the electronic invoice an automatic payment will be made via BACS, direct to the successful bidder’s bank account, in line with Essex County Council’s contracted payment terms. In addition to the above, the successful bidder will be able to view the status of their invoices, via the Marketplace system.
  3. Purchase Order Flip (PO Flip)
     1. The successful bidder will be able to gain access to the Marketplace system via a web browser, to view their Purchase Orders and turn any outstanding Purchase Orders into electronic invoices, by choosing the PO Flip method. There is no charge for this method.
     2. Further information about all of the above can be found on ECC’s website: <http://www.essex.gov.uk/Business-Partners/Supplying-Council/Pages/IDeA-Marketplace.aspx>
  4. Please be aware, the successful bidder will also be registered onto ECC’s Finance system, Oracle. They will in turn receive a registration email to activate their iSupplier portal account. This account is used to:
* View the status of invoice payments
* Amend your supplier details e.g. address, contact details, bank details
* Create additional user accounts
  1. E-Procurement Terms of Trading
     1. A preferred central e-mail address, (where orders will be sent electronically via Marketplace) must be provided. It is the responsibility of the supplier/ successful bidder to ensure that they can provide a central e-mail address for orders sent electronically via Marketplace from the contract start date. The Successful Bidder/ Supplier/ Contractor will be asked to submit this e-mail address. It is also the supplier’s/ successful bidder’s responsibility to ensure that continuity of service is maintained at all times and that orders are processed promptly.
     2. All invoices and credit notes must be submitted electronically by the supplier/ successful bidder to Essex County Council and as a minimum must be raised using the PO Flip method via Marketplace from the contract start date.
     3. Goods/Services should only be provided/carried out on receipt of an Official Purchase Order which has been issued via Marketplace by the Authority.
     4. The Successful Bidder assumes full responsibility for ensuring that programs or other data downloaded uploaded or in any way transmitted electronically to the Authority are free from viruses, or any other items of a destructive nature whatsoever. The Authority makes every effort to virus check information made available for download from Marketplace. The Authority cannot accept any responsibility for any loss, disruption or damage to your data or your computer system which may occur whilst using material derived from Marketplace. The Authority recommends that users recheck all downloaded material with their own virus check software.

1. **Agreement term**
   1. The Agreement term for this agreement with be 3 years [with an option to extend for a period of 12 months]. The decision to extend the Agreement with is at the sole discretion of Essex County Council.
   2. With appropriate notice the Authority may terminate the Agreement on any of the following Authority Break Point Dates:
      1. In the event of National Plan for Music funding to cease. In this instance there will be a winding down process in place and this will be communicated to all partners.
      2. In the event of a severe security breach or the inability to provide the contracted service for a period of more than 7 consecutive days.
2. **Payment** 
   1. The Authority will pay any invoice issued by the Supplier within 30 days of receipt of a valid invoice following the delivery of the Good(s) and/or service(s). On the thirtieth day the payment will leave the account of the Authority
   2. The rates/prices stated on the invoice must be those specified under this Agreement.
3. **Commercial Response**
   1. The Tenderer is to complete the commercial response detailed within the E-sourcing portal