



**Oversight and Governance**

Chief Executive's Department

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## Delegated Decisions

### Delegated Executive/Officer Decisions

Delegated Executive and Officer decisions that are published are available at the following link - <https://tinyurl.com/ms6umor>

Cabinet decisions subject to call-in are published at the following link - <http://tinyurl.com/yddrql6>

Notice of call-in for non-urgent decisions must be given to the Democratic Support Unit by 4.30 pm on Thursday 7 July 2022. Please note – urgent decisions and non-key Council Officer decisions cannot be called in. Copies of the decisions together with background reports are available for viewing as follows:

- on the Council's Intranet Site at <https://modgov/mgDelegatedDecisions.aspx>
- on the Council's website at <https://tinyurl.com/jhnax4e>

The decision detailed below may be implemented on Friday 8 July 2022 if it is not called-in.

## **Delegated Decisions**

### **I. Council Officer Decision - Ming Zhang, Service Director for Education, Participation and Skills:**

- I.1. Award of Contracts for Plymouth Adult Education in academic years 2022/23 to 2026/27 **(Pages 1 - 40)**

# EXECUTIVE DECISION

made by a Council Officer



## REPORT OF ACTION TAKEN UNDER DELEGATED AUTHORITY BY AN INDIVIDUAL COUNCIL OFFICER


Executive Decision Reference Number – COD09 22/23

Decision			
1	<p><b>Title of decision:</b> Award of Contracts for Plymouth Adult Education in academic years 2022/23 to 2026/27</p>		
2	<p><b>Decision maker (Council Officer name and job title):</b> Ming Zhang – Service Director, Education, Participation and Skills</p>		
3	<p><b>Report author and contact details:</b> John Bale Post-16 Lead, Skills and Post-16 Team Tel: 01752 307328 email: john.bale@plymouth.gov.uk</p>		
4a	<p><b>Decision to be taken:</b></p> <p>Approval of contract award following outcomes from procurement exercise to replace the current 3 contracts which expire in July 2022. The services to be re-procured are:</p> <ol style="list-style-type: none"> <li>16-19 Learning Programmes: Full-time study programmes for young people at risk of disengagement; and short re-engagement programmes for young people not in education or training (NEET)</li> <li>Adult Education Programmes: Supporting Vulnerable Groups engage in learning and develop employability skills</li> <li>Adult Education Programmes: Promoting and supporting engagement and progression in key sectors.</li> </ol>		
4b	<p><b>Reference number of original executive decision or date of original committee meeting where delegation was made:</b> Cabinet approved delegated decision 21st January 2022</p>		
5	<p><b>Reasons for decision:</b> ESFA funding for adult and youth learning is delivered through a mix of internal (OCSW) and external delivery. Current contracts for external delivery end on 31<sup>st</sup> July 2022. A procurement exercise has been completed to secure provision from 1<sup>st</sup> August 2022 to 31<sup>st</sup> July 2027.</p>		
6	<p><b>Alternative options considered and rejected:</b></p> <table border="1"> <tr> <td><b>Do Nothing Option</b></td> <td>The 'Do Nothing' option would mean that we would not meet the ESFA target and we would lose £1.7m per year from the city to invest in much needed skills investment for the most vulnerable and disadvantaged</td> </tr> </table>	<b>Do Nothing Option</b>	The 'Do Nothing' option would mean that we would not meet the ESFA target and we would lose £1.7m per year from the city to invest in much needed skills investment for the most vulnerable and disadvantaged
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	residents of the city.
<b>List Benefits:</b>	<ul style="list-style-type: none"> <li>No procurement exercise required</li> </ul>
<b>List Risk / Issues:</b>	<ul style="list-style-type: none"> <li>No valid contracts in place for subcontracted provision</li> <li>Potential to lose £1.7m investment in skills from the city, at a time when we most need it. The city is still recovering from the pandemic and whilst the job market is buoyant, there is significant evidence which demonstrates that the gap has widened for those furthest away from the labour market</li> <li>Reputational risks</li> <li>The city would not be able to meet goals and aspirations laid out in local and regional strategic plans</li> </ul>
<b>Cost:</b>	£0 to PCC (fully grant funded)
<b>Why did you discount this option</b>	This is not a valid option and the risks are too high
<b>Do Minimum Option</b>	All of the AeB budget could be provided through OCSW
<b>List Benefits:</b>	<ul style="list-style-type: none"> <li>Grow OCSW provision</li> <li>No procurement exercise required</li> </ul>
<b>List Risk / Issues:</b>	<ul style="list-style-type: none"> <li>We do not have the in-house expertise to deliver all requirements</li> <li>Extensive investment would be required in terms of estate, infrastructure etc.</li> <li>We would be unlikely to achieve a minimum of good or above with Ofsted</li> <li>OCSW do not have the capacity to take on this work, and would need additional resources to support the redesign of the service and recruitment of higher positions – in essence doubling the current staff structure</li> </ul>
<b>Cost:</b>	£0 to PCC (fully grant funded)
<b>Why did you discount this option</b>	This option has been discounted as we do not have the in-house capability to meet all of the objectives of the ESFA funding or the strategic skills intent for the city.
<b>Viable Alternative Option</b>	Subcontract all of the provision
<b>List Benefits:</b>	<ul style="list-style-type: none"> <li>Reduction of team with EPS</li> </ul>
<b>List Risk / Issues:</b>	<ul style="list-style-type: none"> <li>Resources and capacity within the team to achieve re-procurement both within EPS and the Strategic Commissioning department</li> <li>Procurement timelines (which has only a 2 weeks built into the contingency programme)</li> <li>Ability to deliver and manage the subcontracted provision</li> <li>Significant redundancy liability within PCC for OCSW (circa 40 full time / part time staff) or TUPE position.</li> </ul>
<b>Cost:</b>	£0 (fully grant funded) or part of every ones role
<b>Why did you discount this option</b>	This option has been discounted as it does not align with the strategic approach for skills and the risks are too high.

7	<p><b>Financial implications and risks:</b></p> <p>Fully grant funded from Education and Skills Funding Agency (ESFA) and all income must be spent on resources in support of this contract</p>																
8	<table border="1"> <thead> <tr> <th data-bbox="225 286 758 376">Is the decision a Key Decision? (please contact <a href="#">Democratic Support</a> for further advice)</th> <th data-bbox="758 286 853 376">Yes</th> <th data-bbox="853 286 1005 376">No</th> <th data-bbox="1005 286 1495 376">Per the Constitution, a key decision is one which:</th> </tr> </thead> <tbody> <tr> <td data-bbox="225 376 758 544"></td> <td data-bbox="758 376 853 544"></td> <td data-bbox="853 376 1005 544">x</td> <td data-bbox="1005 376 1495 544">in the case of <b>capital</b> projects and contract awards, results in a new commitment to spend and/or save in excess of <b>£3million</b> in total</td> </tr> <tr> <td data-bbox="225 544 758 734">x</td> <td data-bbox="758 544 853 734"></td> <td data-bbox="853 544 1005 734"></td> <td data-bbox="1005 544 1495 734">in the case of <b>revenue</b> projects when the decision involves entering into new commitments and/or making new savings in excess of <b>£1million</b></td> </tr> <tr> <td data-bbox="225 734 758 875"></td> <td data-bbox="758 734 853 875"></td> <td data-bbox="853 734 1005 875">x</td> <td data-bbox="1005 734 1495 875">is <b>significant</b> in terms of its effect on communities living or working in an area comprising <b>two or more</b> wards in the area of the local authority.</td> </tr> </tbody> </table>	Is the decision a Key Decision? (please contact <a href="#">Democratic Support</a> for further advice)	Yes	No	Per the Constitution, a key decision is one which:			x	in the case of <b>capital</b> projects and contract awards, results in a new commitment to spend and/or save in excess of <b>£3million</b> in total	x			in the case of <b>revenue</b> projects when the decision involves entering into new commitments and/or making new savings in excess of <b>£1million</b>			x	is <b>significant</b> in terms of its effect on communities living or working in an area comprising <b>two or more</b> wards in the area of the local authority.
Is the decision a Key Decision? (please contact <a href="#">Democratic Support</a> for further advice)	Yes	No	Per the Constitution, a key decision is one which:														
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		x	is <b>significant</b> in terms of its effect on communities living or working in an area comprising <b>two or more</b> wards in the area of the local authority.														
8b	<p>If yes, date of publication of the notice in the <a href="#">Forward Plan of Key Decisions</a></p>	21 <sup>st</sup> January 2022															
9	<p>Please specify how this decision is linked to the Council's corporate plan/Plymouth Plan and/or the policy framework and/or the revenue/capital budget:</p>	<p>The project supports the delivery of the Plymouth Plan in two of the three strategic objectives, Healthy City and Growing City:</p> <p>Policy HEA2 Delivering the best outcomes for children, young people and families – the provision of adult learning provides young people and parents with the skills to improve their wellbeing. This includes STEM skills and activities as well as ensuring that parents are supported in gaining better qualifications, sustainable employment and have access to support for mental health and wellbeing which will improve learning outcomes for their children.</p> <p>Policy GRO2 Delivering skills and talent development – the provision of adult learning contributes to high quality lifelong learning. It will develop, attract and retain a highly skilled and adaptable workforce and help people to prepare for and progress in work. It achieves this through the provision of core skills, STEM and support.</p>															
10	<p>Please specify any direct environmental implications of the decision (carbon impact)</p>	N/A															
<b>Urgent decisions</b>																	
11	<p>Is the decision urgent and to be implemented immediately in the</p>			<p>(If yes, please contact <a href="#">Democratic Support</a> for advice)</p>													

	interests of the Council or the public?	No		(If no, go to section 13a)
I2a	Reason for urgency:			
I2b	Scrutiny Chair signature:		Date	
	Scrutiny Committee name:			
	Print Name:			
<b>Consultation</b>				
I3a	Are any other Cabinet members' portfolios affected by the decision?			
		No		(If no go to section 14)
I3b	Which other Cabinet member's portfolio is affected by the decision?			
I3c	Date Cabinet member consulted			
I4	Has any Cabinet member declared a conflict of interest in relation to the decision?			If yes, please discuss with the Monitoring Officer
		No		
I5	Which Corporate Management Team member has been consulted?	Name	Sharon Muldoon	
		Job title	Director of Children's Services	
		Date consulted	30 June 2022	
<b>Sign-off</b>				
I6	Sign off codes from the relevant departments consulted:	Democratic Support (mandatory)	DS17 22/23	
		Finance (mandatory)	BA22.23.58	
		Legal (mandatory)	MS/38849	
		Human Resources (if applicable)	N/A	
		Corporate property (if applicable)	N/A	
		Procurement (if applicable)	HG/PS/638/ED/0622	
<b>Appendices</b>				
I7	Ref.	Title of appendix		
	A	Briefing report for publication		

	B	Equalities Impact Assessment (where required)							
<b>Confidential/exempt information</b>									
<b>18a</b>	<b>Do you need to include any confidential/exempt information?</b>	<b>Yes</b>		If yes, prepare a second, confidential ('Part II') briefing report and indicate why it is not for publication by virtue of Part I of Schedule 12A of the Local Government Act 1972 by ticking the relevant box in <b>18b</b> below.					
			<b>Exemption Paragraph Number</b>						
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>18b</b>	<b>Confidential/exempt briefing report title:</b>  Procurement Gateway 3 - Contract Award Report - Part 2 Award of Contracts for Plymouth Adult Education 2022-2027			X					
<b>Background Papers</b>									
<b>19</b>	Please list all unpublished, background papers relevant to the decision in the table below.  Background papers are <u>unpublished</u> works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based. If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part I of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.								
<b>Title of background paper(s)</b>			<b>Exemption Paragraph Number</b>						
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>Council Officer Signature</b>									
<b>20</b>	I agree the decision and confirm that it is not contrary to the Council's policy and budget framework, Corporate Plan or Budget. In taking this decision I have given due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not. For further details please see the EIA attached.								
<b>Signature</b>				<b>Date of decision</b>	30-06-22				
<b>Print Name</b>	Ming Zhang								

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**BRIEFING PAPER –****Award of Contracts for Plymouth Adult Education 2022/23 to 2026/27****TABLE OF CONTENTS**

- **BACKGROUND**
- **FINANCIAL IMPACT**
- **PROCUREMENT**
- **EVALUATION CRITERIA**
- **RECOMMENDATIONS**

**BACKGROUND**

PCC receives an annual allocation circa £1,700,000 from Education and Skills Funding Agency (ESFA). This delivers a contract for a range of adult education courses and supports a learning programmes for 16-19 year-old students predominantly at risk of dis-engagement.

- The adult education courses are delivered through internal provision via On Course South West (OCSW) and through external training providers, currently ODILS, Shekinah Mission, Trevi House, Mount Batten Centre, LiveWest and Greenlight Training.
- The 16-19 year-old provision is sub-contracted, currently to YMCA Plymouth.

The current contract period ends on 31<sup>st</sup> July 2022. The external provision has been re-tendered with a planned delivery start date from 1<sup>st</sup> August 2022. The contracted period will cover a five year period, with contracts awarded for the first three years and options to extend year on year up to the 5 year period.

**FINANCIAL IMPACT**

There is no financial impact on PCC as the internal and external provision is 100% grant funded from the Plymouth AEB. There are numerous non-financial benefits which arise from the external commissioning of services from education suppliers, by involving more organisations in the delivery of adult and community learning and upskilling people across the city. It also aligns adult and community learning with city priorities, meets local needs and the needs of vulnerable groups.

A management fee of 20% of the budget from ESFA is retained for funding posts and overhead costs within the Skills and Post-16 team. This value is £340,000 per year.

## PROCUREMENT

The procurement process has been managed by the Head of Skills and Post-16, supported by Strategic Co-operative Commissioning.

The procurement process split the tender into the following Lots:

Lot	Title	Value 2022/23 to 2026/27
<b>Provision targeted at vulnerable groups</b>		
Lot 1	Learners with Different Native Languages, Refugees, Displaced People	£1,340,000
Lot 2	Homeless, Substance Dependents	£360,000
Lot 3	Victims of Abuse	£100,000
<b>Provision targeted at key economic sectors</b>		
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine	£470,000
Lot 5	Health, Care, Education and Early Years	£180,000
<b>Provision targeted at young people</b>		
Lot 6	Education Programmes for Young People (16-19)	£1,000,000

Eight tenders were submitted on time from seven organisations, there were no tenders for Lot-4 Construction & built environment, engineering, logistics, business start-up, manufacturing / marine.

Seven organisations submitted tenders on time, with one tendering in two Lots, as follows:

Lot	Title	Tenders Received
<b>Provision targeted at vulnerable groups</b>		
Lot 1	Learners with Different Native Languages, Refugees, Displaced People	2
Lot 2	Homeless, Substance Dependents	1
Lot 3	Victims of Abuse	1
<b>Provision targeted at key economic sectors</b>		
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine	0
Lot 5	Health, Care, Education and Early Years	1
<b>Provision targeted at young people</b>		
Lot 6	Education Programmes for Young People (16-19)	3

## EVALUATION CRITERIA

### Suitability Assessment

The following criteria was used to evaluate the Suitability Assessment (SA) submissions. The ITT documents advised that in the event of the Supplier being awarded a 'fail' on any of the questions then the remainder of their Suitability Assessment would not be evaluated and they would be eliminated from the process.

Section	Title	Type of Question	Evaluation
1	Tenderer information and Bidding model	Information only	Not evaluated and scored
2	Grounds for Mandatory Exclusion	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
3	Grounds for Discretionary Exclusion	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
4	Economic and Financial Standing	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
5	Parent Company Details	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
6	Technical & Professional Ability	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
7	Modern Slavery Act Requirements	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8	Additional Questions:		
8.1	Insurances	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their

			submission will not be evaluated and they will be eliminated from the process.
8.2	Health & Safety	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.3	Equality and Diversity	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.5	Quality Management	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.6	Business Capability	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.7	Safeguarding	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.8	Data Protection	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.

## Tender Evaluation Criteria

Tenders were evaluated using the following scoring frameworks:

Adult Education Budget Tenders – Lots 1 To 5

Weighting %	Evaluation Criteria	Breakdown of criteria
<b>COMMERCIAL RESPONSE</b>		
0%	Price	Tenderers are required to complete a full cost recovery spreadsheet. Tenderers will be disqualified if their costings are considered to be unsustainable/unviable
<b>TECHNICAL RESPONSE – METHOD STATEMENTS</b>		
5%	Introduction & Purpose	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Has an understanding of the purpose of the service and how this addresses social disadvantage</li> <li>• Understands the key national and local authority policies and regulations, how they will apply, and the role the provider will have in delivering them</li> <li>• Understands the principles under-pinning the AEB funding and how this contributes to local strategies and priorities</li> <li>• Understands the local skills landscape and growth sectors</li> </ul>
30%	Service Description	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Has an appropriate strategy, capacity &amp; resource for raising awareness, marketing and promotion of the service offer ensure recruitment of learners against contracted targets throughout the year</li> <li>• Has appropriate strategies / approaches to targeting the communities of need identified by the specification</li> <li>• Identifies and meets the needs of the learners and local area(s) in which delivery takes place.</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifies and takes account of current employment market and local skills needs.</li> <li>• Provides a range of delivery options to meet learner preferences, eg day / evening / weekend provision</li> <li>• Delivers high quality Independent Advice and Guidance throughout the learner journey</li> <li>• Identifies the type and range of courses –that will be offered and is clear about what the curriculum is preparing learners for:-</li> <li>• Is creative in delivering a flexible, accessible-and responsive curriculum to meet a diverse range of learners including disadvantaged learners and those with SEND or high needs</li> <li>• Develops knowledge, skills and behaviours learners need to acquire to fulfil their aspirations for learning, employment and independence</li> <li>• Matches provision to local strategies and priorities; eg Plymouth’s Social Inclusion, Community Cohesion and Asylum Seekers.</li> <li>• Ensures provision meets ESFA eligibility criteria</li> <li>• Ensures initial assessment ascertain starting point and informs the individual learning plan for each learner</li> <li>• Ensures learners individual learning needs are identified, supported and monitored</li> <li>• Understands growth sectors</li> </ul>
<b>5%</b>	<b>Networks and Links</b>	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Understands who the key local external partnership agencies are and how they will forge excellent relationships that achieve positive outcomes for learners</li> <li>• Develops links with other training providers, community leaders and employers to support engagement and progression opportunities</li> <li>• Uses a diverse range of partners and stakeholders to meet learner needs-</li> <li>• Compliments and adds value; does not duplicate other publicly funded further education and skills offers-</li> </ul>
<b>15%</b>		<p>The extent to which the answer demonstrates that the Provider:</p>

	<b>Staff and resources</b>	<ul style="list-style-type: none"> <li>• Will employ staff with the required knowledge, skills and behaviours in a range of job roles that ensure the specification will be delivered effectively:</li> <li>• Has a clear structure of accountability and staff support</li> <li>• Will provide relevant training and development to staff and volunteers to enable delivery of curriculum</li> <li>• Has adequate staff absence cover arrangements</li> <li>• Will effectively recruit volunteers and the role they will fulfil</li> <li>• Has appropriate and accessible facilities, equipment and up to date resources to support effective learning</li> <li>• Demonstrates understanding of the health and safety, safeguarding and Prevent duties required to maintain the safety of learners including awareness of local risk</li> </ul>
<b>10%</b>	<b>Service Volumes and Performance Requirements</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Will have the ability to meet recruitment targets and deliver across the volumes of provision / range offered</li> <li>• Will manage resources effectively to ensure adequate capacity to meet performance requirements and demand across the year, including periods of unexpected high demand</li> <li>• Will have the ability to meet Retention / Achievement / Attendance targets</li> <li>• Will develop, capture and monitor progression routes and destinations; demonstrating learners have been prepared for their next stage in education, training or employment</li> </ul>
<b>5%</b>	<b>Implementation</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Has created a comprehensive curriculum plan that aligns to the specification</li> <li>• Has created a comprehensive timeline / delivery plan that addresses transition process into the new academic year &amp; recruitment of learners in a timely way to curriculum plan</li> </ul>

		<ul style="list-style-type: none"> <li>• Will be able to implement the service in the timescales required</li> </ul>
<b>10%</b>	<b>Quality Requirements</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Can demonstrate that quality improvement and assurance processes are in place to meet Ofsted Education Inspection Framework, ESFA, awarding organisation and JCQ requirements</li> <li>• Implements robust quality improvement and assurance processes, including policies/procedures/self- assessment/observation of teaching and learning</li> <li>• Shows a proactive approach to improvement through analysing and evaluating findings and themes</li> <li>• Will develop an appropriate CPD programme, including PCC core themes</li> </ul>
<b>5%</b>	<b>Management Information</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Will have robust processes and controls in place to ensure eligibility of the learner</li> <li>• Will put in place robust arrangements to ensure timely submission / processing of learner enrolment, withdrawal, achievement &amp; destination &amp; progression in line with PCC schedule of dates</li> <li>• Will collect and retain evidence required to support payments from the ESFA &amp; to support PCC audit processes</li> <li>• Will accurately monitor learner progress</li> <li>• Will accurately collect, retain and disseminate evidence and feedback from learners and stakeholders to feed into PCC systems</li> </ul>



## Education Programmes For Young People (16-19) – Lot6

Weighting %	Evaluation Criteria	Breakdown of criteria
<b>COMMERCIAL RESPONSE</b>		
<b>0%</b>	<b>Price</b>	Tenderers are required to complete a full cost recovery spreadsheet. Tenderers will be disqualified if their costings are considered to be unsustainable/unviable
<b>TECHNICAL RESPONSE – METHOD STATEMENTS</b>		
<b>10%</b>	<b>Introduction &amp;- Purpose</b>	<ul style="list-style-type: none"> <li>• Has an understanding of the purpose of the service and how this addresses social disadvantage</li> <li>• Understands the key national and local authority policies and regulations, how they will apply, and the role the provider will have in delivering them</li> <li>• Understands the principles under-pinning the ESFA funding and how this contributes to local strategies and priorities</li> <li>• Is clear about delivering an accessible curriculum to meet a diverse range of learners needs</li> <li>• Is clear about what the curriculum is preparing learners for</li> </ul>
<b>15%</b>	<b>Service Description</b>	<ul style="list-style-type: none"> <li>• Has an appropriate strategy, capacity &amp; resource for raising awareness and engaging NEETs to ensure recruitment of learners against contracted targets</li> <li>• Demonstrates understanding of current and future Local Labour Market Information (LMI) and opportunities, priority and growth sectors, progression opportunities including FE and HE options</li> <li>• Demonstrates how both NEET and Full-time / Part-time provision provides sustainable routes into local jobs market including identification of prior attainment and learners supported onto next levels of study</li> <li>• Demonstrates understanding &amp; implementation of the Gatsby benchmarks for good careers guidance across the organisation</li> <li>• Demonstrates how High Needs learners are identified and supported including through the review of Education Health Care Plans and provision of Information Advice &amp; Guidance</li> <li>• Describes how approaches to NEET engagement activities will develop-knowledge, skills and behaviours learners need to acquire to fulfil their aspirations for learning, employment and independence including ICT / communication / work-related skills</li> <li>• Demonstrates effective management of the requirement for Work Experience, industry placement and non-qualification activities as part of the study programme</li> <li>• Demonstrates effective management of the requirement to study English and maths as part of the study programme</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensures learners individual learning needs are identified, supported, monitored and regularly reviewed</li> <li>• Ensures SEND, High Needs and EHCP learners are supported, monitored and regularly reviewed</li> <li>• Demonstrates understanding of the health and safety, safeguarding and Prevent duties required to maintain the safety of learners including raising awareness of local risk</li> </ul>
5%	<b>Networks and Links</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the role of strategic partners and delivery networks related to 16-19 education and training</li> <li>• Demonstrates a strong process for building relationships with support agencies</li> <li>• Uses a diverse range of partners and stakeholders to meet learner needs</li> </ul>
15%	<b>Staff and Resources</b>	<ul style="list-style-type: none"> <li>• Will employ staff with the required knowledge, skills and behaviours; in a range of job roles that ensure the specification will be delivered effectively</li> <li>• Has a clear structure of accountability and staff support</li> <li>• Will provide relevant training and development to staff and volunteers to enable delivery of curriculum</li> <li>• Has adequate staff absence cover arrangements</li> <li>• Will effectively recruit volunteers and the role they will fulfil</li> <li>• Has appropriate and accessible facilities, equipment and up to date resources to support effective learning</li> </ul>
10%	<b>Service Volumes and Performance Requirements</b>	<ul style="list-style-type: none"> <li>• Describes how management structures, including governance arrangements, for the service provides effective contract management systems and processes</li> <li>• Will have the ability to meet recruitment targets and deliver across the volumes of provision / range offered</li> <li>• Will manage resources effectively to ensure adequate capacity to meet performance requirements and demand across the year, including periods of unexpected high demand</li> <li>• Will have the ability to meet Retention / Achievement / Attendance targets</li> <li>• Develops, captures and monitors progression routes and destinations demonstrating learners have been prepared for their next stage in education, training or employment</li> </ul>
10%	<b>Quality Requirements</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that quality improvement and assurance processes are in place to meet Ofsted Education Inspection Framework and ESFA, awarding organisation and JCQ requirements</li> <li>• Implement robust quality improvement and assurance processes, including policies/procedures/self-assessment/observation of teaching and learning</li> <li>• Shows a proactive approach to improvement through analysing and evaluating findings and themes</li> <li>• Will develop an appropriate CPD programme, including PCC core themes</li> </ul>

5%	<b>Management Information</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of ESFA funding and MI requirements, in particular relationships between delivery of provision and earned income:</li> <li>• Will have robust processes and controls in place to ensure eligibility of the learner</li> <li>• Will put in place robust arrangements to ensure timely submission / processing of learner enrolment, withdrawal, achievement &amp; destination &amp; progression in line with PCC schedule of dates</li> <li>• Will collect and retain evidence required to support payments from the ESFA &amp; to support PCC audit processes</li> <li>• Will accurately monitor learner progress</li> <li>• Will accurately collect, retain and disseminate evidence and feedback from learners and stakeholders to feed into PCC systems</li> </ul>
10%	<b>Implementation</b>	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Has created a comprehensive implementation plan that addresses all the key areas required to be managed for smooth transition</li> <li>• Will be able to implement the service in the timescales required</li> <li>• -Will provide a seamless transition for cross-over learners continuing in study programmes from 2021/22 to 2022/23.</li> </ul>

## Recommendations

Following evaluation and moderation of tenders contract awards are recommended as follows:

Lot 1	A contract is awarded to the supplier identified in Procurement Gateway 3 - Contract Award Report - Part 2
Lot 2	A contract is awarded A contract is awarded to the supplier identified in Procurement Gateway 3 - Contract Award Report - Part 2
Lot 3	A contract is awarded A contract is awarded to the supplier identified in Procurement Gateway 3 - Contract Award Report - Part 2
Lot 4	No contract is awarded
Lot 5	No contract is awarded
Lot 6	A contract is awarded to the supplier identified in Procurement Gateway 3 - Contract Award Report - Part 2

We intend to re-allocate the funding designated against Lots 4 and 5 into the in-house provision at OnCourseSouthWest and providers successful in adult tenders (Lots 1-3) to meet demands from key economic sectors identified in the tender exercise.

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# **PROCUREMENT GATEWAY 3 - CONTRACT AWARD REPORT - PART I**

Award of Contracts for Plymouth Adult Education 2022-2027

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## **I. INTRODUCTION**

This contract award report is in relation to the procurement of Plymouth Adult Education. The scope of the requirement includes: provision funded by Education Skills Funding Agency under the Adult Education Budget and 16-19 Education Programmes

Contract Duration: 1<sup>st</sup> August 2022 to 31<sup>st</sup> July 2025 with two one year options to extend up to 31<sup>st</sup> July 2027

## **2. BACKGROUND**

PCC receives an annual allocation circa £1,700,000 from Education and Skills Funding Agency (ESFA). This delivers a contract for a range of adult education courses and supports a learning programmes for 16-19 year-old students predominantly at risk of dis-engagement.

- The adult education courses are delivered through internal provision via On Course South West (OCSW) and through external training providers, currently ODILS, Shekinah Mission, Trevi House, Mount Batten Centre, LiveWest and Greenlight Training.
- The 16-19 year-old provision is sub-contracted, currently to YMCA Plymouth.

The current contract period ends on 31st July 2022. The external provision will be re-tendered for delivery starting from 1st August 2022. The contracted period will cover a five year period, with contracts awarded for the first three years and options to extend year on year up to the 5 year period.

### 3. PROCUREMENT PROCESS

The Invitation to Tender (ITT) for this opportunity was issued as part of an Open tendering procedure in accordance with the Public Contracts Regulations 2015. A Contract Notice published on the Find a Tender Service (FTS) <https://www.find-tender.service.gov.uk/> with a reference number 2022/S 000- 006907 and title 'Adult and 16 to 19 year old Education Tender' was dispatched on 14/03/22. Tenderers were invited to bid for one Lot or could bid for more than one (or all) Lots..

The submission deadline was 14<sup>th</sup> April 2022

The requirement was split into the following Lots:

Lot	Title
	<b>Provision targeted at vulnerable groups</b>
Lot 1	Learners with Different Native Languages, Refugees, Displaced People
Lot 2	Homeless, Substance Dependents
Lot 3	Victims of Abuse
	<b>Provision targeted at key economic sectors</b>
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine
Lot 5	Health, Care, Education and Early Years
	<b>Provision targeted at young people</b>
Lot 6	Education Programmes for Young People (16-19)

### 4. SUITABILITY ASSESSMENT

The following criteria was used to evaluate the Suitability Assessment (SA) submissions. The ITT documents advised that in the event of the Supplier being awarded a 'fail' on any of the questions then the remainder of their Suitability Assessment would not be evaluated and they would be eliminated from the process.

Section	Title	Type of Question	Evaluation
1	Tenderer information and Bidding model	Information only	Not evaluated and scored
2	Grounds for Mandatory Exclusion	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
3	Grounds for Discretionary Exclusion	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.

4	Economic and Financial Standing	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
5	Parent Company Details	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
6	Technical & Professional Ability	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
7	Modern Slavery Act Requirements	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8	Additional Questions:		
8.1	Insurances	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.2	Health & Safety	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.3	Equality and Diversity	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.5	Quality Management	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.6	Business Capability	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.7	Safeguarding	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.
8.8	Data Protection	Pass/Fail	In the event of a supplier being awarded a 'Fail', the remainder of their submission will not be evaluated and they will be eliminated from the process.

## Supplier Award Criteria (ITT Stage)

### Disqualification Criteria

If any of the following apply then the **tender** should be disqualified:

- Delivery for the whole of the requirement not included
- Declarations for Direct / Indirect interest; Non-canvassing, Suitability Assessment; Acceptance of Terms and Conditions; Collusive Tendering and Relied upon Supplier (where applicable) , 5 and 6 declarations not completed and/ signed
- Price exceeds published Affordability Criteria

- Service not fully costed or price breakdown (costs) unrealistic and service not sustainable

### Affordability Criteria

The estimated annual and 3 year contract values (excluding VAT) were published in the ITT documents. Tenders were advised that these contract values are indicative values based on current funding levels from the Education and Skills Funding Agency (ESFA). Subsequent years will be dependent on funding available from the ESFA and validated contract performance levels. Tenders exceeding these estimated 3 year lot values would be disqualified.

Lot	Description	Contract Value per annum	Total Contract Value (3 years)
1	Learners with Different Native Languages, Refugees, Displaced People	£268,000	£804,000
2	Homeless, Substance Dependents	£72,000	£216,000
3	Victims of Abuse	£20,000	£60,000
4	Construction & Built Environment, Engineering, Logistics, Business Start-up, Manufacturing / Marine	£94,000	£282,000
5	Health, Care, Education and Early Years	£36,000	£108,000
6	Education Programmes for Young People (16-19)	£200,000	£600,000

## 5. TENDER EVALUATION CRITERIA

Tenders were evaluated using the following scoring frameworks:

### ADULT EDUCATION BUDGET TENDERS – LOTS 1 TO 5

Weighting %	Evaluation Criteria	Breakdown of criteria
<b>COMMERCIAL RESPONSE</b>		
0%	Price	Tenderers are required to complete a full cost recovery spreadsheet. Tenderers will be disqualified if their costings are considered to be unsustainable/unviable
<b>TECHNICAL RESPONSE – METHOD STATEMENTS</b>		
5%	Introduction & Purpose	The extent to which the answer demonstrates that the Provider:



		<ul style="list-style-type: none"> <li>• Has an understanding of the purpose of the service and how this addresses social disadvantage</li> <li>• Understands the key national and local authority policies and regulations, how they will apply, and the role the provider will have in delivering them</li> <li>• Understands the principles under-pinning the AEB funding and how this contributes to local strategies and priorities</li> <li>• Understands the local skills landscape and growth sectors</li> </ul>
<b>30%</b>	<b>Service Description</b>	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Has an appropriate strategy, capacity &amp; resource for raising awareness, marketing and promotion of the service offer ensure recruitment of learners against contracted targets throughout the year</li> <li>• Has appropriate strategies / approaches to targeting the communities of need identified by the specification</li> <li>• Identifies and meets the needs of the learners and local area(s) in which delivery takes place.</li> <li>• Identifies and takes account of current employment market and local skills needs.</li> <li>• Provides a range of delivery options to meet learner preferences, eg day / evening / weekend provision</li> <li>• Delivers high quality Independent Advice and Guidance throughout the learner journey</li> <li>• Identifies the type and range of courses –that will be offered and is clear about what the curriculum is preparing learners for-</li> <li>• Is creative in delivering a flexible, accessible-and responsive curriculum to meet a diverse range of learners including disadvantaged learners and those with SEND or high needs</li> <li>• Develops knowledge, skills and behaviours learners need to acquire to fulfil their aspirations for learning, employment and independence</li> <li>• Matches provision to local strategies and priorities; eg Plymouth’s Social Inclusion, Community Cohesion and Asylum Seekers.</li> <li>• Ensures provision meets ESFA eligibility criteria</li> <li>• Ensures initial assessment ascertain starting point and informs the individual learning plan for each learner</li> <li>• Ensures learners individual learning needs are identified, supported and monitored</li> <li>• Understands growth sectors</li> </ul>
<b>5%</b>	<b>Networks and Links</b>	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Understands who the key local external partnership agencies are and how they will forge excellent relationships that achieve positive outcomes for learners</li> <li>• Develops links with other training providers, community leaders and employers to support engagement and progression opportunities</li> <li>• Uses a diverse range of partners and stakeholders to meet learner needs-</li> <li>• Compliments and adds value; does not duplicate other publicly funded further education and skills offers-</li> </ul>

15%	<b>Staff and resources</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Will employ staff with the required knowledge, skills and behaviours in a range of job roles that ensure the specification will be delivered effectively:</li> <li>• Has a clear structure of accountability and staff support</li> <li>• Will provide relevant training and development to staff and volunteers to enable delivery of curriculum</li> <li>• Has adequate staff absence cover arrangements</li> <li>• Will effectively recruit volunteers and the role they will fulfil</li> <li>• Has appropriate and accessible facilities, equipment and up to date resources to support effective learning</li> <li>• Demonstrates understanding of the health and safety, safeguarding and Prevent duties required to maintain the safety of learners including awareness of local risk</li> </ul>
10%	<b>Service Volumes and Performance Requirements.</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Will have the ability to meet recruitment targets and deliver across the volumes of provision / range offered.</li> <li>• Will manage resources effectively to ensure adequate capacity to meet performance requirements and demand across the year, including periods of unexpected high demand</li> <li>• Will have the ability to meet Retention / Achievement / Attendance targets</li> <li>• Will develop, capture and monitor progression routes and destinations; demonstrating learners have been prepared for their next stage in education, training or employment</li> </ul>
5%	<b>Implementation</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Has created a comprehensive curriculum plan that aligns to the-specification</li> <li>• Has created a comprehensive timeline / delivery plan that addresses transition process into the new academic year &amp; recruitment of learners in a timely way to curriculum plan</li> <li>• Will be able to implement the service in the timescales required</li> </ul>
10%	<b>Quality Requirements</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"> <li>• Can demonstrate that quality improvement and assurance processes are in place to meet Ofsted Education Inspection Framework, ESFA, awarding organisation and JCQ requirements</li> <li>• Implements robust quality improvement and- assurance processes, including policies/procedures/self-assessment/observation of teaching and learning</li> <li>• Shows a proactive approach to improvement through analysing and evaluating findings and themes</li> <li>• Will develop an appropriate CPD programme, including PCC core themes</li> </ul>

<b>5%</b>	<b>Management Information</b>	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none"><li>• Will have robust processes and controls in place to ensure eligibility of the learner</li><li>• Will put in place robust arrangements to ensure timely submission / processing of learner enrolment, withdrawal, achievement &amp; destination &amp; progression in line with PCC schedule of dates</li><li>• Will collect and retain evidence required to support payments from the ESFA &amp; to support PCC audit processes</li><li>• Will accurately monitor learner progress</li><li>• Will accurately collect, retain and disseminate evidence and feedback from learners and stakeholders to feed into PCC systems</li></ul>

## EDUCATION PROGRAMMES FOR YOUNG PEOPLE (16-19) – LOT6

Weighting %	Evaluation Criteria	Breakdown of criteria
<b>COMMERCIAL RESPONSE</b>		
<b>0%</b>	<b>Price</b>	Tenderers are required to complete a full cost recovery spreadsheet. Tenderers will be disqualified if their costings are considered to be unsustainable/unviable
<b>TECHNICAL RESPONSE – METHOD STATEMENTS</b>		
<b>10%</b>	<b>Introduction &amp;- Purpose</b>	<ul style="list-style-type: none"> <li>• Has an understanding of the purpose of the service and how this addresses social disadvantage</li> <li>• Understands the key national and local authority policies and regulations, how they will apply, and the role the provider will have in delivering them</li> <li>• Understands the principles under-pinning the ESFA funding and how this contributes to local strategies and priorities</li> <li>• Is clear about delivering an accessible curriculum to meet a diverse range of learners needs</li> <li>• Is clear about what the curriculum is preparing learners for</li> </ul>
<b>15%</b>	<b>Service Description</b>	<ul style="list-style-type: none"> <li>• Has an appropriate strategy, capacity &amp; resource for raising awareness and engaging NEETs to ensure recruitment of learners against contracted targets</li> <li>• Demonstrates understanding of current and future Local Labour Market Information (LMI) and opportunities, priority and growth sectors, progression opportunities including FE and HE options</li> <li>• Demonstrates how both NEET and Full-time / Part-time provision provides sustainable routes into local jobs market including identification of prior attainment and learners supported onto next levels of study</li> <li>• Demonstrates understanding &amp; implementation of the Gatsby benchmarks for good careers guidance across the organisation</li> <li>• Demonstrates how High Needs learners are identified and supported including through the review of Education Health Care Plans and provision of Information Advice &amp; Guidance</li> <li>• Describes how approaches to NEET engagement activities will develop-knowledge, skills and behaviours learners need to acquire to fulfil their aspirations for learning, employment and independence including ICT / communication / work-related skills</li> <li>• Demonstrates effective management of the requirement for Work Experience, industry placement and non-qualification activities as part of the study programme</li> <li>• Demonstrates effective management of the requirement to study English and maths as part of the study programme</li> <li>• Ensures learners individual learning needs are identified, supported, monitored and regularly reviewed</li> <li>• Ensures SEND, High Needs and EHCP learners are supported, monitored and regularly reviewed</li> <li>• Demonstrates understanding of the health and safety, safeguarding and Prevent duties required to maintain the safety of learners including raising awareness of local risk</li> </ul>
<b>5%</b>	<b>Networks and Links</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the role of strategic partners and delivery networks related to 16-19 education and training</li> <li>• Demonstrates a strong process for building relationships with support agencies</li> </ul>

		<ul style="list-style-type: none"> <li>• Uses a diverse range of partners and stakeholders to meet learner needs</li> </ul>
<b>15%</b>	<b>Staff and Resources</b>	<ul style="list-style-type: none"> <li>• Will employ staff with the required knowledge, skills and behaviours; in a range of job roles that ensure the specification will be delivered effectively</li> <li>• Has a clear structure of accountability and staff support</li> <li>• Will provide relevant training and development to staff and volunteers to enable delivery of curriculum</li> <li>• Has adequate staff absence cover arrangements</li> <li>• Will effectively recruit volunteers and the role they will fulfil</li> <li>• Has appropriate and accessible facilities, equipment and up to date resources to support effective learning</li> </ul>
<b>10%</b>	<b>Service Volumes and Performance Requirements</b>	<ul style="list-style-type: none"> <li>• Describes how management structures, including governance arrangements, for the service provides effective contract management systems and processes</li> <li>• Will have the ability to meet recruitment targets and deliver across the volumes of provision / range offered</li> <li>• Will manage resources effectively to ensure adequate capacity to meet performance requirements and demand across the year, including periods of unexpected high demand</li> <li>• Will have the ability to meet Retention / Achievement / Attendance targets</li> <li>• Develops, captures and monitors progression routes and destinations demonstrating learners have been prepared for their next stage in education, training or employment</li> </ul>
<b>10%</b>	<b>Quality Requirements</b>	<ul style="list-style-type: none"> <li>• Can demonstrate that quality improvement and assurance processes are in place to meet Ofsted Education Inspection Framework and ESFA, awarding organisation and JCQ requirements</li> <li>• Implement robust quality improvement and-assurance processes, including policies/procedures/self- assessment/observation of teaching and learning</li> <li>• Shows a proactive approach to improvement through analysing and evaluating findings and themes</li> <li>• Will develop an appropriate CPD programme, including PCC core themes</li> </ul>
<b>5%</b>	<b>Management Information</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of ESFA funding and MI requirements, in particular relationships between delivery of provision and earned income:</li> <li>• Will have robust processes and controls in place to ensure eligibility of the learner</li> <li>• Will put in place robust arrangements to ensure timely submission / processing of learner enrolment, withdrawal, achievement &amp; destination &amp; progression in line with PCC schedule of dates</li> <li>• Will collect and retain evidence required to support payments from the ESFA &amp; to support PCC audit processes</li> <li>• Will accurately monitor learner progress</li> <li>• Will accurately collect, retain and disseminate evidence and feedback from learners and stakeholders to feed into PCC systems</li> </ul>
<b>10%</b>	<b>Implementation</b>	<p>The extent to which the answer demonstrates the Provider:</p> <ul style="list-style-type: none"> <li>• Has created a comprehensive implementation plan that addresses all the key areas required to be managed for smooth transition</li> <li>• Will be able to implement the service in the timescales required</li> <li>• -Will provide a seamless transition for cross-over learners continuing in study programmes from 2021/22 to 2022/23._</li> </ul>

## 6. SUMMARY OF EVALUATION

Eight tenders were submitted on time from seven organisations, there were no tenders for Lot-4 Construction & built environment, engineering, logistics, business start-up, manufacturing / marine.

Seven organisations submitted tenders on time, with one tendering in two Lots, as follows:

Lot	Title	Tenders Received
	<b>Provision targeted at vulnerable groups</b>	
Lot 1	Learners with Different Native Languages, Refugees, Displaced People	2
Lot 2	Homeless, Substance Dependents	1
Lot 3	Victims of Abuse	1
	<b>Provision targeted at key economic sectors</b>	
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine	0
Lot 5	Health, Care, Education and Early Years	1
	<b>Provision targeted at young people</b>	
Lot 6	Education Programmes for Young People (16-19)	3

The Tender evaluation was completed by an evaluation team who each received evaluation training which was provided by the Strategic Commissioning Team prior to commencing the evaluations.

Tenders were initially evaluated independently by individual evaluators before coming together to agree moderated strengths, weaknesses and scores

Evaluation of tenders has resulted in recommendation for contract awards in four of the six Lots. Further details of the evaluation results including names of suppliers are set out in the Part 2 paper

## 7. FINANCIAL IMPLICATIONS

Financial provision has been made for this contract within the project budget. Details of the contractual pricing are :

There is no financial impact on PCC as the internal and external provision is 100% grant funded from the ESFA grants received by the council. There are numerous non-financial benefits which arise from the external commissioning of services from education suppliers, by involving more organisations in the delivery of adult and community learning and upskilling people across the city. It also aligns adult and community learning with city priorities, meets local needs and the needs of vulnerable groups.

A management fee of 20% of the budget from ESFA is retained for funding posts and overhead costs within the Skills and Post-16 team. This value is £340,000 per year.

## 8. RECOMMENDATIONS

It is recommended that a contract be awarded to the suppliers identified in Part 2 paper with a service commencement date of 1<sup>st</sup> August 2022.

This award will be provisional and subject to the receipt from the highest scoring supplier of the satisfactory self-certification documents detailed in the suitability assessment questionnaire.

This award is also subject to the outcome of any challenge made during the call-in or mandatory standstill period.

## 9. APPROVAL

### Authorisation of Contract Award Report

Author (Responsible Officer / Project Lead)	
Name:	John Bale
Job Title:	Post 16 Lead
Additional Comments (Optional):	
Signature:	Date: 24-06-2022
Head of Service / Service Director [Signature provides authorisation to this award report and award of Contract]	
Name:	Ming Zhang
Job Title:	Service Director for Education, Participation & Skills
Additional Comments (Optional):	
Signature:	Date: 30/06/2022

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The following relates to exempt or confidential matters (Para(s) 3 of Part 1, Schedule 12A of the Local Govt Act 1972). Any breach of confidentiality could prejudice the Council/person/body concerned & might amount to a breach of the councillors /employees codes of conduct.

Document is Restricted

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# EQUALITY IMPACT ASSESSMENT

Education, Participation & Skills



## STAGE I: WHAT IS BEING ASSESSED AND BY WHOM?

### What is being assessed - including a brief description of aims and objectives?

The Skills and Post 16 team within Education, Participation & Skills (EP&S) is seeking to gain approval for the procurement of services for the Plymouth Adult education Budget (AeB):

- PCC receives an annual allocation circa £1,700,000 from Education and Skills Funding Agency (ESFA). This delivers a contract for a range adult education courses and supports a learning programmes for 16-19 students predominantly at risk of dis-engagement.
- The adult education courses are delivered through internal provision via On Course South West (OCSW) and through external training providers, currently ODILS, Shekinah Mission, Trevi House, Mount Batten Centre, LiveWest and Greenlight Training.
- The current subcontracted provisions period ends on 31<sup>st</sup> July 2022.
- The external provision will be re-tendered for delivery starting from August 2022.
- The new contracted period covers a five year period, with contracts awarded for the first three years with options to extend year on year up to a 5 year period.
- The process will be managed by the Head of Skills and Post-16, supported by Strategic Co-operative Commissioning.

There is a total of £3,450,000 available over the five years. This is 100% AeB funded and split over three delivery areas:

- 16 – 19 Learning programmes;
- Supporting Vulnerable Groups engage in learning and develop employability skills;
- Promoting and supporting engagement and progression in key sectors

The aim is to gain approval for procurement. The objective is to undertake the procurement.

<b>Author</b>	Mike Page
<b>Department and service</b>	Children's Services – Education, Participation & Skills
<b>Date of assessment</b>	9 <sup>th</sup> December 2021

## STAGE 2: EVIDENCE AND IMPACT

<b>Protected characteristics (Equality Act)</b>	<b>Evidence and information (eg data and feedback)</b>	<b>Any adverse impact</b> See <a href="#">guidance</a> on how to make judgement	<b>Actions</b>	<b>Timescale and who is responsible</b>
<b>Age</b>	The average age in Plymouth (39.0 yrs.) is about the same as the rest of England (39.3 yrs.), but less than the South West (41.6yrs). Of the 16 SW authorities we have the third lowest % of older people (75), the sixth highest % of working age people and the fifth highest % of children and young people (under 18). Under 18s account for 19.8% of our population within this 17.5 % are under 16. As of March 2013, there are estimated to be 479 (6.9 %) young people aged between 16 and 18 who are NEET. The proportion of the working age population (16-64) is higher (66.1%) than regionally (62.8%) and nationally (64.7%).	No adverse impacts anticipated	None	N/A
<b>Disability</b>	A total of 31,164 people (from 28.5 per cent of households) declared themselves as having a long-term health problem or disability (national figure 25.7 per cent of households), compared with the total number of people with disabilities in UK (11,600,000).	No adverse impacts anticipated	None	N/A
<b>Faith/religion or belief</b>	<ul style="list-style-type: none"> <li>Christianity: 148,917 people (58.1 %), decreased from 73.6 % since 2001.</li> <li>Islam: 2,078 people (0.8 %), doubled from 0.4 % since 2001.</li> <li>Buddhism: 881 people (0.3 %), increased from 0.2 % since 2001.</li> <li>Hinduism: 567 people (0.2 %) described their religion as Hindu, increased from 0.1 % since 2001.</li> <li>Judaism: 168 people (0.1 %), decreased from 181 people since 2001.</li> </ul>	No adverse impacts anticipated	None	N/A

	<ul style="list-style-type: none"> <li>Sikhism: 89 people (less than 0.1 %), increased from 56 people since 2001.</li> </ul> <p>84,326 (32.9%) % of the Plymouth population stated they had no religion.</p>			
<b>Gender - including marriage, pregnancy and maternity</b>	<p>Overall 50.6 % of our population are women and 49.4 % are men: this reflects the national figure of 50.8 % women and 49.2 % men. There were 3,280 births in 2011. Birth-rate trends have been on the increase since 2001, but since 2010 the number of births has stabilised. Of those aged 16 and over, 90,765 people (42.9%) are married. 5,190 (2.5 %) are separated and still legally married or legally in a same-sex civil partnership. In Plymouth in 2014 average hourly earnings for women (£10.00) were 93 % of average hourly male earnings (£11.82). In Plymouth in 2005, women working full time earned only 81 % of average hourly fulltime male earnings. By 2010 this gap had closed and women were earning 90 %. In 2014 the gap had slightly widened. Across the South West region in 2014 women working full-time only earn 86 % of average full-time hourly male earnings, and for the UK as a whole the figure is 90%.</p>	No adverse impacts anticipated	None	N/A
<b>Gender reassignment</b>	<p>It is estimated that there may be 10,000 transgender people in the UK. There were 26 referrals from Plymouth made to the Newton Abbott clinic, in 2013/14. The average age for presentation for reassignment of male-to-females is 40-49. For female-to-male the age group is 20-29.</p>	No adverse impacts anticipated	None	N/A
<b>Race</b>	<p>92.9% of Plymouth's population identify themselves as White British. 7.1% identify themselves as Black and Minority Ethnic (BME) with White Other (2.7%), Chinese (0.5%) and Other Asian (0.5%) the most common ethnic groups. Our recorded BME population rose from 3% in 2001 to 6.7% in 2011, and therefore has more than doubled since the 2001 census. Recent census data suggests we have at least 43 main languages spoken in the city, showing Polish, Chinese and Kurdish as the top three. Four neighbourhoods have a population of school age children where 20% or more are from a BME background. They are City Centre (38%), Greenbank and University (32.3 %), Stonehouse (29.9%) and East End (23.4%). There are 1867 school children (over 5 years old) that speak English as an additional other language.</p>	No adverse impacts anticipated	None	N/A

	The 2001 Census records that there were 4328 people from the A8 and A2 Accession Countries resident in the City. Of these 2332 recorded their country of birth as Poland, with 57 % arriving between March 2006 and 2008.			
<b>Sexual orientation - including civil partnership</b>	There is no precise local data on numbers of Lesbian, Gay and Bi-sexual (LGB) people in Plymouth, but nationally the government have estimated this to be between 5 – 7% and Stonewall agree with this estimation given in 2005. This would mean that for Plymouth the figure is approximately 12,500 to 17,500 people aged over 16 in Plymouth are LGB.	No adverse impacts anticipated	None	N/A

### STAGE 3: ARE THERE ANY IMPLICATIONS FOR THE FOLLOWING? IF SO, PLEASE RECORD ACTIONS TO BE TAKEN

Local priorities	Implications	Timescale and who is responsible
<b>Reduce the gap in average hourly pay between men and women.</b>	Adult & community learning will provide learners with new skills. 76% of new enrolments with OCSW in 2020 were female. Therefore, the learning will provide women with upskilling opportunities with the potential to reduce the gap	Ongoing – EP&S
<b>Increase the number of hate crime incidents reported and maintain good satisfaction rates in dealing with racist, disablist, homophobic, transphobic and faith, religion and belief incidents.</b>	None	N/A
<b>Good relations between different communities (community cohesion)</b>	This investment in adult & community learning will be accessible to all and there are no barriers to entry	Ongoing – EP&S
<b>Human rights</b> Please refer to <a href="#">guidance</a>	As above: adult & community learning provides inclusive learning opportunities to all our residents, particularly those deemed as vulnerable.	Ongoing – EP&S

**STAGE 4: PUBLICATION**

Responsible Officer

Date

Tina Brinkworth    Head of Skills & Post 16

9<sup>th</sup> December 2021

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Strategic Director, Service Director or Head of Service

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