

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: 1st August 2022 to 31st July 2025 with two one year options to extend up to 31st 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 14th April 2022

The requirement was split into the following Lots:

Lot	Title
	Provision targeted at vulnerable groups
Lot 1	Learners with Different Native Languages, Refugees, Displaced People
Lot 2	Homeless, Substance Dependents
Lot 3	Victims of Abuse
	Provision targeted at key economic sectors
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine
Lot 5	Health, Care, Education and Early Years
	Provision targeted at young people
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
COMMERCIAL RESPONSE		
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
TECHNICAL RESPONSE – METHOD STATEMENTS		
5%	Introduction & Purpose	The extent to which the answer demonstrates that the Provider:

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

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

5%	Management Information	<p>The extent to which the answer demonstrates that the Provider:</p> <ul style="list-style-type: none">• Will have robust processes and controls in place to ensure eligibility of the learner• Will put in place robust arrangements to ensure timely submission / processing of learner enrolment, withdrawal, achievement & destination & progression in line with PCC schedule of dates• Will collect and retain evidence required to support payments from the ESFA & to support PCC audit processes• Will accurately monitor learner progress• Will accurately collect, retain and disseminate evidence and feedback from learners and stakeholders to feed into PCC systems
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EDUCATION PROGRAMMES FOR YOUNG PEOPLE (16-19) – LOT6

Weighting %	Evaluation Criteria	Breakdown of criteria
COMMERCIAL RESPONSE		
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
TECHNICAL RESPONSE – METHOD STATEMENTS		
10%	Introduction &- Purpose	<ul style="list-style-type: none"> • Has an understanding of the purpose of the service and how this addresses social disadvantage • Understands the key national and local authority policies and regulations, how they will apply, and the role the provider will have in delivering them • Understands the principles under-pinning the ESFA funding and how this contributes to local strategies and priorities • Is clear about delivering an accessible curriculum to meet a diverse range of learners needs • Is clear about what the curriculum is preparing learners for
15%	Service Description	<ul style="list-style-type: none"> • Has an appropriate strategy, capacity & resource for raising awareness and engaging NEETs to ensure recruitment of learners against contracted targets • Demonstrates understanding of current and future Local Labour Market Information (LMI) and opportunities, priority and growth sectors, progression opportunities including FE and HE options • 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 • Demonstrates understanding & implementation of the Gatsby benchmarks for good careers guidance across the organisation • Demonstrates how High Needs learners are identified and supported including through the review of Education Health Care Plans and provision of Information Advice & Guidance • 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 • Demonstrates effective management of the requirement for Work Experience, industry placement and non-qualification activities as part of the study programme • Demonstrates effective management of the requirement to study English and maths as part of the study programme • Ensures learners individual learning needs are identified, supported, monitored and regularly reviewed • Ensures SEND, High Needs and EHCP learners are supported, monitored and regularly reviewed • Demonstrates understanding of the health and safety, safeguarding and Prevent duties required to maintain the safety of learners including raising awareness of local risk
5%	Networks and Links	<ul style="list-style-type: none"> • Demonstrates an understanding of the role of strategic partners and delivery networks related to 16-19 education and training • Demonstrates a strong process for building relationships with support agencies

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

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
	Provision targeted at vulnerable groups	
Lot 1	Learners with Different Native Languages, Refugees, Displaced People	2
Lot 2	Homeless, Substance Dependents	1
Lot 3	Victims of Abuse	1
	Provision targeted at key economic sectors	
Lot 4	Construction & Built Environment, Engineering, Logistics, Business Start-Up, Manufacturing / Marine	0
Lot 5	Health, Care, Education and Early Years	1
	Provision targeted at young people	
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 1st 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