

CABINET MEETING: 2 JULY 2015

14-16 ALTERNATIVE PROVISION TENDER

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM:7

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Appendix 2 to this report contains information which is exempt from publication under paragraph 14 & 21 and paragraph 16 of Schedule 12A Part 4 of the Local Government Act 1972.

Reason for this Report

1. This report is to inform Cabinet of the outcomes of the 14-16 Pre Vocational tender process in 2014. The report presents an evaluation of the tenders received and considers changes in this area since May 2014.

Background

2. In October 2013 Cabinet authorised officers to proceed with an Invitation to Tender for a 14-16 Pre-Vocational and Vocational Provision Framework. These provisions include highly practical courses that need specialist facilities not normally available in schools. As a result they are procured from external partners such as FE Colleges and Training Providers. The Invitation to Tender was launched in May 2014 and used as a pilot on the Council's new on-line procurement system – Proactis.
3. The Framework was issued in order to achieve compliance with Cardiff Council's Standing Orders and Procurement Rules and to meet the requirements of UK and EU regulation and legislation for the procurement of services in the public sector.
4. A number of tenders were received and evaluated in June 2014

Issues

5. At the time of the evaluation, the Tenders did not meet the requirements of the Council and since the Council's requirements have changed substantially and new arrangements need to be put in place.
6. Suppliers were unfamiliar with the Proactis Portal for online submissions – this was a pilot and there were a variety of Supplier complaints

regarding the “usability” of this system. Examples given were of pages timing out and all responses to that point being lost , this lead to questions not being answered in full.

7. Following the release of the Procurement Framework in May 2014 there have been a number of significant changes, the reasons include:
 - a. A reduction in Welsh Government grants for 14-19
 - b. Increased delegation to schools
 - c. An increased emphasis on providing Alternative Provision for vulnerable learners rather than Vocational or Pre-vocational provision for mainstream learners
 - d. A reduction in the anticipated annual value of the procurement to £800,000 per annum. This reflects the reduction in grant funds and numbers of learners on these programmes. It is anticipated that between 500 and 600 learners will be engaged on the procured provision at an average cost of £1500 per learner per year. The Framework is due to run for 4 years and the overall procurement value for the life of the Framework would be in the order of £3,200,000.
 - e. Schools are increasingly seeking to purchase Alternative Provision from colleges and training providers but recognise the benefits that a LA Procurement Framework can provide in order to secure high quality, value for money provision for their more vulnerable learners.
8. Given the significant changes over the passage of time, the Council is considering the most appropriate Procurement Strategy to meet the Council’s needs, at present a Dynamic Purchasing System is being considered.
9. The estimated value of the newly proposed procurement is under £5 million; accordingly will therefore fall under the Director’s delegated authority.

Response to the issues

10. To formally abandon the original May 2014 Invitation to Tender
11. In the absence of the Procurement Framework the Council has continued to have individual Service Level Agreements with colleges and training providers for the various provisions. Cardiff’s Procurement Service has advised that, in the interim, this is an appropriate approach.
12. To re-issue the tender to take account of the changes that have occurred since May 2014 as outlined in section 6 and to improve the Council’s approach to the tender process in the light of the initial experience through:
 - a. Working with the Proactis team to make sure the issues met by suppliers have been resolved

- b. Ensuring there is clarity and precision in the documentation to make it straightforward for suppliers to complete their submissions
- c. Improved marketing and guidance for suppliers to create better awareness of the expectations the Council has in terms of quality submissions
- d. Engaging with Business Wales, an arm of Welsh Government, to support all suppliers in the preparation of high quality submissions in response to a revised Invitation to Tender.

13. The revised Framework will have sections that cover:-

- a. Six lots for tender including:
 - i. Extended Opportunities Vocational courses
 - ii. Stage 4 – external provision for school based learners at risk of exclusion
 - iii. Year 9 programmes designed to prevent disengagement of learners prior to Key Stage 4
 - iv. Key Stage 4 vocational programmes designed to reduce / prevent disengagement of learners
 - v. Therapeutic Services in response to identified barriers to learning
 - vi. Courses that provide a bridge into Education, Employment & Training

The revised Welsh Baccalaureate Qualification Skills & Challenges will be incorporated into these provisions where appropriate.

European Social Fund projects 2015-19 could also be procured through these lots.

It is expected that there will be a maximum of 20 providers per lot.

- b. Robust contract management
- c. Standards and Wellbeing
- d. The Learning Experience, Teaching, Care, Support and Guidance and the Learning Environment
- e. Leadership, Improving Quality, Partnership working and Resource management

A more detailed account of these sections can be found in Appendix 1

14. The procurement process and timescale as advised by the Procurement Service is detailed below:

Activity	Date	Comment
<i>Cabinet Approval to proceed</i>	2 nd July 2015	
<i>Providers notified (we haven't formally told them re non award of old framework)</i>	7 th July 2015	
<i>Business Wales Engagement</i>	Prior to Cabinet approval	We have engaged with Business Wales about this project and they are happy to assist providers in their bids (mitigating the risks of a 2 nd failure)
<i>Open procurement launched</i>	Wednesday 22 nd July	
<i>Tender Return</i>	Monday 24 th August	30 days (have allowed an additional weekend)
<i>Evaluations</i>	Friday 4 th September	2 weeks
<i>Intention to award</i>	Friday 11 th September	Need to ensure that Cabinet have delegated the Contract award to the Director to minimise further delay.
<i>Standstill</i>	Until 22 nd September	
<i>Formalise contract award</i>	23 rd September	
<i>Implementation and signoff</i>	By end September	

15. Provision for the Autumn Term 2015 will be agreed under existing Service Level Agreements and the new arrangements would take effect from 1 January 2016.

Reason for Recommendations

16. To achieve compliance with procurement regulations and to secure high quality and good value alternative, pre-vocational and vocational provision for 14-16 year olds in Cardiff.

Financial Implications

17. The procurement implications are set out in the body of the report. of this report. Whilst, Section 15 details the criteria for evaluation between quality and price the effectiveness of the framework will ultimately be driven by affordability.
18. The anticipated funding streams that will be used to procure through this framework are anticipated to be mainly through the Education Improvement Grant. This Grant is managed by the Central South Consortia with a large proportion of the grant being delegated to schools. Contained within this Grant is the element for 14-16 alternative provision which relates to Secondary Schools only. In addition, there is an element of Education base budget that may be a funding stream where there is a

need to access services on this framework for those pupils not on roll at a school.

19. It is noted that the expectation is that £3.2 million will be spent through this framework over a four year period. Both the Grant funding streams and base budget have funds available for 2015/16 but the availability of base budget is dependent on future decisions by Council. In addition, both the total amount and the future distribution of the Education Improvement Grant is dependent on Welsh Government and Central South Consortium.

Procurement Implications

20. This procurement will be governed by revised procurement legislation, namely 'The Public Contracts Regulations 2015' and the Authority will be following the Open Procedure as prescribed by the Regulations (Reg. 27). Commissioning & Procurement staff will manage the pre-tender supplier engagement (i.e. notification of abandonment of previous tender and offer of support for new tender opportunity), advertisement, tender receipt (as well as clarifications during the tender process), evaluation, intention and formalisation of contract award in liaison with Directorate staff.
21. The procurement will follow *at least* the minimum timescales outlined in the Regulations and will allow for the mandatory 10 (calendar) day standstill period between intention to award and formal award of contract. The engagement of Business Wales (already briefed on the procurement, proposed timescales and change in approach) as well as the simplification of the tender documentation and process should help to ensure that submissions are of sufficient quality and value for money. Commissioning & Procurement have also advised that the tender opportunity is advertised (as well as via Sell2Wales and the Official Journal of the European Union) with community networks (including C3SC, Neighbourhood Partnerships and WCVA) in order to ensure that the opportunity has as broad an audience as possible.

Legal Implications

Cabinet Decision

22. Legal Services understand the recommended decision is to abandon the 14-16 Pre Vocational & Vocational External Provision Tender. It is noted, the estimated value of the new procurement going forward is substantially lower in value than the initial procurement and is now valued at £3.2 million. The recommendation in the report, if agreed, will amount to the abandonment of this procurement and the directorate will seek the approval to re-issue a revised tender in due course.

Procurement Route

23. The Council is considering setting up a Dynamic Purchasing System ("DPS") under the Public Contract Regulations 2015. A DPS is

essentially an open framework and provides for an electronic process for commonly used supplies, services or works. Contracting Authorities must allow all Bidders the ability to participate during the validity of the DPS. To set up a DPS, the restricted procedure must be used. The minimum time period for receipts of request to participate will be 30 days and the minimum time period for the receipt of tenders is 10 days from the date on which the invitation to tender is sent.

Equality Act

24. In considering this matter the decision maker must have regard to the Council's duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decision, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a) Age, (b) Gender reassignment (c) Sex (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) pregnancy and maternity, (g) Marriage and Civil Partnership, (h) Sexual orientation, (i) Religion or belief – including lack of belief.
25. Please see exempt Appendix 2 for further exempt legal implications

RECOMMENDATIONS

The Cabinet is recommended to:

1. authorise officers to abandon the 14-16 Pre Vocational & Vocational External Provision Tender originally released in May 2014 and
2. note that authorisation to commence a new procurement will be the subject of a separate decision as outlined in paragraph 9 within the body of the report.

NICK BATCHELAR

Director
26 June 2015

The following appendices are attached:

Appendix 1 - Brief & Scope of Services
Appendix 2 – Legal Implications (confidential)

Brief & Scope of Services

Brief and Scope of Services/Quality Indicators Lot A, B, C, D, E & F

- Lot A Extended Opportunities
- Lot B Stage 4
- Lot C Yr9 Preventative
- Lot D KS4 Preventative
- Lot D Therapeutic Services
- Lot E Yr11 Bridging into Education, Employment, Training courses

The following details the service the Local Authority expects all Suppliers to deliver.

1.1 Standards

The Local Authority always seeks to encourage new Suppliers in the marketplace however due to the nature of this educational provision Suppliers must demonstrate that they have undertaken relevant and comparable contracts. This is because the provision will be part of the learner's statutory education pre 16 and as such the Local Authority has a duty to ensure that the teaching and learning is delivered by those who are suitably experienced and qualified to do so.

Supplier's performance will be measured by attendance, retention, completion and qualification outcomes of learners. Performance is expected to improve year on year and will be collected via the Alternative Provision Results Based Accountability Report Card.

Suppliers will be expected to complete the Results Based Accountability Report Card annually and this will be submitted to the 14-19 Provision Manager and Local Authority every September for all Alternative Provision delivered the previous academic year.

Within this Report Card there will be opportunity to provide "The story behind the baseline". It is expected that the information provided by Report Cards on learners/courses/Suppliers will allow detailed quality assurance of provision to take place. This will in turn raise standards and will enable Cardiff Schools to make more informed choices when selecting provision from the framework.

Please see *Appendix X. AP Results Based Accountability Report Card*

Suppliers must ensure that their weaknesses or improvements identified in the Alternative Provision Contract Management Framework Supplier Self-Assessment are addressed within the allotted time frame agreed.

On award of contract it is an expectation that your organisation will join membership of the Local Authority facilitated forum Pre16 Training Provider Teaching and Learning Community. As part of this group you will be expected to work with other training providers to raise standards, share good practice and develop assessment tools to evaluate one another's teaching and learning of Pre Vocational, General and Vocational Learning.

Spot inspections will take place adhoc by the 14-19 Provision Manager to ensure Suppliers are fulfilling their functions effectively. Suppliers will be graded against the criteria within the Alternative Provision Contract Management Framework.

Supplier Example of Good Level of Standards as a Quality Indicator:

- *There is a pattern of improvement or maintenance of good standards*
- *Instances of low achievement on courses is rare*

- *Disadvantaged or vulnerable learners achieve as well as their peers*
- *Learners make good progress on their courses*
- *Learners apply and communication and numeracy skills well and use ICT skills in a variety of contexts*
- *Young people show good thinking skills and this has a positive impact on their learning and the standards they achieve*
- *Learners develop their wider skills and are equipped for the next phase in their education, training or employment post 16*

1.2 Wellbeing

Wellbeing of learners on provision is important to the Local Authority and it is expected that Suppliers will ensure that young people's mental, physical and emotional needs are catered for. Please see AppendixX Maslow's Hierarchy of Need.

Suppliers should plan their provision carefully and take the opportunity to interest and motivate learners so that they settle into their programme quickly and easily.

Suppliers will be expected to identify mental, physical and emotional needs of young people and address them where possible either within the organisation or utilising external partners.

As a Supplier your organisation will be providing services to children and young people and we believe that it is very important that you provide the opportunities for them to participate in the decision-making process, and enable them to 'have a voice and have a choice'.

The National Children and Young People's Participation Standards help organisations to measure and improve the quality of the process of children and young people's participation. For the duration of the contract you will be expected as part of the contract management process to complete the National Children and Young People's Participation Standards self-assessment form annually which will help you to ascertain how well your current participatory practice is doing against the National Children and Young People's Participation Standards for Wales This will allow you to plan strategically, be more accountable to children and young people, provide evidence of the participation that is already happening in your organisation, plan for improvement where there are gaps and provide services which are more effective and efficient.

For more information please see:

www.participationworkerswales.org.uk

<http://wales.gov.uk/topics/childrenyoungpeople/publications/participationstandards/?lang=en>

Parents/Carers views should also be taken into account by the organisation and the Local Authority will expect them to be consulted regularly.

Supplier Example of Good Level of Wellbeing as a Quality Indicator

- *Learners feel safe and have positive attitudes to healthy living and eating*
- *Learners enjoy physical pursuits*
- *Learners are highly engaged, motivated and display pride and confidence in their work*
- *Learners attendance is good and they are punctual*
- *Learners behaviour and attitudes reflect their full participation in learning and making decisions about life in the organisation*

2.1 Learning Experiences

We are looking for Suppliers with a proven track record of working with young people aged 11-16, and in particular with young people who are at risk of social and educational marginalisation

Suppliers must be able to offer vocational, general and pre-vocational training in a range of subject areas to engage young people and qualify them with the knowledge and skills that will support them to succeed. This will include a mixture of classroom lessons and practical training. Programmes will have an emphasis on preparing the participants for future engagement with education, employment or training.

Pre Vocational Provision should be innovative and varied and address identified needs of learners.

Suppliers must provide clear information to learners and school to ensure that young people are aware of expectations of the course and can decide if the provision meets their needs.

Suppliers must provide an induction package to the provision which is subject to quality monitoring activities such as learner surveys which are renewed annually. Suppliers should continue to reinforce key messages from induction.

Suppliers should use participative learning methods to make the learning more interesting and effective and learners understanding should be checked regularly.

Suppliers must be able to deliver flexible courses either over a two year period, one year period, termly blocks of half termly blocks. Suppliers should state in AppendixX AP Price Schedule the length of the course.

Suppliers must be flexible and be able to cope with fluctuations in demand of learners wanting to access the course. Please note on award of order the agreed level of uptake will be maintained however we may require in some instances to add learners to the course and this will be in agreement with the Supplier.

Suppliers must offer a range of learning experiences and qualifications. Tenders will be asked to detail how they plan to deliver the required learning experiences and / or qualifications.

All qualifications offered to learners must be approved for use with pre 16s in Wales as registered on the Database for Approved Qualifications in Wales. This can be found on www.daqw.org.uk. (This does not apply to Pre-Vocational courses).

Each course offered to learners must have a qualification as an outcome. Courses submitted without this will be disregarded. (This does not apply to Pre-Vocational courses).

Suppliers must ensure that all vocational qualifications offered to learners from the DAQW are classified as Introductory Vocational Education and Training (IVETs) and suitable for pre16 and not Continuing Vocational Education and Training (CVETs) which are suitable for post 16 learners. This classification will be most pertinent from 2015 onwards.

Please ensure AppendixX AP Price Schedule is completed in full for each course you are offering.

Information on qualifications can be found on the Database of approved Qualifications Wales www.daqw.org.uk.

Tender submissions will not be accepted unless this information has been provided in full

Suppliers should conduct initial assessment of the learner in order to plan learning appropriately and ensure the right support is provided.

There will be an increased focus on assessing learner's skills gaps and effective methods of addressing skills gaps.

Suppliers must indicate whether they are able to provide courses in English, Welsh or bilingually.

Suppliers must indicate if they are able to provide courses for learners with English as Secondary or Other Language.

Suppliers must ensure staff are qualified to undertake the training they are delivering. Qualifications acceptable are nationally recognised teaching qualifications, ESOL Qualifications, Youth Work Qualifications, or equivalents.

It is an expectation that the following learning outcomes will be embedded in the General, Pre-Vocational or Vocational Provision. Please ensure that you detail how you will plan to deliver these required learning outcomes in your scheme of work. See AppendixX AP Definition of Soft Skills and OECD Skills

These may include but are not limited to;

Literacy, Numeracy and Digital Literacy

OECD Skills – Critical Thinking & Problem Solving, Planning & Organisational Skills, Creativity & Innovation, Personal Organisation & Effectiveness (incl. Teamwork)

Soft Skills

Supplier Example of Good Level of Learning Experiences

- *Learning experiences offer stimulating opportunities that capitalise on young people's experiences within and beyond the organisation*
- *Equality of access to a wide range of learning opportunities*
- *Detailed and imaginative planning to ensure learners are challenged*
- *Learning activities that provide continuity and reinforce learning*
- *A curriculum that meets the needs of learners and offers a personalised learning approach where appropriate*
- *Communication, Numeracy and ICT is embedded into all lessons*
- *Where appropriate learners understand the role that they and other play in society and around the world*
- *Learning available in Welsh where appropriate*

2.2 Teaching

Courses tutors should set clear and realistic targets set by school and Supplier to measure progress and improve outcomes.

An individual learning plan should be developed and used as a “working document” and focused on delivery of learning, assessment, support and target setting for each learner.

Targets should be developed that stretch the learner and keep them focused on achieving realistic milestones.

There should be appropriate differentiation within delivery – stretch and challenge for more able learners and additional support for less able

Suppliers must demonstrate how they plan to deliver the qualifications and give details of the course content, aims and objectives and learning outcomes expected. A scheme of work will be required for each course prior to the start of each course.

Suppliers must deliver well-structured lessons, making the learning objectives clear at the start of each session.

Lessons must be supported with good quality materials and practical examples and have pace, challenge and be based on high expectations of the learner.

Tutors should use well-chosen questions to engage and challenge learners and consolidate understanding.

Effective understanding of learning should take place and tutors should be able to adjust what they are delivering in response to their assessment of pupils learning.

Tutors should plan, organise and manage learning experiences to ensure they are varied and engaging to all.

Lessons should be personalised to the groups needs as appropriate to ensure that learners are requirements are met.

Tasks should be set which enable learners to develop personal and social skills. A mixture of group work, lone working and peer led delivery should take place.

Constructive and detailed feedback and guidance should be given to learners as appropriate as this will provide learners with the knowledge they need to improve and progress.

A range of assessment methods should be utilised to gather information about the learners progress. Suppliers must engage, sustain motivation and retain learners on courses they deliver and ensure there are strategies in place to reengage learners who begin to falter.

It is expected that the Supplier will deliver courses that will raise the aspiration of the learners.

Suppliers must note that learners will not be permanently excluded from courses unless authorisation has been received from the school. If a Supplier wishes to permanently exclude a learner from the course this must be done in consultation with the school and is not the sole decision of the Supplier.

Where there is a difference of opinion between Supplier and School over permanent exclusion of a learner from an external course the Local Authority and Supplier will consult the Schools Exclusion Officer.

If a Supplier wishes to issue a Fixed Term exclusion this must be done in consultation with the school in order that it can be recorded.

Suppliers will be managing some learners with exceptionally challenging behaviour and complex learning needs and it is an expectation that Suppliers have appropriately trained and qualified staff to manage this.

Suppliers are required to supply a list of staff who will undertake the delivery of training to pre 16s. This should include proof of the relevant qualifications they possess and how these relate to the training / learning experiences they are able to provide, their ability to manage challenging behaviour and any professional development you have in place for your tutors. This should include but is not limited to those responsible for teaching pre 16s with nationally recognised teaching qualifications, ESOL qualifications, youth work qualifications etc.

Staff must be qualified and able to differentiate resources to ensure learners are stretched and challenged as well as supported in their learning.

Staff must have the ability to motivate and engage learners who are hard to reach.

Staff must have experience in and be able to manage challenging behaviour, non-attendance and lack of motivation and engagement of learners

Staff must be able to use innovative approaches to teaching and learning.

Suppliers will be expected to complete an annual report for Yr10 and Yr11 Extended Opportunities learners and an End of Course Report for all learners on Stage 4 courses using the preferred 14-19 format . These will be sent to the 14-19 Programme Manager as requested. Please see Appendix 7. Extended Opportunities Annual Report and Appendix 8. Stage 4 End of Course Report

Suppliers will be expected to complete Learner Progress Trackers for all students using the preferred 14-19 format. These will be sent to the 14-19 Programme Manager as requested and will be termly for Extended Opportunities learners and bi-weekly for Stage 4 learners. Please see Appendix 9. Termly Learner Progress Tracker and Appendix 10. 14-19 Bi-Weekly Learner Progress Trackers

Learners can be referred to Suppliers through the Framework of Alternative Provision by High Schools, PRU and Local Authority.

Referrer must ensure that Supplier is made aware of any relevant information regarding the learner

Learner is assessed by referrer and a decision is made regarding the sort of support/curriculum is required. The Supplier is given all the necessary information about the learner and clear measurable targets are set. Progress is monitored and a plan for progression is made.

Learner profiles are generated and confirmed by the 14-19 Provision Manager and sent to the Supplier. Commitment to completing the Wales Accord of the Sharing of Personal Information will be required from all Suppliers.

Suppliers must not accept a referral without receiving prior to start date a Learner Profile.

Supplier Example of Good Levels of Teaching

- *Teaching ensures that learners are motivated and engaged*
- *Teaching ensures good progress and learning*
- *Tutors have excellent subject knowledge and use a range of approaches and activities to inspire and challenge learners*
- *Tutors make good and imaginative use of resources, including technology to enhance learning.*
- *Support is focused and makes significant contribution to the quality of learning*
- *Feedback to learners both orally and through marking enables them to understand how well they are doing and what they need to do to maintain good progress*
- *Progress and wellbeing of learners is tracked and as a result lesson plans meet all learners needs*
- *Parents and carers are kept well informed about their children's achievements, wellbeing and development*

2.3 Care Support & Guidance

Suppliers must be able to show that they are able to provide support learners through transition into post 16 and offer impartial advice and guidance. An example of support would include but is not limited to using mentors to guide young people or working with outside agencies such as Careers Wales. We expect Suppliers to be responsive to the needs of the young people and work with them to ensure that there is a clear pathway for them into education, employment or training post 16. In addition clear progression routes for learners into post 16 must have been developed and where possible outcomes and evidence of this must be provided.

Suppliers must have signed up to the Wales Accord on the Sharing of Personal Information and have signed up to be Registered Data Controllers. Tenders will not be considered unless this has been completed. This is stated in Terms and conditions of contract.

Suppliers must ensure that impartial advice and guidance as well as support to make a positive transition post 16 is made available to all learners on courses. If your own organisation does not have a qualified Careers Advisor it is expected that you will look to Careers Wales to support this.

The staff/student ratio must be appropriate in all training / learning experiences provided and the Supplier must state this before each commences. The Local Authority will agree the appropriate ratio with the Supplier on commencement of the course. It will be the Suppliers responsibility to ensure that this ratio is maintained through the duration of the contract with the Local Authority.

It is not expected that pre 16 and post 16 learners will be in the same group sharing the same tutor.

Suppliers must confirm that DBS guidance as amended and updated on but not limited to is followed and adhered to:

<http://www.estyn.gov.uk/english/inspection/inspection-explained/safeguarding/#safedbs>

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Suppliers must ensure that all provision offered has access to a First Aid Trained member of staff.

Suppliers will be expected to report attendance to schools via email by 10am each day that the learner is placed with the Supplier. An update after lunchtime should be provided to schools to inform them of any changes to the register. Those absent, present and late should be included in this 10am daily report to schools.

Suppliers will be expected to email attendance to the 14-19 Programme manager at the end of each month using the 14-19 preferred format please see Appendix 6. Monthly Attendance.

Supplier Example of Good Levels of Care, Support and Guidance

- *Effective arrangements exist to support learners health and wellbeing*
- *Arrangements contribute to learners development and wellbeing and support learning effectively*
- *Organisation makes appropriate use of arrangements for promoting healthy eating and drinking*
- *Learning experiences promote personal development*
- *The organisation is proactive with developing and building collaborative working with other key agencies to reduce the risk of harm to learners*
- *Targeted support for vulnerable learners results in improvement for instance in attitudes, behaviour, confidence, achievement or relationships*
- *Induction programme are tailored to meet needs of learners*
- *Impartial advice and guidance is provided to enable learners to make confident and well informed choices*
- *Arrangements for safeguarding meet learner requirements*
- *Midyear enrolments learning needs are met*

2.4 Learning Environment

Suppliers must provide the service in 14-19 Partnerships and Neighbourhood Groups as stated in Introduction and Further Information.

If delivery is not available in the locality of the learners Suppliers must make every reasonable attempt to ensure a reasonable Travel Plan is put in place for learners.

Note that the preferred Supplier may not be deemed appropriate to deliver the provision to learners due to the location of the provision.

Supplier Example of a Good Learning Environment

- *The organisation is inclusive and learners receive equal access to provision and facilities*
- *Diversity is recognised, respected and celebrated*
- *Resources are of a good quality and matched to learning needs*
- *Facilities are of a good quality, are secure and well maintained*

3.1 Leadership

Supplier Example of a Good Level of Leadership

- *Tutors share a common vision, values and purpose*
- *Leaders communicate high expectations for improving provision and challenge staff positively to good effect*
- *Information regarding performance is used to address issues of underperformance and set targets for improvement*
- *Policies and initiatives are implemented consistently and improve learner outcomes*

3.2 Improving Quality

For the duration of the contract the Supplier will be subject to the Local Authorities Contract Management process. Please ensure that you are familiar with this and for more detail see Schedule 3 Contract Management.

Suppliers should involve learners, staff, employers and other interested parties in the Self - Assessment process. This process should focus on gathering the sort of information needed to produce an effective action plan to improve provision.

To be effective in improving the quality of provision the Self-Assessment must be honest in evaluating strengths, areas for improvement so that they may be maintained, eliminated and improved as necessary.

There should be an effective link between the Self-Assessment and Quality Improvement Procedures so that the two cycles overlap.

It will be an expectation that Contract Management Framework and Process will be adhered to by all Suppliers.

It is expected that the Self-Assessment will form part of the Contract Management process and as a result an Action Plan produced by the Supplier sharing Strengths and addressing Weaknesses.

On completion of the Self-Assessment and Action Plan a cohort of trained young people will visit your provision, speak to learners and staff and carry out an inspection against the National Participation Standards and other criteria the team of Young People Inspectors deem appropriate. Again any Strengths will be shared as good practice and any Weaknesses will be addressed via the contract management process.

Suppliers will be managed under the Local Authorities Contract Management Framework which will include Performance Review Meetings to action and address Key Improvement Areas. Failure to action improvements identified may result in contracts being cancelled with the Supplier, monies being withheld by the Local Authority and ultimately removal from the Provision Framework.

In addition Suppliers will be expected to attend Performance Review Meetings held twice per year. Please see Schedule 3 Contract Management. Weaknesses identified within the provision through the Contract management process must be addressed in the timescales set. Failure to do so may result in provision being withdrawn/cancelled.

Supplier Example of Good Quality Improvement

- *Leaders have an accurate picture of the organisations strengths and weaknesses*
- *Range of rigorous monitoring activities*
- *Performance data is uses to monitor progress and plans for improvement*
- *Organisation regularly seeks views of learners, parents or carers*
- *Organisation has a good track records of maintaining or improving standards and provision*

3.3 Partnership Working

Suppliers should have effective partnerships within local networks and work collaboratively with partners to deliver programmes and progression opportunities.

Effective communication networks should be established and partners should contribute effectively to the improvement of standards.

Suppliers will be expected to adhere to the Alternative Provision Procedures and Protocols Manual in case of award of contract for Alternative Provision. These requirements will be discussed further upon the award of contract.

The Alternative Provision Procedures and Protocols Manual will be made available on the PROACTIS e-portal. Please note that you will be obliged to adhere to these upon the award of contract.

Supplier Example of Good Partnership Working

- *Partnership activities make a strong contribution to improving standards and wellbeing of learners*
- *Partnership activities widen the range of choice for learners*
- *Organisation takes a leading role developing joint working practices and engenders trust and good communication between partners*
- *Staff focus on joint planning and resourcing as well as building capacity for continuous improvement*
- *Organisation has strong links with the community, good liaison and communication with parents/carers and works effectively with other agencies enabling staff to deliver joined up programmes that improve learner outcomes and wellbeing*

3.4 Resource Management

If Personal Protective Equipment is needed for the course being delivered this should be provided by the Supplier and included in the cost of the course. Please note it is expected that PPE be available on the first day of study and there should be no delay in starting the course due to PPE not being available to learners.

The location of your provision for the delivery of each course will be considered when we are allocating the appropriate Supplier and the process of appointment discussed earlier in the ITT will apply

Supplier Example of Good Resource Management

- *Organisation enables staff to develop and share their professional knowledge and supports teaching of good quality across the school*
- *There are effective networks of professional practice with other organisation and partners*
- *Staff and financial resources are managed and deployed effectively to support learning improvement*
- *The impact of resources on teaching and learning is kept under review and future needs are planned for*
- *Organisations spending relates well to priorities for improvement and the benefit of learners*