



Ministry of Housing,
Communities &
Local Government

SCHEDULE 2

SPECIFICATION

1. Introduction

The Ministry of Housing, Communities and Local Government (MHCLG), herein referred to as “the Ministry”, is seeking to award a Contract that will increase access to suitable English language training and employment support to assist Ukrainians and resettled Hong Kong British Nationals (Overseas) [HK BN(O)] in entering or gaining higher-paid employment. The Ministry is seeking a single supplier (or leader of a consortium) to deliver this contract in England.

This specification focuses on the delivery of a 12-month contract (*with two optional extension years (1+1) subject to requirement, funding, approval and supplier performance*) of targeted, flexible and intensive English language courses with wrap around employment support for unemployed and under-employed Ukrainians (see below for eligibility) and HK BN(O) visa holders who are resettled in the England. The UK operates three different Ukraine visa schemes to support those who wish to either come to or remain in the UK:

- Ukraine Family Scheme – for Ukrainians with families who are settled in the UK;
- The Homes for Ukraine (HfU) scheme, launched by the UK Government on 14 March 2022, allows people living in the UK to sponsor a named Ukrainian national or family to come to live in the UK with them, providing they have suitable accommodation to offer, and allows the Welsh and Scottish Governments to act as sponsors;
- Ukraine Extension Scheme:
 - for those Ukrainians who held permission to be in the UK on or between 18 March 2022 and 16 May 2023;
 - Ukrainians who held permission to be in the UK and that permission expired on or after 1 January 2022.

These visas are valid for 3 years from the point of issuing. As of 19 December 2024, 218,600 Ukrainians have arrived in the UK¹, with 159,800 via the Ukraine Sponsorship scheme and 58,800 via the Ukraine Family Scheme. The Ukraine Permission Extension (UPE) scheme will open in February 2025, allowing those granted the permission to stay on any of the above schemes to continue living in the UK for up to a further 18 months². As of April 2024, 68% of Ukrainians over the age of 18 surveyed planned to remain living in the UK for the foreseeable future³.

In January 2021, the Government also launched a visa route for Hong Kong British National (Overseas) [BN(O)] status holders and their families, giving them the opportunity to come to the UK to live, study and work on a pathway to citizenship. The visa was expanded in November 2022 to allow eligible adult children of BN(O) status holders who were born on or after 1 July 1997 to apply to the route independently of their parents. As of 30 June 2024, 219,100 applications have been made of which 209,406 have been granted

¹ [Ukraine Family Scheme, Ukraine Sponsorship Scheme \(Homes for Ukraine\) and Ukraine Extension Scheme visa data - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/statistics/ukraine-family-scheme-ukraine-sponsorship-scheme-homes-for-ukraine-and-ukraine-extension-scheme-visa-data)

² [Applying to the Ukraine Permission Extension scheme - GOV.UK](https://www.gov.uk/government/news/applying-to-the-ukraine-permission-extension-scheme)

³ [Visa holders living in the UK under the Ukraine Humanitarian Schemes, follow-up survey - Office for National Statistics](https://www.ons.gov.uk/peoplepopulationandcommunity/migrationandimmigration/bulletins/articlesandreports/visa-holders-living-in-the-uk-under-the-ukraine-humanitarian-schemes-follow-up-survey)



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To support Ukrainians and BN(O)s as they integrate into their new communities, MHCLG launched two programmes: A virtual intensive English language and Employment Support contract in August 2023 reaching approximately 13,000 Ukrainians, and a Welcome Programme for BN(O)s, which launched in April 2021. Through the Welcome Programme, BN(O)s are able to access advice, guidance and support on a range of issues including employment, education, housing and access to English language to help them get jobs and socialise, as well as opportunities to learn about life in the UK.

Both the Ukrainian and HK BN(O) cohorts predominantly want to work and are highly educated. Getting these cohorts into work, or higher-paid work is fundamental to supporting them into self-reliance and to realise their combined economic potential. Statistics from the ONS survey of Ukrainian guests, who had arrived before 15 June 2022 and were surveyed in April 2024, showed 50% of respondents were employed in the UK.⁴ 37% of respondents reported having experienced difficulties taking up work in the UK, with the most common difficulty cited being English language skills not meeting the job requirements (50%). The same survey showed that 66% of working adults were not employed in the same sector that they worked in Ukraine and that English language skills were a key barrier to this (reported by 37%).

The Welcoming Committee for Hong Kongers 2023 survey report found that though most BN(O)s are aged 25-64, currently only half are working: 35% full-time, 9% part time and 6% self-employed. Those who are not in work see confidence in speaking English (59%) and recognition of qualifications as the main barriers (28%)⁵. The same survey reported that almost half of employed BN(O)s, of all levels of skill and qualifications, say that their job doesn't match their skills and experience at all, or only a little. The latest ONS statistics from the March 2023⁶ survey of Ukrainian guests that had arrived prior to June 2022 indicate that 56% of those surveyed had accessed ESOL provision at least once with an 87% satisfaction rate. Of those who had used the ESOL provision, 72% said that it had improved their English. However, 35% had struggled to find a course at a time that suited them and 29% had struggled to find a course in their local area.

BN(O)s are ineligible for ESOL provision funded by the Adult Skills Fund (ASF), formerly the Adult Education Budget (AEB) for the first 3 years after arrival, except in London. The Welcoming Committee for Hongkongers 2023⁷ survey report found that despite the clear need for English tuition and support, only around 1 in 6 say they have attended an English class or received formal training to help with their English. However, this is not due to lack of interest. Of those who said they had not received such help, 71% said they were interested in attending classes. The over 65s were more likely to say they would like English tuition. There is stronger demand among BN(O)s who are not working, among non-graduates, and those living outside London.

However, we know from information provided by councils (LAs) in England, the Voluntary, Community and Social Enterprise (VCSE) sector, and the Department for Education in England, that outside of the core offer there needs to be a flexible option for supporting those not able to access core college provision, for example due to mental welfare, childcare and time constraints. Only a proportion of arrivals will need targeted provision (working age adults who do not yet have adequate English skills).

- **Background**

⁴ Visa holders living in the UK under the Ukraine Humanitarian Schemes, follow-up survey: 15 April to 22 April 2024

⁵ [From HK to UK: Hong Kongers' new lives in Britain — WelcomeHK](#)

⁶ Visa holders entering the UK under the Ukraine Humanitarian Schemes, Outcomes Survey: 27 February to 13 March 2023

⁷ [From HK to UK: Hong Kongers' new lives in Britain — WelcomeHK](#)



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It is understood that the majority of Ukrainians in the UK are typically employed in lower wage occupations (see glossary). 65% respondents to the November 2022 ONS survey⁸ of Ukrainian guests who had arrived before 15 June 2022 stated they are not currently working in the same occupations that they were employed in Ukraine. For example:

- 8% of respondents previously worked in healthcare roles in Ukraine, whereas only 4% now work in this sector in the UK, where the median wage is £610 per week.
- 13% of respondents were employed in teaching and education roles in Ukraine, while only 7% now continue this occupation in the UK, where the median wage is £680 per week.
- 11% respondents worked financial services in Ukraine, compared with 4% since arriving in the UK, where the median wage is £840 per week.
- 12% respondents worked in information technology and communication in Ukraine, compared with 10% since arriving in the UK, where the median wage is £805 per week.

The BN(O) visa has no English language pre-requisite. BN(O)s are educated, but currently underemployed: 20% feel that their current job matches their skills and experience completely, and 50% are employed either full-time, part-time or self-employed.⁹ One of the barriers to employment is language: the 2023 DLUHC (renamed MHCLG) survey indicates that where a job only partly matches skills and experience, over 40% reported English fluency as the main barrier. Without sufficient proficiency, BN(O)s will be at greater risk of unemployment and underemployment, both have long-term implications beyond the 5-year appraisal period for future income levels and productivity. There are also wider benefits to improved English language, including social integration and use of services.

This represents a large pool of specialised workers who are currently unable to enter the higher skilled workforce due to barriers including English language skills.

English for Speakers of Other Languages (ESOL) is a devolved matter. The Government delivers ESOL provision and employment support in England through the below mechanisms. The Supplier will need to work in a close, integrated way with the existing structures, systems and services, such as outlined below, to avoid displacement and duplication, and to enhance the existing provision.

The UK Government funds English Language classes for a range of cohorts. Ukrainians in the UK, here on one of three visa schemes, can already access training, including adult education provision funded through the Adult Skills Fund (ASF) covering ESOL, and through local councils who can provide additional ESOL provision under their grant conditions. BN(O)s are ineligible to access ASF provision until they have met the 3-year UK residency requirement. The exception here is BN(O)s who reside in London, who are able to access ASF immediately due to a change in eligibility rules.

It is, however, important to note that mainstream ESOL provision via the Adult Skills Fund (ASF) is not designed to be tailored to individuals or the needs of specific cohorts, though some providers may do so. In particular, the training is not funded to be intensive, and tends not to focus on employability, although some providers may

⁸ 'Visa holders entering the UK under the Ukraine Humanitarian Schemes – Follow-up survey': 17 October to 7 November 2022

⁹ ⁶ (DLUHC Survey 2023).



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do so. ESOL training is also generally aligned with the academic year. Our proposal is intended to supplement the existing English Language training offer.

We know that some Ukrainians and HK BN(O)s have reported issues with accessing ESOL provision, including a lack of flexible provision to work around childcare, and a lack of local provision in some areas. We also know that there is a lack of availability of trained English language tutors in the UK, which limits the ability to expand the existing ESOL provision. Providing a flexible, online offer will help to remove such barriers and enable access to a wider pool of tutors.

We recognise that access to English Language provision is key to unlocking the wealth of opportunities that come with living in the UK as well as untapping the positive contribution arrivals can make to the economy and their local communities.

As well as focussing on English language provision, we are working across government to identify new ways to help Ukrainians and HK BN(O)s to access employment, building on the work that DWP are doing with their employer networks, including promoting available jobs through the DWP [find a job](#) website and other VCSE led support. HK BN(O)s are ineligible to access DWP's services, whilst Ukrainians are able to. We are encouraging the use of Jobcentres and directing Ukrainians with work related qualifications to the UK National Information Centre for the recognition and evaluation of international qualifications and skills, who can help make sure that their certificates attained in Ukraine are converted to a UK equivalent. We are also directing people toward the relevant professional organisations to make the most of skills and experience.

While integration and English language provision are devolved matters within the UK, this programme will operate exclusively in England.

2. Objectives

This programme is a priority for the Ministry. The Supplier will need to deliver at pace the following three objectives:

Objective 1: To assess learners' initial English Language skills and identify barriers to entering the employment market, or into higher paid roles, and develop tailored support plans.

- **Measure of Success 1:** For 90% of all students to have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers. For 85% of all students that have completed the course to report that employment support sessions were helpful, at the point of their completion of the course (to be determined by exit survey).

Objective 2: To provide English Language tuition to up to 4,000 individuals comprising of 50% Ukrainians and 50% HK BN(O)s, of which two thirds are unemployed and one third are in low-paid employment¹⁰.

- **Measure of Success 2:** For all eligible learners to have improved by at least half a level of Common European Framework of Reference (CEFR) qualification compared to their baseline at the start of the programme.

Objective 3: To provide high-quality, individualised employability support to up to 4,000 Ukrainians and HK BN(O)s in parallel to providing English Language classes.

¹⁰ The Ministry would expect a minimum acceptable volume of learners to be 4,500 but would wish to see volumes as close to 5,000 as realistically possible.



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- **Measure of Success 3:** For at least 25% of unemployed students to be in employment within 12 months of beginning their training, and for at least 20% of low paid employed learners to have increased their monthly earnings or entered employment more commensurate with their skill level, as assessed by follow up survey after 12 months.¹¹

We envision these cohorts' requiring flexibility and ask the Supplier to deliver an English Language programme (mainly online) at flexible times of day to suit their needs. The Supplier should consider offering two intensity options.

Option 1: Intensive Intensive with an expectation of up to 20 hours of English Language classes, 5 days a week, after an initial 1–2-hour assessment, alongside high-quality, individualised employability support of up to 12 hours over the programme should be provided on an individual basis (mainly online). This should include an initial assessment of, on average, 1 to 2 hours before the end of week 1; 1-2 hours on average to develop an employment plan upon week 3; and then 1 to 2 hours a week from week 7 to support in accessing employment opportunities.	• Length: 10 weeks • Class Frequency: 5 days per week • English Language Class Hours: Up to 20 hours per week ○ Total: 200 hours of English Language classes over 10 weeks. • Employability Support: 12 hours in total, distributed as follows: ○ Initial Assessment: 1–2 hours by the end of week 1. ○ Employment Plan Development: 1–2 hours by week 3. ○ Weekly support: 1–2 hours per week from week 7 onwards. ○ Total Employability Hours: 12 hours.
Option 2: Less Intensive Less intensive, with an expectation of English language classes, 3 days a week, after an initial 1-2 hour initial assessment, alongside high-quality, individualised employability support of up to 12 hours over the programme should be provided on an individual basis (mainly online). This should include an initial assessment of, on average, 1 to 2 hours before the end of week 2; 1-2 hours on average to develop an employment plan upon week 5; and then 1 to 2 hours a week from week 15 to support in accessing employment.	Length: 24 weeks • Class Frequency: 3 days per week • English Language Class Hours: Up to 9 hours per week (3 days at 3 hours/day). ○ Total: 216 hours of English Language classes over 24 weeks. • Employability Support: 12 hours in total, distributed as follows: ○ Initial Assessment: 1–2 hours by the end of week 2. ○ Employment Plan Development: 1–2 hours by week 5. • Weekly support: 1–2 hours per week from week 15 onwards. • Total Employability Hours: 12 hours

- We expect individuals to complete the intensive English language course within 10 weeks of enrolling and to receive employment support within 12 weeks. For the less intensive course, individuals could complete the English language course within 20 weeks and receive employment support within 24 weeks. The Supplier will supply a certificate of completion of the course (confirming the CEFR level achieved) along with a summary of the course content covered in it. The Supplier must deliver at least 35% of learners

¹¹ Employment is defined as those with a contract for work at least minimum wage level, or gainfully self-employed. Low pay is defined as gross earnings below £1,580 per month.



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(excluding dropouts) to finish the English Learning part of the programme by the end of month six of the contract and the rest by the end of the contract.

- The supplier should recognise there may be other barriers to employment, such as childcare issues and the wellbeing of the students who have fled a war or experienced trauma. As such the Supplier should explore such issues and refer students on to local services like ASF-funded courses or programmes run by JobCentre Plus. Referrals to alternative courses will need to be tailored to the different regions.

3. Scope

The overall scope of the work is for English Language training and employment support in England online. The programme will be structured around these main areas:

- An assessment of the individual's English skills and employment circumstances (using accredited and recognised assessments). The Supplier will be expected to do their own baseline assessment and not rely on referrals from other programmes. This is to ensure a robust, consistent and comparable assessment of language proficiency needs across borders. It will also facilitate evidencing progress of students.
- Recommendations for the student's pathway to improving their English skills and finding adequate employment.
- A tailored virtual learning programme and employment wrap around support.
- A judgement on what further steps the students need to take beyond the course.
- Regular reporting of progress towards meeting the objectives.
- A final evaluation and recommendation for the Ministry on overall success of the programme and future steps.

Further detail on evaluation and monitoring can be found in section 5.

Target audience:

- Up to 4,000 Ukrainians from the four visa routes and HK BN(O)s who are unemployed or in Low-Income Employment (see definition of low-income employments in Glossary Section).
- The Ukrainian and HK BN(O) beneficiaries should be selected proportionately based on eligibility criteria i.e., over 18 years old and unemployed or in low-income employment. Full eligibility criteria can be found in the Approach section.
- We would expect to see a mixture of employed vs unemployed students enrolled with an overall distribution of approximately 50% Ukrainians and 50% HK BN(O)s.
- We expect the split in volumes of students to be:

Region	Ukrainians	HK BN(O)	Total
London	468	382	850
North East	52	24	76
North West	162	420	582
Yorkshire and the Humber	130	98	228
East Midlands	146	178	324
West Midlands	146	258	404
East of England	230	130	360
South East	436	396	832



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South West	230	114	344
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- UKR and HK BNO arrivals data as at 31 December 2024
- HK BNO splits are based on regional arrival estimates from the HK BNO Survey in September 2023
- UKR splits are based on distribution of regional arrivals as at 31 December 2024
- For both cohorts, arrivals to DAs have not been accounted for and removed from calculations

- Should a region not be able to fill their allocated learner spots within 6-months, it will be expected to redistribute the outstanding spots proportionately to other regions to ensure the objective of providing the programme of up to 4,000 beneficiaries is met.

Supplier Obligations:

- The Supplier should demonstrate how the programme will supplement existing localised provisions currently in place without duplication or displacement.
- Supplier will work collaboratively with the Ministry, councils, VCS, education providers and Strategic Migration Partnerships across the UK to spread awareness of courses.
- Suppliers will be required to gather permissions from attendees to share data with MHCLG as well as other government departments, for evaluation purposes. Where required, the Supplier will also be expected to provide the relevant translation services for the collection of surveys/impact data. Further details can be found in Section 4.

The programme should define and embed (but not be limited to) the following specific understandings:

For English language provision:

Provide virtual intensive English language lessons of up to 20 hours a week as a minimum, delivered flexibly to suit the cohort's needs and a less intensive option of 3 days a week.

This will include (but is not limited to):

1. Assessing students English learning needs.
2. Helping students improve reading, writing, speaking and listening in English aimed to enable them to access the employment market.
3. Providing specific language skills for those seeking employment in specific professional employment e.g., healthcare and education professions.
4. One to one support including regular check-ins to motivate and monitor progress.
5. Regular checks on attendance levels and learning of the English language.
6. End of course assessment leading to English certificate.

For employability support

Employment support should be delivered 1-2 hours per week after week three, increasing in intensity from week seven or fifteen if offering the less intense option. Depending on individual's needs, these sessions may be one-to-one support or provided in group settings.

This will include (but is not limited to):

1. Assessing student's employment support needs.
2. Support with seeking recognition of existing professional qualifications where the qualification is relevant to the employment sought. The Supplier will not be expected to fund these but instead support beneficiaries through the application process.
3. Signposting to job boards and/or job opportunities.
4. Support with CV writing and job applications.



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5. Undertaking interview practice including providing actionable feedback and role-playing cultural norms around interviewing as needed; and
6. Support in preparing for self-employment, including but not limited to, signposting to local entrepreneurship services, and training to understand business, the UK tax system and how to access financial support and start-up capital.
7. Ensure that paid-for vocational and/or technical training is provided to a recognised standard (for example, in-line with qualification levels in England).
8. The supplier should be mindful of other employability schemes operating in the area and seek to complement, rather than duplicate or displace them

The Supplier will need to be clear that this provision doesn't automatically replace any work search requirements for those participants on Universal Credit. Participants will be responsible for discussing their learning and support with their work coach to make sure that work coaches were aware of and in agreement with the course counting towards work search activity. Should a participant dropout of the course it will be up to the Suppliers discretion as to whether the spot is filled with a new participant or not.

The Supplier should also provide qualitative evidence such as case studies of individuals, including dropout cases.

Each objective of the programme, as laid out in the 'Objectives' Section is mandatory.

Further details are set out in the 'Approach' section of this document. It is expected that the areas of focus are not mutually exclusive, and the Supplier is expected to consider the interdependencies across different areas as required. While consideration of these areas is essential, there may be certain areas in addition to these that should be part of the focus of the work.

It is for the Supplier to define its methodology and approach to the work in its bid, although a high-level view of what we expect to be included in the methodology is outlined in the Approach.

The Supplier will review and report final programme findings to the Ministry. The expectation is that the Ministry will publish the findings together with an agreed plan between the Supplier and the Secretary of State to address recommendations for future cohorts.

The Ministry recognises that the Suppliers may also hold an existing relationship with the Strategic Migration Partnerships (SMPs) and councils. This should be declared as part of any bid. The Ministry is clear that the scope of this work sits outside any existing consultancy work the Supplier might be providing.

Subject to successful implementation and on-going delivery of this Contract, MHCLG may request proposals from the Contractor regarding potential provision of additional services beyond the Contract value in line with the current scope of work.

4. Deliverables/Outputs and Performance Measures

- Where personal data is being processed the supplier must meet the data protection obligations appropriate to the use and type of data processing
- These KPIs shall be made publicly available as per transparency reporting requirements:

KPI Name	KPI Description	Inadequate	Requires Improvement	Approaching Target	Good
KPI-1	No. of students supported with language tuition and	2,999	3,000	3,400	3,900



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	employment support by the end of programme				
KPI-2	No. of students (excluding dropouts) that moved at least half a level of Common European Framework of Reference (CEFR) qualification compared to their baseline at the start of the programme.	2,999	3,000	3,400	3,900
KPI-3	% of all students (excluding dropouts) to have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers	79% or less	80%	85%	90%
KPI-Social Value	No. of engagement activities with the community, community representatives and or anchor institutions that support community integration (aligns to Policy Outcome 3 – Resilient, innovative and flexible supply chains)	As agreed and detailed in the Tender Response in Schedule 4 of the Contract	As agreed and detailed in the Tender Response in Schedule 4 of the Contract	As agreed and detailed in the Tender Response in Schedule 4 of the Contract	As agreed and detailed in the Tender Response in Schedule 4 of the Contract

- Potential students will be referred by their council/SMP/Jobcentre signposting/other education provider and/or self-referred. The Supplier will be expected to refer any students that do not fit with the eligibility criteria to alternative provisions (such as the Adult Skills Fund offer delivered through colleges and councils). The Supplier will be required to assess the eligibility of candidates for this programme.
- For each learner, the Supplier will produce a tailored programme as detailed in the scope section of this specification. This programme is to include:
 - A detailed assessment of and conclusions on the points laid out in section 4 ('The Scope'), as well as additional considerations laid out in the Approach.
 - Student journeys for improving their English skills and finding a long-term suitable employment, should include:
 - A roadmap for improvement, which the student can follow and track,
 - Signposting/refer students in relation to further education and employment support if needed.
- Recommendations for the Ministry on improvements or further work that the UK Government should undertake, including where appropriate specific targets that the SMPs and councils should work to support current and future forced migrant cohorts.
- Guidance on how improvement should be measured, including outputs / outcomes and targets to work towards, and to include specific timeframes where relevant.
- The Supplier will provide and present to the Ministry the following **specific deliverables**:
 - The supplier to onboard and train a cohort of up to 4,000 learners virtually over the course of 12-months.



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- In recognition that this is a new service and that all mobilisation/additional costs must be met from within the overall funding, the Ministry would expect a minimum acceptable volume of learners to be 3,900 but would wish to see volumes at 4,000
- The provider to have achieved a 25% employment rate for those unemployed learners participating in the scheme within 12 months of starting the course following initial implementation.
- The provider to have supported at least 20% of low paid employed learners to have increased their monthly earnings or entered employment more commensurate with their skill level, as assessed by follow up survey after 12 months.

With respect to evaluation and monitoring data, the Supplier will create the appropriate infrastructure and processes to collect and produce the following:

1. Monthly provision of monitoring data, including data on:
 - Registration/enrolment numbers, including demographic profile of those who register/enrol (age, region/geographical spread, sex, duration in UK)
 - Course stage – enrolled, initial assessment completed; active/inactive, mid-course assessment complete/incomplete, final assessment complete/incomplete
 - Attendance levels (days and hours attended). We expect learners to meet an attendance rate of at least 90%.
 - Dropout levels and reasons as to why learners left the programme. We estimate there may be a dropout rate of 10%.
2. Quarterly provision of data to assess the intervention:
 - English proficiency of attendees (consistent assessments before, during and after attendance of course). Completion of the course will be based on whether beneficiaries have moved at least half a level of CEFR qualification compared to their baseline at the start of the programme.
 - Employment outcomes (employment levels pre and post intervention – the Supplier will account for permissions to follow-up with learners, or for data matching to central government datasets if required). The supplier will need to outline how they will measure beneficiaries in employment or higher employment up until 12 months of learners starting the course. Should we choose to follow up with learners directly, the Supplier will outline how they will facilitate this and collect follow-up data as required.
 - The changes in the attitudes of learners to employment prospects/English language ability (potentially through pre and post intervention surveys, drafted in collaboration with MHCLG)
 - Attitudes of attendees to employment prospects/language acquisition (through pre and post intervention surveys)

Performance measures:

- Supplier delivering what was proposed in their bid
- Interim reports provided by the Supplier to agreed timeframe
- Final report provided to agreed timeframe
- Satisfactory output reflecting suppliers bid.
- Supplier coordinating and providing monitoring data outputs in a timely and robust manner.

Staff and Customer Service

- The Supplier will provide a sufficient level of resource throughout the duration of the Contract in order to consistently deliver a quality service.
- The Supplier will demonstrate that staff assigned to the Contract have the relevant qualifications and experience to deliver the work to the required standard.



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- The Supplier will ensure that staff understand the Ministry's vision and objectives and will provide excellent customer service to the learners throughout the duration of the Contract.

5. Service Levels, Performance and Key Performance Indicators (KPIs)

- Each objective of the programme, as laid out in the 'Objectives' section is mandatory. Performance measures include, but are not limited to:
- Draft report provided to agreed timeframe
- Final report provided to agreed timeframe

Key Performance Indicators linked to payments (see payment structure below):

10% of total payment will be based upon achieving the following outcomes of the programme (see further details on pricing in section 6). If the supplier achieves at least 7 of these 11 KPIs they will receive the full 100% of the budget allocated to successful outcomes of the programme (which is 10% of the total programme budget). If the supplier achieves less than 7 KPIs, they will receive the following:

- Achieve 6 KPIs – 80% of budget allocated to successful outcomes
- Achieve 5 KPIs – 60% of budget allocated to successful outcomes
- Achieve 4 KPIs – 40% of budget allocated to successful outcomes
- Achieve 3 KPIs – 20% of budget allocated to successful outcomes
- Achieve 1– 2 KPIs – 10% of budget allocated to successful outcomes
- Achieve 0 KPIs – 0% of budget allocated to successful outcomes

KPI	Description ¹²
1	Up to 4000 acceptable volumes of learners comprising of 50% Ukrainians under the four visa schemes and 50% HK BN(O)s.
2	90% of all students (excluding dropouts) to have a tailored support plan which identifies barriers to employment with agreed steps to reducing these barriers.
3	85% of all students that have completed the course to report that employment support sessions were helpful, at the point of their completion of the course (to be determined by exit survey).
4	All students who have completed the course to have moved at least half a level of CEFR qualification compared to their baseline at the start of the programme.
5	All students (excluding dropouts) to receive tailored employment support through engagement with an employment adviser.
6	At least 25% of unemployed students to be in employment within 12 months of beginning their training, as assessed by follow up survey after 12 months. Employment will be defined as those with a contract for work at least at minimum wage level, or gainfully self-employed.
7	At least 20% of low paid employed learners to have increased their monthly earnings or entered employment more commensurate with their skill level, as assessed by follow up survey after 12 months.
8	At least 35% learners (excluding dropouts) to complete the English Learning part of the programme by month six of the contract and the rest by the end of the contract.
9	All learners (excluding dropouts) complete the English Learning part of the programme by the end of the contract.

¹²Key definitions outlined in section 10 for mutual understanding



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10	Completion of the following milestones to the agreed timeframes (See key tendering dates below)
11	Organise at least 7 webinars/events that provide STEP Ukraine participants with insights into the skills and competencies they need to access career opportunities for specific roles/sectors. All events should be hosted between the programme start date to March 2026.

We expect the successful supplier to deliver this contract at pace. Key dates for delivery are set out below.

Milestone	Deliverable Description	Timeframe
1	Commencement start date	Within 1 week of contract award
2	Output: training course	Within 4 weeks of contract award
3	Output: end of course enrolment	10 weeks prior to end of contract
4	Output: course exit survey	Within 2 weeks of end of individual courses
5	Programme evaluation reports	Interim reports quarterly Final report within 2 weeks of end of final courses
6	12 month follow up survey. Providing data on percentage of unemployed learners in employment (target 25%), income level increase, and matching of employment with skill level	Within 12 months of learner starting course

Ongoing performance monitoring metrics (not linked to payments)

- Overall attendance rate is above 90%.
- Overall dropout rate is below 10%.
- At point of enrolment, ideally, two-thirds of students are unemployed, and one-third are in low paid employment. are in low paid employment (provider may adjust these targets if they are not receiving enough applications from one of these groups, pending the Ministry agreement).
- Positive changes in the attitudes of learners to employment prospects/English language ability (potentially through pre and post intervention surveys, drafted in collaboration with the Ministry)
- Metric specifically for programme evaluation purposes, rather than supplier performance, such as monthly monitoring data and quarterly intervention impact data as listed above.
- The Supplier will collect and record the work undertaken to deliver the work outlined in this specification to maintain a fully evidenced audit trail. It should be noted that if the Supplier fails to deliver contracted outputs, a performance review may apply which could lead to an early termination of the contract.

6. Pricing & Payment Structure

The below information on pricing and payment was the advertised budget within the Invitation to Tender pack. The contracted values (as per Schedule 3 – Price Schedule and Award form) will apply to the awarded contract.

There is up to £4.2m (excluding VAT) of total funding available for this contract, to deliver the programme for up to 4,000 learners. Payment is expected to be released in tranches as stated below:

No.	Fixed Payments	Performance related
1	20% upfront within one week of contract award – (up to £840,000 TBC)	50% upon completion of the course. This will be based on agreed rates. See table below scenario payments based on estimated no. of students projected amounts We will review this progress quarterly, and therefore payment is



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		claimed quarterly in arrears commensurate with the satisfaction of completion up to a total of £2,100,000 excluding VAT (50% of total funding).
2	20% when at least 1,500 learners have started their course - (Up to £840,000 TBC)	10% upon achieving 7 out of 11 KPIs - (TBC up to £420,000)

- 50% budget allocated to successful completion of the course based on to be agreed rates. The rates will be based on a total of a minimum of 4,000 students participating in the programme and a total budget of dedicated specifically to completions

Scenario	Payment to Supplier
Student achieves 100 point increase regardless of attendance levels	£525
Student achieves 70-99 point increase and has attended at least 50% of English classes	£473 (10% price reduction)
Student achieves 40-69 point increase and has attended at least 50% of English classes	£420 (20% price reduction)
Student achieves 0-39 point increase (or has not taken their final test) and has attended at least 50% of English classes	£263 (50% price reduction)
Student achieves 40-99 point increase and has attended 49% or less of their classes	£263 (50% price reduction)
Student achieves 0-39 point increase or has not taken their test and has attended 49% or less of their classes	£0

- 10 percent of the budget linked to the successful delivery of KPIs up to 7 out of the 11 KPIs the supplier will receive 100 percent of the budget allocated to KPIs
- Final 10 percent payments relating to the contract will be made in 2026/2027 for the delivery of final post programme survey data on employment outcomes.
- Additional costs such as associated with mobilisation, service feed infrastructure costs, and integration and partnerships will not be funded by the Ministry.
- The maximum budget of providing this contract for up to 4,000 individuals are as follows (excluding VAT):

Cost element	Total £m
Contract and Course start	1,680,000
Course finish (see column 1 above for performance related payment structure)	2,100,000
12-month post review	420,000
Total costs	4,200,000

7. Approach

The Ministry requires consideration on the specific points below to meet the three Objectives of the Specification, however the programme is expected to consider any matter relevant to the overall scope.

The Ministry will support the Supplier to deliver the work to the required standard. This support will include:

- Provide the Suppliers contact details to lead contacts within councils and SMPs were required
- Being responsive to requests for engagement from the Supplier
- Providing copies of relevant information held relating to the English levels and employment support of the cohort. (This information should be extracted from anonymised user surveys)



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4. Informing SMPs and councils about the work ahead of time and encouraging them to signpost this work to potential students.

The Supplier will work with the contract manager in the Ministry to deliver project objectives, update meetings, and reports as required. At a minimum these will include:

- An initial meeting to introduce team members and agree an approach to engagement going forward,
- A meeting to discuss emerging issues at an agreed stage during the review process,
- A meeting with the Ministry and the councils and SMPs to present the programme and findings.
- A monthly progress meeting to assess performance against contract deliverables, with the possibility to increase regularity as required.

Contact between the Ministry and the Supplier is not limited to the above should further contact be necessary.

The Supplier is also expected to work collaboratively with relevant industry bodies, government bodies and interest groups to collect and research knowledge related to the programme where necessary.

Councils and SMPs could help the Supplier by:

- Referring potential students to the training programme.
- Offering ASF-funded English classes and alternative English learning classes if fitting.
- Providing computer access in public libraries to complete the training course.
- Support learners with continuous development plans by enrolling them to appropriate training once the programme has finished.
- Signpost Learners to ESOL classes within DfE's FE Colleges.

The Supplier should set out an envisioned student journey which incorporates the following themes (but is not limited to):

- Student entry point (including referral and signposting process)
- Student assessment process and assignment into a tailored journey, taking account of other forms of employability support available locally.
- Progress and attendance monitored and shared during the course
- End of course assessment and grading (including CEFR English certificate)
- Support in researching and applying for jobs with candidates and interview training
- Support with the transfer of qualifications (if applicable, Providers are not expected to cover any associated costs of qualification transfer, these should be covered by the individual and/or any other supporting third party)
- Understanding UK recruitment and work culture
- CV development and writing

The provider may also offer these three optional services to further support the cohorts; however, performance will not be assessed based on them:

- To provide mental health support as well as integration courses.
- To provide continual improvement of learning 12 months after the completion of course
- To provide technology equipment (where needed)

Eligibility criteria for beneficiaries:

Referrals to the provision may come from councils, SMPs, career services, Jobcentres and DWP signpostings, Voluntary sector bodies, education providers and individuals. The Supplier will then:

- Conduct a triage process to ensure that referrals are suitable, do not duplicate or displace existing services and support; considering availability, IT literacy, whether the student can make the time



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commitment, and current English language standards. The course ought to support all English levels. Consideration should be given to ensuring that those being put forward to take part in the programme are able to engage with it fully in respect of personal circumstances, wellbeing and trauma, as it is an intensive programme and may be overwhelming for some at present.

- Referrals should then be placed into course groups by ability and by availability to attend – with an expectation that courses are run at differing times according to demand.
- Beneficiaries must be ages over 18 and either unemployed, or in low-income employment (see definition in glossary).
- Beneficiaries who are already in employment may join the course with a stronger focus on English Language training. Suppliers will make a tailored training plan accordingly.
- Beneficiaries who are on zero hours contracts should discuss with the supplier at the time of assessment whether they need to seek different types of work or more certainty in hours as part of their conditionality regime.
- Beneficiaries that find employment whilst undergoing the course may be allowed to stay on the course to complete the English Language training as well as get any additional Employment related support they may need.
- Beneficiaries who are in full-time studies are not eligible for this programme. However, beneficiaries who are in part-time studies will be eligible for the programme.

The Supplier will be expected to refer the students that do not fit with the eligibility criteria to alternative provisions (such as the Adult Skills Fund offer within their councils).

The Supplier will need to assess the students against the following criteria:

- Students must be able to attend the classes.
- Students need to be willing to commit to the studying time throughout the process.
- Students need to be IT literate to complete the course online
- Students must have access to IT equipment
- Students need to be content to disclose their personal details to ensure the Provider can support them fully (CV history for example)

The Supplier will be expected to demonstrate:

- Evidence of appropriate skills and qualifications, including relevant accreditation appropriate to the delivery of English language and employment support services. This includes being a recognised accredited provider (such as by the British Council) and demonstrating experience in delivering accredited and non-accredited CEFR courses in England at different levels with progression routes and delivered by qualified teaching staff. (Teaching qualifications may include CELTA)
- Specialist knowledge of English language Training and Best Practice: The Supplier will demonstrate a detailed technical understanding of English language learning/teaching and the learning journey and apply this understanding to make considered judgements about the learner's needs. This will include an initial assessment of student's English levels and needs as well as employment support needs.
- Understanding and experience of the English Language teaching specifically associated with forced migrants.
- Within this context we are requiring a judgement on what the best course of action would be as opposed to an audit of the possible options available. To maintain the impartiality of any judgements the Supplier cannot already be involved in any existing audit work within the Councils.
- Capacity to deliver: The Supplier will demonstrate that it has the organisational structures required to arrive at conclusive and independent judgements. The Supplier will therefore be able to demonstrate that it is independent from any lobbying or political organisation that operates within the sector.



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- The Supplier will demonstrate its capacity to carry out review work at the scale required, within the proposed timescale with appropriate staff and resource allocation. It is expected that monitoring data will be reported quarterly.
- A clear and appropriate methodology that addresses each objective laid out in the tender.
- A clear methodology which ensures flexible access to classes, and for repeat viewing of modules if so desired.
- A clear approach for the collection of robust assessment and monitoring and evaluation data, in line with the requirements of this programme.

Facilities for face to face or video call meetings with the Ministry and stakeholder groups established to further research goals of the project should be provided by the Supplier.

Continuous improvement

- The potential supplier will be expected to continually improve the way in which the required Goods/Services are to be delivered throughout the Contract duration.
- The potential supplier should present new ways of working to the Ministry during monthly Contract review meetings.
- Changes to the way in which the Services are to be delivered must be brought to the Ministry's attention and agreed prior to any changes being implemented.

Social Value

- The Supplier should recognise there may be other barriers to employment, such as childcare issues and the wellbeing of students who have fled a war. As part of the social value element of this contract, we expect the Supplier to show how they can support students in these situations, and where appropriate their referral mechanism to local services. The Ministry will secure and maximise additional tangible social value benefits in accordance with the below social value themes through explicit delivery of this contract. A KPI on social value (see section 4) will be published and made publicly available.
- **Policy Outcome 3: Resilient, innovative and flexible supply chains: Support economic growth through enabling resilient businesses, opportunities for small businesses and voluntary, community and social enterprises.**
- **Award Criteria:** 3b Collaborate in co-design and delivery with communities and anchor partners
- **Sub Criteria:**
 - Must include a specific, measurable and time-bound commitment (minimum requirement to score points)
 - A description of how the commitment meets the award criteria
 - Includes a description of how you will identify and reach the target cohort, how you will design/refine and tailor the offer to the cohort
 - Includes a description of how you will influence staff, suppliers, customers and communities (as appropriate) through the delivery of the contract to deliver the Social Value Outcome, for example: engagement, co-design/creation, training and education, partnering/collaborating, volunteering.
 - Transparency - any plans for publishing your commitments and performance
 - The response includes a timed project plan setting out how you will implement your commitment and by when, including:
 - * Timed action plan
 - * Proposed metrics you will use to monitor the contract
 - * Tools/processes used to gather and monitor performance



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* Governance, including nominated escalation points

* Feedback and improvement procedures in place

- **Standard Reporting Metric:** 3bi, Number of engagement activities with the community, community representatives and or anchor institutions.

The Supplier must commit and report as part of the Key Performance Indicators on the following:

- o Proposal and agreement of appropriate approach and methodology
- o Completion of milestones to agreed timeframe
- o Completion of course to satisfactory standard, including completeness of information and readability of reports.
- o Learners in employment within 12 months of starting the course following initial implementation.

8. Contract Management Arrangements

- The Supplier will be required to produce monthly reports that sets out progress against the objectives, KPIs (set out under 'KPIs linked to payment' and 'Ongoing performance monitoring metrics'), and the Social Value commitments (MAC 8.1 and MAC 8.2). The report should also highlight any risks and issues against meeting these KPIs. The Supplier will participate in monthly review meetings to discuss the report.
- In addition to these monthly meetings, the Supplier will participate in quarterly contract review meetings.
- Changes to the Contract will be in accordance with MHCLG's terms and conditions and agreed by the Ministry.

9. Security

- The Supplier needs to ensure that staff have completed the necessary Disclosure and Barring Service (DBS) check (or equivalent if based abroad) to teach learners.
- We require the Supplier to adhere with data protection regulations and ensure a clear anti-fraud prevention plan is in place.
- The supplier is expected to process information in accordance with UK GDPR.

10. Glossary

Expression/Acronym	Definitions
ASF	Adult Skills Fund
Activated	Someone who 'started' (pre English test and Employment Advisor intro chat) <u>and</u> activates their English online account
CEFR	Common European Framework of Reference
Completed	Someone who increases their English level by 100 points
Dropout	Student achieves 40-99 point increase and has attended 49% or less of their classes
DWP	Department for Work and Pensions
Employment	Those with a contract for work at least minimum wage level, or gainfully self-employed.
ESOL	English for Speakers of Other Languages
Finished	Student achieves a minimum attendance is 50% of classes of the 12 weeks of employment support <u>and</u> 10 weeks of English classes <u>AND/OR</u> takes the final English test
HK BN(O)	Hong Kong British National (Overseas) visa holder



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KPI	Key Performance Indicator
Low-attendance	Students who attend less than 50% of the employment and English sessions
Low-paid/low-income employment	Low pay is defined as gross earnings below £1,580 per month.
MHCLG	Ministry of Housing, Communities and Local Government
Non-activator	Someone who starts up but never activates. i.e. they do the EA call and pre-test but never activate their English online account.
Registered	Someone who completes the online registration form
SMP	Strategic Migration Partnership
Started	Someone who has had their introductory call with Employment Advisor and completes the pre-English test
Unemployed	Economically active people aged 18 years and over without a job who have been actively seeking work within the last four weeks and are available to start work within the next two weeks
VCSE	Voluntary, Community and Social Enterprise