

ESSEX COUNTY COUNCIL

ESSEX MUSIC SERVICES E-LEARNING CURRICULUM RESOURCE SPECIFICATION

Issued April 2025

Procurement Project CO0525

# Essex County Council

## Essex County Council is dedicated to improving Essex and the lives of our residents. Our ambition is to deliver the best quality of life in Britain. We will achieve this by providing high-quality, targeted services that deliver real value for money.

## Everyone’s Essex – Our plan for levelling up the county 2021 to 2025

* + 1. Everyone's Essex sets out our 20 commitments for this four-year period.
		2. We've focused on four areas where outcomes really matter for the quality of life for all people in Essex. They are:
* the economy
* the environment
* children and families
* promoting health, care and wellbeing for all ages
	+ 1. Embedded in our plan is a renewed commitment to addressing inequalities and levelling up life chances for residents. For information, visit; [Everyone's Essex: Equalities and levelling up](https://www.essex.gov.uk/everyones-essex-our-plan-for-essex-2021-2025/equalities-and-levelling-up).
		2. Most of all, it is our intention to work tirelessly in service of the people of Essex – they have put their trust in us, and we will not let them down.
		3. A full version of our plan can be found at: [Everyone's Essex](https://www.essex.gov.uk/everyones-essex-our-plan-for-essex-2021-2025) or download the brochure as an accessible PDF: [Everyone's Essex](https://www.essex.gov.uk/sites/default/files/migration_data/files/assets.ctfassets.net/knkzaf64jx5x/QfCTFvZFWm6jBFzKIcxU8/3033e555110ddb553603919ae00c638d/ECC-Everyones-Essex-plan-2021-to-2025.pdf) (PDF, 8.54mB).

## Our 20 commitments

* + 1. Our 20 commitments are divided into 4 key areas: economy, environment, health and family.
		2. For more information on our 20 commitments across 4 key areas, visit; [Everyone's Essex: Our 20 commitments.](https://www.essex.gov.uk/everyones-essex-our-plan-for-essex-2021-2025/our-20-commitments)

# Introduction

* 1. In September 2024, Essex County Council was appointed the Hub Lead Organisation for the Greater Essex Music Hub with the responsibility to deliver education outcomes in line with the Arts Council England 10-year strategy and the National Plan for Music Education. The new geographic area now covers the unitary authorities of Southend and Thurrock.
	2. ECC is looking for a music education digital resource specialist to provide a comprehensive package of musical programmes and resources which are accessible to thousands of classroom teachers, music tutors and young people. In addition, both online and face-to-face training, delivering up to 2 training sessions a week is essential to maximise uptake and engagement. The target audiences for this training would be set through working closely in partnership between the Music Hub Lead Organisation and the successful bidder.
	3. The successful bidder will become a Music Hub partner whose offer will strongly compliment the wider work of the Greater Essex Music Hub and help deliver the strategic functions which all Music Hubs are funded and expected to offer.
	4. The digital learning packages will need to be administered and promoted by the successful bidder. An ongoing, high-quality face-to-face and online training package for generalist and specialist teachers and tutors is essential.

# Background

* 1. Greater Essex Music Hub are looking to procure the provision of an online curriculum support tool with an experienced and innovative digital learning partner to replace its existing contract. ECC is keen to continue with this methodology of delivering this Service to our schools.
	2. Greater Essex Music Hub has developed a strong portfolio of both local and national partnership organisations to support the work of the Music Hub across the county, and ECC are looking to continue to work with an experienced and innovative digital learning partner.
	3. As a geographically large music Hub area, a strong online music resource offer is essential in helping maintain the engage and support of schools, enabling good quality music provision to be delivered consistently and to support musical transition between key stages.
	4. This digital offering will help compliment the other services and opportunities offered to schools, such as instrumental learning, access to high quality singing, instrumental hire and is a tangible way of offering virtual support to teachers and pupils when face-to-face contact is not always possible.
	5. There is a proven demand for digital learning resources across the whole Music Hub region with strong historical engagement within the curriculum resources offered to schools in each local authority area.
	6. Greater Essex Music Hub will not require the successful bidder to interact with any other interfaces or contracted providers, however, there maybe introduction to other partners who are developing or providing work as a Hub partner, that may benefit the on-going provision of this contract holder.
	7. With the publication of the Model Music Curriculum in 2021 and a New National Plan for Music Education in 2022, it is expected that the provider of this service will support schools both to deliver the Model Music Curriculum as a minimum standard, and to support the wider delivery of the National Plan for Music Education.
	8. The digital learning platform should be able to provide resources for at least 667 of locations, allowing specialist and non-specialist teachers to deliver a high-quality music curriculum and to focus their time on quality delivery and musical progression for their pupils.

# Scope

* 1. The successful bidder will be required to provide a digital-based learning environment which contains a breadth and depth of resources to support the delivery of music to all key-stages, with detailed content to support EYFS, Key-stage 1 and Key-stage 2 teachers where there are a greater number of non-specialist teachers delivering music curriculum lessons. A library of resources is expected for key-stage 3 delivery to support both the specialist and non-specialist. These should be flexible in their use and include access to resources for instrumental teaching. We also expect there to be resource to support the various SEND and alternative settings across the county and support transition of young people between primary and secondary settings.
	2. All users (both teachers/tutors and pupils) will need individual logins which can easily be reset and to which content can be saved. Managers throughout the Greater Essex Music Hub also require administrative access.
	3. The bidder should supply information for licences for all 667 locations across the Greater Essex Music Hub and give details of the rate per location. Essex County Council will be looking to purchase licences for 75% of locations. Should further demand this prove necessary in the future ECC would expect to be able to purchase additional licences at a pro rata rate.
	4. There will be a need and expectation for the successful bidder to provide an on-going CPD programme for schools to benefit from, to enable generalist teachers to fully understand how to best use the resources that are on offer.
	5. This digital learning requirement will require two separate elements of work to be provided for a resource for the whole delivery of the Music Curriculum and support materials for instrumental teachers.
	6. As well as supporting teachers to deliver high quality music lessons within school, there is also an expectation that the resource offered will engage with all young people and provide an interactive music-focused digital learning resource that is accessible for the student user beyond the classroom.
	7. The digital resources produced need to be accessible on all platforms (Windows/Apple/Linux) and should not require any installation or additional equipment to be purchased by the end users. It is expected that all resources will work through a standard browser, with the expectation that the browser is kept up to date by the end user.
	8. The digital resource should have on-going refresh adapting to any identified needs, or changes in requirements. Should there be an increase in engagement and the need for more licenses that is covered in this contract, these will be paid in addition per year on a pro-rata basis.
	9. Provision will be made for the successful bidder to be able to import user profiles from the incumbent solution. The method for this will be discussed during the implementation phase.
	10. It is expected that this will be a 48-month contract with an option to extend for up to 12 months.
	11. The preferred bidder must be able to provide the entire requirement, variations and/or options are not allowed. Bids maybe submitted by a consortium (legal entity) or through sub-contracting.
	12. Sub-Contracting – Bidders may sub-contract elements of the services, however they must ensure that they provide such detail in the relevant section(s) of the tender. If a bidder wishes to use a sub-contractor following award of contract, then they will need approval from the Authority before proceeding.

# Key dates

|  |  |
| --- | --- |
| Stage | Date/Time |
| Contract Commencement (start) date | 01/06/2025. |
| Service Commencement Date | 01/09/2025. |
| Contract completion (end) date  | 31/08/2029. |
| Contract duration | 48 months  |

* 1. Key Milestones
		1. Week commencing 02/06/2025, project implementation.
		2. Week commencing 29/07/2025, set-up begins.
		3. 01/09/25 Launch to schools ready for the start of term.
		4. End of October 2025, review of engagement trends: user numbers and last log on date, popular resources, areas not being just, CPD engagement.
		5. Report delivered monthly via email detailing engagement data and CPD both planned and delivered.
		6. Termly review meeting for the duration of the contract: engagement trends and popular resources; CPD engagement and need; How provider is adapting to meet trends in music education and needs identified by Greater Essex Music Hub.

# Statement of Technical Requirements

* 1. **Common functional requirements:**

**Musts:**

* + 1. All resources and content produced to fulfil this tender must be accessible to the end user through a standard internet browser, requiring no additional installation.
		2. All content within each resource (including audio tracks, video and interactive content) must be able to be streamed live to the end user.
		3. All content (including audio tracks and teaching activities/resources) must feature downloadable content which allows all activities to be delivered where there is no internet connection.
		4. All supportive and planning documentation for teachers should be downloadable in an editable format for school use.
		5. It is required that end users will be able to produce their own schemes of work within the framework of the resource that is available – and then save their schemes of work, lesson plans and activities within their accounts as teachers, and save their work and ideas as a student user.
		6. It is required that all teaching content hosted should be suitable for display and use on an interactive whiteboard.
		7. It is required that all content will be carefully vetted and checked (for suitability of audio and visual content for children; and relevance and quality of the resources with regards to the current music curriculum requirements and model music curriculum), with continued updating and maintenance carried out.
		8. It is required that content within the platform is in line with [‘Meeting digital and technology standards in schools and colleges’](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.gov.uk%2Fguidance%2Fmeeting-digital-and-technology-standards-in-schools-and-colleges%2Ffiltering-and-monitoring-standards-for-schools-and-colleges&data=05%7C01%7CSarah.Goldsmith%40essex.gov.uk%7Cd4d94433adea468b066a08dbb2b88cd0%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C638300279444933087%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Z%2B4pxOuXv4K5mMa%2FweS69q6Pmgzr98CMZaIdPXQ%2FaPE%3D&reserved=0), and paragraphs 134-150 in the 2024 Update to [Keeping Children Safe in Education](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)’
		9. The successful bidder should provide schools or settings with any details of where pupil information and data is stored if requested.
		10. All users must be granted 24-hour access to the resource with minimum loss of access due to maintenance. Uptime should be a minimum of 98%.
		11. Any maintenance must be carried out outside of the hours of 9am – 5pm to ensure no interruption to the service to teachers within teaching time.
		12. Provision must be made for all identified managers within the key partners of the Greater Essex Music Hub to log into the digital platforms and access user data, see the resources on offer and check any updates made to the resource. The account for managers will need to allow for administration viewing so that all the accounts and data are visible.
		13. All users and resources will need to be tracked by analytics to ensure detailed reporting – for more information regarding this see the analytics and reporting section below.
		14. ECC requires a support service to also be put into place to be contactable by phone and email between the hours of 9am – 5pm should there be any issues with schools, teachers or young people accessing any part of the resource. It would be the expectation that the preferred bidder would resolve all such issues.
		15. It is required that all the content of the resource will be licensed by the winner of this tender and that all publishing royalties are paid as part of the contracted fee. There should be no fee for performing most of the content within the resource within school shows and live performances. An exception would be if there are additional self-contained resources (e.g. Christmas shows) which may require a one-off performance fee.
		16. All elements must provide reasonable adjustments in order to pay due regard to the Equality Act 2010.

**Should:**

* + 1. All elements of the resource produced to fulfil this tender should be accessible through the portal of the Greater Essex Music Hub website.
		2. It should support access via tablet and mobile phone technology and access should be given to a library of backing tracks as a minimum requirement.
		3. Student access interfaces should support access via tablet and mobile phone technology, including google chrome books to support out of school access.
	1. **Non-functional requirements for the class teacher, music hub tutor and student resource (including both curriculum and Whole Class Instrumental learning resources and quality singing resources.):**

***Primary Scheme***

* + 1. The resource should include a comprehensive, digital scheme-of-work which can be utilised to deliver the music element of the current national curriculum and model music curriculum by generalist and specialist primary teachers.
		2. This scheme will include one year’s worth of week-by-week lessons, complete planning and activities and extension materials.
		3. Schemes of work will be in 6-week blocks and should be progressive and build on skills developed throughout the year. They should include:
			1. A range of warm up games and activities that progress throughout the scheme.
			2. A range of singing activities with backing tracks provided, both with the full song and an accompaniment track provided.
			3. A range of listening materials specific to the scheme which is supplied with questions and answers to support generalist teachers.
			4. A range of listening materials which cover a broad range of styles and genres, including classical, popular, folk and music from non-western cultures and minority groups (BAME, female composers)
			5. Short activities which explore the interrelated dimensions of music.
			6. Activities that support generalist teachers to teach written music notation, in line with the guidance in the model music curriculum.
			7. The opportunity to play a musical instrument as a class group, along to a backing track. This would need to be supported by a range of backing tracks (different speed tracks, and some as accompaniment and some as full versions) and visual support to assist the learning in the classroom.
			8. The opportunity to explore high-quality recorded performances with guidance material that gives context to the recording, including instruments used; context of performance; common conventions of performance and visual elements of the performance.
			9. Supporting materials to allow non-specialist teachers to deliver instrument lessons to absolute beginners in common classroom instruments (ukulele, recorder, glockenspiel)
			10. Opportunities for creative activity to be expanded beyond the scope of the session, for example a progressive composition task over a few weeks or links to other curriculum areas.
		4. The planning notes should detail clearly how the resources meet specific elements of the national curriculum for music.
		5. The main scheme will be differentiated by year groups (Year 1-Year 6).
		6. Additional material should be available for EYFS. This should include singing, listening and playing opportunities.
		7. These materials should reference Development Matters and Musical Development Matters.
		8. Additional material should be available for SEND young people
			1. This material should include guidance on how to adapt activities for specific learning needs
			2. This material should contain downloadable progress information that includes small steps to progression suitable for learners with varying needs in the same setting
		9. The resource should be available and for daily use across up to 667 schools, and for approximately 6000 schoolteachers.

***Topics***

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

***Instrumental learning***

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

***Students online learning***

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

***Quality Singing Resources***

* + 1. The resource produced should contain a range of singing resources, each with the words for projection and a range of backing tracks (with singing, and purely as accompaniment) available.
		2. To support rehearsing within schools, it is expected that the song structure will be broken up and backing tracks available to support each different section of the song.
		3. It is expected that as well as songs, there will be content to develop good singing technique within school, with short activities available which support the generalist teacher ensure that healthy singing, as well as good quality singing is taking place within their school.
		4. It is expected that within the song library, there will be a wide range of resources from folk songs, songs from musicals, contemporary songs, world music songs, and a wide range of styles also included.
		5. All singing material should be safe and suitable for developing voices
		6. Guidance notes should be included to make content changes clear to non-specialists e.g. the change of key from an original song that the children have heard to the version they are singing.

**Music Hub Specific Resources**

* + 1. The resource should have a mechanism whereby the Music Hub can add content that is generated by the Music Hub for all schools in the Music Hub area who use the platform
		2. These resources should include documents, audio resources, pictures and video content.
		3. There should be the ability to draw together resources on this platform into lessons and units of work.
		4. There should also be the ability to draw together resources from across the learning platform to generate specific lessons and units of work on to the Music Hub area.
	1. **Analytics and reporting**
		1. The preferred bidder will be responsible for creating, maintaining and developing systems to capture, process statistical and analytical data.
		2. This data will be used for strategic and planning purposes and will also be essential in annual data returns to Arts Council England.
		3. This data should include as a minimum:
* Names of schools using resources.
* Number of teachers using resources.
* Number of young people using resources.
* Hours of usage.
* Identifying popularity/usage of particular resources.
* Indication of inactive teachers and schools.
* Information about the last login data of individual users.
	+ 1. Music Service admins should have access to all this data, but the winning bidder will be responsible for analysing this data in detail to present a report of activity to the music services officer.
		2. A brief monthly report will be expected, with a more detailed report due annually.

**Training requirements:**

* + 1. It is expected that part of the package offered by the preferred bidder will include a training package offer for schools to train school teaching staff on how to best use the online teachers resource and students digital package offered.
		2. The training will need to be delivered by a music specialist who has detailed understanding of the music curriculum for key-stages 1 – 5, has a proven record of delivering high quality training events and has their own teaching experience to relate to.
		3. Most training sessions will take place after a normal teaching day, starting at 3:45pm and finishing around 5:30pm. It is expected that the trainers identified by the preferred bidder will consistently have staff available at this time of day to deliver the training as required.
		4. It is expected that the preferred bidder will include a training package within their winning bid which will fund one training session to take place each week within a school setting across the county’s schools and one delivered to a wider audience online.
		5. There will be additional training requirements that the preferred bidder will be expected to deliver including sessions within the annual county music teachers conference, tutor training events and potential sessions within school training days. These requests will be given with plenty of notice to ensure that each event will be fully staffed.
		6. All trainers who deliver the training sessions will be directly employed by the preferred bidder, or be self-employed. It is expected that each trainer will carry an up-to-date DBS certificate to all training events and that they will manage the booking and organisation of each training session themselves.
		7. All school cluster and online sessions will be delivered free of charge as part of the agreement between Essex County Council and the preferred bidder. For individual bespoke school training requests, a direct charge to the particular school from the tender holder is permissible.
		8. All training sessions delivered within Essex Schools should be included in the CPD data provided regardless of whether they are funded by the Music Hub or the individual schools.
		9. It is expected that all training events will be widely advertised to encourage additional schools to engage with the training event that is being locally delivered. This advertising should be undertaken by the preferred bidder.
		10. Training sessions will be discussed termly with the designated Music Hub officer to allow sessions to be designed and utilised in a way that aligns with the current needs of primary, secondary and SEND settings and with the wider strategic aims of the Music Hub. This will include identifying whether sessions are best delivered online or in person.
		11. If for any reason, a booked trainer is unable to attend and deliver a training session, all efforts must be undertaken to source an alternative trainer to deliver the session. It is expected that a high level of communication will be maintained with both the host school and the music services should such circumstances arise, until the matter is resolved.
		12. It is expected that for each training session, accurate registers will be maintained of teachers who have attended as well as detailed feedback of the session delivered. This data and information will form the basis of reporting to Essex Music Services on the progress and engagement of the resource that is on offer to teachers.

6.4 **IS Information Handling and Security**

Bidders will be required to adhere to the Data Protection Act (DPA) 2018 and UK General data Protection Regulations.

* 1. **Continuous / Expected improvement** – Refer to Section 5.1.5 above and in addition ensure that the online teaching resource will continually be updated and developed to ensure the content remains current and meeting the needs of all who use it.
	2. **Intellectual Property Rights** - Copyright, patent rights or other intellectual property rights and title in any material specifically created for the Authority as part of the delivery against these requirements shall vest in the Authority unless otherwise expressly agreed or approved by the Authority in writing.
	3. **Standards** - All on-line facilities used to deliver these services to the Authority and end users shall be compliant with Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.
	4. **Exit Plan** – The preferred bidder shall complete an exit plan following award of contract, this may include (but is not limited to);
* Hand-over process, transition between providers
* Software and Licences
* Intellectual Property Rights
* TUPE
* Training and Knowledge transfer
* Support arrangements
* Decommissioning & Disposal
	1. **Implementation/mobilisation** – The preferred bidder and Authority will agree an implementation and mobilisation plan following award of contract.
	2. **Training requirements** – Please refer to section 6.3.6.
	3. **Delivery and Ongoing Requirements**
* Whole of life support
* Inspection
* Installation
* Maintenance
* Testing and Acceptance
* Quality Assurance

# Business Continuity Plan (BCP)

The successful Bidder is required to provide their compliant BCP within 5 working days of the Contract Award, or at a later time within the Contract Mobilisation phase, if agreed in advance with the ECC Contract Manager.

A compliant BCP must meet the requirements of the following six categories:

|  |
| --- |
| **Category** |
| **Roles & Responsibilities:**The plan clearly identifies the roles and responsibilities of different individuals and teams involved in the response to a business continuity incident |
| **Command & Control:**The plan establishes a clear command structure for coordinating the response to the incident. |
| **Communication:**The plan identifies how internal and external stakeholders will be contacted. |
| **Threats & Hazards:**The plan identifies key threats and hazards that could impact the provision of service. |
| **Recovery Strategies:**The plan clearly identifies strategies to recover from differing impacts. |
| **Contact Information:**The plan has evidence that key contact details are contained and that secondary points of contact are identified. |

Each of these categories will be reviewed by ECC and marked as **Satisfactory**, **Satisfactory with Advisories’** or **Not Satisfactory**.

**Satisfactory -** Will require no further action but will be monitored throughout the life of the contract through Contract Management and Contract Compliance Audits.

**Satisfactory with Advisories -** Will require further discussion and agreement during the Contract Mobilisation phase and will be monitored throughout the life of the Contract through Contract Management and Contract Compliance Audits.

**Unsatisfactory -** Will require the Supplier to revise and resubmit the BCP to meet the specified criteria and be compliant. If the revised BCP does not meet the minimum standard of ‘Satisfactory with Advisories’ there will be one further opportunity to resubmit. Failure to meet the required standard at this point could result in the termination of the contract.

# Social Value

* 1. Any Bidder who is bidding for either or both Lots under this tender exercise will be required to complete the ECC TOMs calculator and provide a written statement. This will not form part of the evaluation process; however the following shall apply.

*The Public Services (Social Value) Act 2012 requires public authorities to “have regard to economic, social and environmental well-being in connection with public service contracts; and for connected purposes.” Essex County Council wishes to work collaboratively on social value with our suppliers, partners, and the community to benefit Essex.*

* 1. In line with the Public Services (Social Value) Act 2012, Essex County Council has published a Social Value policy stating that the authority must consider *and* evaluate the wider financial and nonfinancial value created through our day-to-day activities in the delivery of contracts and express it in terms of the wellbeing generated for individuals, communities, the economy, and the environment.
	2. Essex County Council has adopted the Themes, Outcomes and Measure (‘TOMs’) method of classifying and evaluating Social Value, adapted to the County’s context and priorities, based on the ECC Corporate Strategy ‘Everyone’s Essex’.
	3. Social Value in this instance will not form part of the evaluation process, however bidders will be required to complete the ECC TOMs calculator and provide a supporting statement. In the event that the contract continues after the first 12 months then the completed TOMs will form part of the contract.
	4. As the Social Value commitments will form part of the contract there is a requirement for the fulfilment of Social Value commitments and reporting of progress throughout the contract term. Based on their supporting statement and ECC TOMs Calculator bid, the Contractor shall produce and maintain a Social Value Plan that provides details of the Social Value commitments to be delivered each Contract Year and over the Contract Term.
	5. The Contractor shall complete and return quarterly Social Value reports detailing commitments delivered as part of their Social Value Plan. Quarterly Social Value reports shall be completed and returned no later than ten (10) Business Days after the request is received.
	6. The Contractor shall report annually as part of the Annual Service Report on Social Value delivered in Contract Year.
	7. Social Value will be included in the performance management arrangements as a Management Indicator. Failure to deliver against the committed plan will result in performance improvement plans and/or rectification plans as required.
	8. For more information on Social Value, including the full list of ECC’s TOMs, Social Value examples, and bidders’ guidance, you can find our Social Value Catalogue here: [Social Value Catalogue | Provider Hub | Essex (essexproviderhub.org)](https://www.essexproviderhub.org/social-value-catalogue/).

# Carbon Reduction Plan

* 1. The Authority reserves the right to ask The Contractor for data regarding their organisational greenhouse gas emissions during the life of the contract.
	2. A Carbon Reduction Plan (CRP) has been included in this procurement for information only.
	3. A compliant CRP is one which meets all seven of the compliance criteria set out in the table below:

|  |  |
| --- | --- |
| **Ref** | **Compliance Criteria** |
| 1 | Carbon Reduction Plan is published on company website (if the company does not have a website they must be willing to provide a copy of their CRP to anyone who requests it, within 30 days). |
| 2 | Plan contains scope 1 and scope 2 emissions data |
| 3 | Plan contains emissions data for the following scope 3 measures: upstream transport & distribution, waste generated in operations, business travel, employee commuting, downstream transport & distribution. |
| 4 | Plan is dated within 12 months of tender submission |
| 5 | Company has set a target to achieve net zero by 2050 at the latest |
| 6 | Company has provided their baseline emissions |
| 7 | Company has provided the current year emissions |

# Risk

* 1. The successful bidder will be responsible for developing a risk management plan to be shared with ECC on request.
	2. The Risk Plan should outline the risk, the risk strategy, actions taken and a RAG rating for each individual risk.
	3. The successful bidder is expected to escalate to ECC any risk that has a status change from amber to red within 2 working days.

# Authority’s policies

* 1. **Council’s Information Policy Requirements** - <https://www.essex.gov.uk/sites/default/files/2024-03/Information%20Policy%20Requirements%20for%20Contractors%20-%2005.03.24.pdf>.

# Insurance and warranties

* 1. Employer’s (Compulsory) liability insurance - £5 million.
	2. Public liability insurance - £10 million.
	3. Professional indemnity insurance - £5 million.

#  E-Procurement Requirements

* 1. **Overview**

Essex County Council has implemented a fully automated Purchase to Pay system. Purchase to Pay enables the full purchasing and payment process to be carried out on-line, from order creation and authorisation to receipting and invoice matching. It is easier, faster and more efficient than conventional purchasing processes.

* + 1. The Successful Bidder will be registered onto Essex County Council’s Finance system, which is known as ‘MyOracle’ and in turn will receive a registration email to activate their iSupplier portal account
		2. The MyOracle iSupplier portal account will enable the Successful Bidder to:
* View Purchase Orders
* View the status of invoice payments
* Amend details including address, contact, bank account changes
* Create additional user accounts
	+ 1. The Successful Bidder will also be added to our system ‘Marketplace’ which is a Proactis solution. It is a web-based system used by Essex County Council to submit Purchase Orders electronically to suppliers.
	1. **E-mailed Purchase Orders**
		1. As a minimum, Purchase Orders will be sent electronically via Marketplace to the Successful Bidder’s preferred central e-mail address. To ensure continuity of service, the Successful Bidder will be responsible for ensuring that Purchase Orders are processed quickly and efficiently. It is therefore not advisable to provide individual e-mail addresses unless appropriate access is available to ensure that orders are still processed if the main contact is unavailable. There is no transaction charge for e-mail orders which are sent to a preferred central e-mail address via Marketplace.
		2. Purchase orders must be sent electronically to the Successful Bidder’s central e-mail address.
	2. **E-mailed Invoicing**
		1. As a minimum, the Successful Bidder will be required to submit invoices and credit notes electronically to a dedicated mailbox (Essex County Council will confirm the email address to the Successful Bidder) using the E-mailed Invoicing method as described below.
		2. The Successful Bidder must ensure that when submitting invoices to Essex County Council;
* each invoice/credit note is attached to the e-mail as an individual PDF file. Please note, multiple invoices can be attached to a single e-mail but only if each invoice is attached as a separate PDF file.
* only invoices and credit notes which are addressed to Essex County Council are emailed to the dedicated mailbox. Other attachments or documents such as statements, reminders or general queries will not be processed. This dedicated mailbox is for invoices only.
* all invoices/credit notes must reference a corresponding Purchase Order Number (with the prefix “ECC”).
* all invoices/credit notes include the Billing Address: Essex County Council, PO Box 528, Telford, TF2 2JW.
	+ 1. On approval of the electronic invoice an automatic payment will be made via BACS, direct to the Successful Bidder’s bank account, in line with Essex County Council’s contracted payment terms
		2. The Successful Bidder will be required to receive orders electronically and submit invoices and credits electronically via E-mailed Invoicing (as described within the e-Procurement Requirements) by the contract start date.
		3. Essex County Council reserves the right to review and/or change the end-to-end Purchase to Pay (P2P) process where improvements are required during the term of the contract.
	1. **E-Procurement Terms of Trading**
		1. Goods/Services should only be provided/carried out on receipt of an Official Purchase Order which has been issued via Marketplace by Essex County Council.
		2. All invoices and credit notes must be submitted electronically by the Successful Bidder to Essex County Council and as a minimum, must be submitted using the Emailed Invoicing method detailed within the e-Procurement Requirements, from the contract start date.
		3. The Successful Bidder assumes full responsibility for ensuring that programs or other data downloaded uploaded or in any way transmitted electronically to Essex County Council are free from viruses, or any other items of a destructive nature whatsoever. Essex County Council makes every effort to virus check information made available for download from Marketplace. Essex County Council cannot accept any responsibility for any loss, disruption or damage to your data or your computer system which may occur whilst using material derived from Marketplace. Essex County Council recommends that users recheck all downloaded material with their own virus check software.

# Agreement term

* 1. The Agreement term for this agreement with be 4 years with an option to extend for a further period of up to 12 months.
	2. With appropriate notice the Authority may terminate the Agreement on any of the following Authority Break Point Dates:
		1. Termly review of services.
		2. In the event of withdrawal of funding.

# Payment

* 1. The Authority will pay any invoice issued by the Supplier within 30 days of receipt of a valid invoice following the delivery of the Good(s) and/or service(s). On the thirtieth day the payment will leave the account of the Authority
	2. The rates/prices stated on the invoice must be those specified under this Agreement.

# Commercial Response

* 1. The Tenderer is to complete the commercial response detailed within the E-sourcing portal.
	2. Each Lot has a maximum level of funding per annum available, for any bids which exceed the following values ECC reserves the right to reject the bid.
* Lot 1 Curriculum - Max Value = £125,000
* Lot 2 Digital- Max value = £50,000



This information is issued by:
Essex County Council

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