

**Tender – Level Two Functional Skills Training and Assessment for Apprentices**

Subcontracted provider for Functional Skills in English and Maths

The University of Chichester

**Latest date for Return – 9am 2nd June 2025**

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**Contents**

[1 Introduction and general background 3](#_Toc193180142)

[1.1 Purpose of this tender document 3](#_Toc193180143)

[1.2 Background to this tender 3](#_Toc193180144)

[1.3 High level requirements 3](#_Toc193180145)

[1.4 Contractural Arrangements 4](#_Toc193180146)

[1.5 Seeking clarification 4](#_Toc193180147)

[1.6 Procurement timetable 4](#_Toc193180148)

[1.7 The assessment process 4](#_Toc193180149)

[1.8 Confidentiality and Freedom of Information 5](#_Toc193180150)

[1.9 The template for your bid/quote 5](#_Toc193180151)

[1.10 Submission 5](#_Toc193180152)

[2 Contact Details and Declaration 6](#_Toc193180153)

[3 Questions 7](#_Toc193180154)

[3.1 Coherence and Clarity to the University’s requirement 7](#_Toc193180155)

[3.2 Organisational experience and capability 7](#_Toc193180156)

[3.3 Compliance with the Social Value Model 8](#_Toc193180157)

[3.4 Exclusions Grounds 8](#_Toc193180158)

[3.5 Registration and Compliance with ESFA 8](#_Toc193180159)

[4 Costed Proposal 9](#_Toc193180160)

[5 The techncial requirements 9](#_Toc193180161)

[Appendix 1: Social Value Model: Model Award Criteria 10](#_Toc193180162)

1. Introduction and general background
	1. Purpose of this tender document

The purpose of this tender is to enable suppliers to demonstrate expertise and compliance with the University’s requirements, and to enable the University to assess the most economically advantageous solutions to its requirements, using the prescribed tendering methodology for requirements of this size and nature.

For this requirement we are obliged to by the Procurement Act 2023 and by our own financial regulations to undertake a competitive process. In order to enable an assessment of the best value for the University, we are undertaking the rapid tender process. The rapid process enables us to consider the value proposition, and based on this to short-list providers. Only for those who are short-listed, is the further due diligence of the competitive process undertaken.

* 1. Background to this tender

The University of Chichester is seeking to appoint an experienced provider of functional skills as part of the apprenticeships provision.

As outlined in the Department of Education Funding Rules, apprentices who are aged up to 18 at the start of their practical period must be able to evidence a pass of a level two qualification in English and Maths (equivalent to grade C/4 or above). This qualification is then part of the mandatory requirements for end point assessment. Apprentices who are aged 19+ at the start of their apprenticeship now no longer have to evidence a pass of a level two qualification in English and Maths (equivalent to grade C/4 or above) for their End Point Assessment but can opt to do so as part of their studies.

The University of Chichester does not have its own level two English and Maths provision for apprentices, and therefore the tender facilitates this requirement.

* 1. High level requirements
* To deliver initial diagnostic assessment of all apprentices aged up to 18 (at the start of their apprenticeship) who do not have, or cannot evidence, an English and/or Maths qualification at least equivalent to grade C/4 or above.
* To deliver initial diagnostic assessment of all apprentices aged 19+ (at the start of their apprenticeship) who do not have an English and/or Maths qualification at least equivalent to grade C/4 or above, and have opted to undertake the qualifications(s) in addition to their apprenticeship.
* To deliver, based on results from diagnostic testing, a program of learning to enable apprentices to undertake assessment for Level 2 Functional Skills in English and Maths.
* To deliver, based on results from diagnostic testing, functional skills programs at Entry Level or Level 1, to enable apprentices to develop and grow key skills to then undertake Level 2 functional skills program in English and/or Maths.
* To provide full assessment services to deliver examinations for Entry Level, Level 1 and Level 2 Functional Skills in English and Maths.
* To provide online sessions for apprentices to engage with the program of study.
* To provide an online resource/virtual learning environment for the apprentices to develop their skills and confidence in English and Maths, alongside the online taught programs.
* The individual cost for apprentices to undertake Functional Skills taught delivery and assessment will be accessible funds outlined by the Department of Education Funding Rules, and drawn down by the University of Chichester from the ILR, so contract costs will not be expected to exceed this.
* The program is to start from September 2025.
* The program should aim to enable apprentices to complete Level 2 functional skills in English and Maths within one academic year.
* The provider will provide weekly data to the University of Chichester Apprenticeships Office to demonstrate the apprentices’ engagement with the program, their development in taught sessions and through their accessible online resource/virtual learning environment.
* The provider will commit to a monthly review meeting with the University of Chichester Apprenticeships Office to discuss apprentice engagement, progress and plans for summative assessment, and to identify any actions related to the program.
* The provider will commit to enabling the University of Chichester to be able to access and join the delivered sessions, as part of a quality assurance process.
* The contractor will commit to completing an annual quality assurance process to evaluate outcomes from the academic year and may require telephone and or face to face meetings, and to identify actions to enhance programs for the following academic year.
* The University of Chichester will commit to ensuring apprentices who need to undertake Level 2 qualifications in English and/or Maths are advised on their need to complete Functional Skills from the start of their apprenticeship and will be enrolled in the programs (as required) from the first year of the apprenticeship.
* All administration related to the delivery and assessment of the Functional Skills programs must be done by the contractor.
* All paperwork relevant to the contract must be kept until the end of the contract period for potential audit requirements.
	1. Contractural Arrangements

The training provision is expected to commence in time for the academic year 2025/26 and will be in place for a period of 3 years until August 2028, with the option for the University to extend for a period of up to 24 months, subject to contract performance and agreement by both parties. The University proposes to use its standard terms and conditions.

* 1. Seeking clarification

For all queries please contact us by email tenders@chi.ac.uk. Please note that during the tender period you should not contact University staff directly, as this might be considered canvassing. Please note that dependent upon the nature of the enquiry, and in so much as it does not identify your organisation, the answers to any questions you raise may be published on the procurement web pages <https://help.chi.ac.uk/tenders>

* 1. Procurement timetable

The procurement project is working to the following timescale:

|  |  |
| --- | --- |
| Stage | Key Dates |
| Publication of Tender Notice  | 28th April 2025 |
| Clarifications  | 1st May 2025 through to 23rd May 2025 |
| Closing Date for submission | 9am on 2nd June 2025 |
| Award | 16th June 2025 |
| Commencement of provision | 1st September 2025 |

* 1. The assessment process

The University awards contracts on the basis of most advantageous tender, assuming that there is nothing that excludes the tenderer. All documents submitted are assessed by a panel to ensure fairness and understanding. The panel reviews the quotation for;

|  |  |  |  |
| --- | --- | --- | --- |
| Section Number | Criteria | Maximum Marks Available | Maximum Weighting Available |
| 3.1 | Coherence and clarity to the University’s requirement | 25 | 40% |
| 3.2 | Organisational experience and capability | 15 | 20% |
| 3.3 | Compliance with the Social Value Model\* | 5 | 20% |
| 3.4 | Exclusion grounds \*see ([link](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/558520/PPN_8_16_StandardSQ_Template_v3.pdf)) | - | Pass / Fail |
| 3.5 | Registration and compliance with ESFA  | - | Pass / Fail |
| 4 | Costs | 100 | 20% |
| Total | 145 | 100% |

* Within your proposal, please draw attention to your environmental sustainability policies and the activities you take in minimising climate damage, including for example energy minimisation.
	1. Confidentiality and Freedom of Information

All tendering documentation and correspondence are treated as strictly confidential. However, the University is subject to UK Data Protection Legislation, and the Freedom of Information Act 2000.

This means that the University can be asked to disclose procurement and contracting information. Please indicate any areas of your submission that you consider should be exempted from any disclosure requests and identify why they should not be disclosed.

* 1. The template for your bid/quote

We have set out a template below, and ask that you use this to help us understand your bid, in a way that allows us to compare its benefits against others. This anticipates question we / you may have.

You are welcome to submit other information, but please do help us by identifying what you can do, in relation to our requirements, and do please answer the questions below where it is possible to do so.

* 1. Submission

Submission should be made by email to tenders@chi.ac.uk The closing date for submission is **9am 2nd June 2025.**

Please note you can submit a tender today, and that the above date is the firm closing date and time, your tender will be held securely until after the closing, and then assessed along with those from other candidates.

Please note, we **do not** accept submissions via file transfer sites. Tenders@chi.ac.uk accepts emails and attachments of up to 35MB and it is acceptable to submit in more than one email.

1. Contact Details and Declaration

Please set out the names / contact details for the people you want to be included in any correspondence from the University. Please note as set out above, that no correspondence from your company in relation to this tender, should be sent elsewhere but to tenders@chi.ac.uk

|  |  |
| --- | --- |
|  | **Response** |
| Contact name |  |
| Name of organisation |  |
| Role in organisation |  |
| Phone number |  |
| E-mail address  |  |
| Postal address |  |

1. Questions

There is no limit to word count here, but please bear in mind the need for clarity etc.

* 1. Coherence and Clarity to the University’s requirement

|  |  |
| --- | --- |
| 1 | Please describe how you would propose to deliver the initial assessment of apprentices  |
|  |

|  |  |
| --- | --- |
| 2 | Please describe how you would propose to deliver the online functional skills sessions |
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|  |  |
| --- | --- |
| 3 | Please describe how you would propose to deliver the summative assessment for functional skills qualifications |
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| --- | --- |
| 4 | Please describe how you would propose to deliver an online platform/virtual learning environment for apprentices to develop their skills outside of the scheduled taught sessions. |
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| --- | --- |
| 5 | Please describe any additional capacity/ flexibility to provide training to students who were unable to attend their scheduled sessions.  |
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* 1. Organisational experience and capability

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| --- | --- |
| 6 | Please describe any previous projects similar to this which you have been involved with.  |
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| --- | --- |
| 7 | Please describe any previous work done within a higher education setting. |
|  |

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| --- | --- |
| 8 | Please provide details and qualifications of the proposed person/ team to deliver the functional skills provision |
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* 1. Compliance with the Social Value Model

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| --- | --- |
| 9 | Please tell us something about you and your organisation, for example in relation to the social value model (SVM). Please see Appendix 1 for more information on the SVM. |
|  |

* 1. Exclusions Grounds

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| --- | --- |
| 10 | Please confirm that you would be happy to supply the necessary information and that there would not any reasons why you would be excluded under the Crown Commercial Services’ Standard Selection Questionnaire, (details of which can be found at the following link ([CSSSQ](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/558520/PPN_8_16_StandardSQ_Template_v3.pdf))) |
|  |

* 1. Registration and Compliance with ESFA

|  |  |
| --- | --- |
| 11 | Please confirm that you are registered to be funded fully by ESFA and that you are compliant with their requirements.  |
|  |

1. Costed Proposal

|  |  |
| --- | --- |
| 12 | Please set out your plan and costs for the training requirements  |
|

|  |  |  |
| --- | --- | --- |
|  | Maths | English |
| Functional Skills (administration, initial assessment, taught delivery and assessment) |  |  |
| Resit costs for summative assessment |  |  |
| Any additional costs |  |  |
| VAT (if applicable) |  |  |
| Total |  |  |

Notes/ Assumptions: |

1. The technical requirements

To comply with the Procurement Act 2023 and our own financial regulations, before it makes any final decisions, the University is required to ensure that any supplier meets a number of key characteristics. As well as ensuring suitability and value these include areas, such as how you comply and support the Modern Slavery.

Please note that during the contracting phase of this procurement, we will ask questions about;

* The status and formation of your company
* The ownership of your company, and any exclusion grounds (for example convictions)
* Any sub-contractors that you might use
* Economic and financial standing
* Technical and professional ability (potentially to access references of relevant existing customers)
* Compliance with statutory obligations (Modern Slavery Act)
* Liabilities Insurance

Appendix 1: Social Value Model: Model Award Criteria

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| --- | --- | --- |
| SVM Theme | SVM Policy Outcome | SVM Model Award Criteria  |
| Tackling economic inequality | Create new businesses, new jobs and new skills[[1]](#footnote-2) | Effective measures to deliver any/all of the following benefits through the contract:* Create opportunities for entrepreneurship and help new organisations to grow, supporting economic growth and business creation.
* Create employment and training opportunities particularly for those who face barriers to employment and/or who are located in deprived areas, and for people in industries with known skills shortages or in high growth sectors.
* Support educational attainment relevant to the contract, including training schemes that address skills gaps and result in recognised qualifications.
 |
| Increase supply chain resilience and capacity | Effective measures to deliver any/all of the following benefits through the contract:* Create a diverse supply chain to deliver the contract including new businesses and entrepreneurs, start-ups, SMEs, VCSEs and mutuals.
* Support innovation and disruptive technologies throughout the supply chain to deliver lower cost and/or higher quality goods and services.
* Support the development of scalable and future-proofed new methods to modernise delivery and increase productivity.
* Demonstrate collaboration throughout the supply chain, and a fair and responsible approach to working with supply chain partners in delivery of the contract.
* Demonstrate action to identify and manage cyber security risks in the delivery of the contract including in the supply chain
 |
| Fighting Climate Change | Effective stewardship of the environment | Effective measures to deliver any/all of the following benefits through the contract:* Deliver additional environmental benefits in the performance of the contract including working towards net zero greenhouse gas emissions.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support environmental protection and improvement.
 |
| Equal opportunity | Reduce the disability employment gap | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to increase the representation of disabled people in the contract workforce.
* Support disabled people in developing new skills relevant to the contract, including through training schemes that result in recognised qualifications.
 |
| Tackle workforce inequality | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to identify and tackle inequality in employment, skills and pay in the contract workforce.
* Support in-work progression to help people, including those from disadvantaged or minority groups, to move into higher paid work by developing new skills relevant to the contract.
* Demonstrate action to identify and manage the risks of modern slavery in the delivery of the contract, including in the supply chain.
 |
| Wellbeing | Improve health and wellbeing | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to support health and wellbeing, including physical and mental health, in the contract workforce.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support health and wellbeing, including physical and mental health.
 |
| Improve community integration | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate collaboration with users and communities in the co-design and delivery of the contract to support strong integrated communities.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support strong, integrated communities.
 |

1. The University will welcome the opportunity to develop degree apprenticeships, internships and placements, Continuous Professional Development, as well as collaborative programmes and career pathways with suppliers. [↑](#footnote-ref-2)