

## **INVITATION TO TENDER**

### **Evaluation of the Ford Next Generation Learning UK Pilot**

## **1. Introduction**

### *1.1. Overview*

This piece of work is being tendered by the Edge Foundation.

The Edge Foundation is the independent education charity dedicated to shaping the future of education to meet the demands of the 21st century global economy and ensure opportunity for all. Technical and creative skills are critical to our modern digital economy. Edge believes that high quality technical and professional learning should be a key part of a coherent, unified and holistic education system to support social mobility and enable all young people to fulfil their potential.

This document outlines our broad requirements for the evaluation of the Ford Next Generation Learning UK pilot. This pilot is based on the model of Academies of Nashville (USA), which has been rolled out in over 25 states in the USA due to its positive impact on their students, supported by Ford Next Generation Learning (<https://www.fordngl.com/>). There is strong evidence of the positive impact of the Nashville model in relation to completion, attainment and students' positive destinations (see Nashville case study in 14-19 Education Report, Edge Foundation, <http://www.edge.co.uk/policy/policy-updates/14-19-education-a-new-baccalaureate>). The North East of England (NE) was chosen to host the first Ford Next Generation Learning Hub outside the US. The pilot aims to bring together lessons learnt from Nashville and to adjust the model to the UK national and NE local context. The aim of the introduction of the model is to bring together a wide range of partners (employers, the wider local community, and schools) to make learning relevant to young people. The model and infrastructure for the NE is being developed now in partnership with the North East Local Enterprise Partnership (NE LEP) and will be introduced in three schools from the 1 September 2018.

The Edge Foundation wishes to commission an evaluation of the Next Generation Learning Pilot in the NE. The general aim of the evaluation is twofold; one is to capture

details of the development phase that will serve as a baseline (phase 1) and two is to gather evidence for what works and what does not work during the pilot year (phase 2) at both an operational and strategic perspective in order to continuously improve the model and seek wider support for rolling out this innovative approach to other parts of England.

The deadline for receiving proposals is **14 February 2018**. Short-listed suppliers will then be invited to make a presentation on **15 March 2018**. We plan to make a decision as to which supplier to select by **16 March 2018**. The first phase of the project will begin on **1 April 2018**.

References will be taken up once a preferred supplier has been chosen.

Please direct any questions regarding this tender to Andrea Laczik (ALaczik@edge.co.uk).

More information on the Edge Foundation can be found at [www.edge.co.uk](http://www.edge.co.uk)

### *1.2. Project timescale*

The initial timescale for the evaluation, phase 1 and phase 2, is as follows:

<b>Action</b>	<b>Date</b>
Deadline for receiving proposals	14 February 2018
Short listed suppliers will be contacted	2 March 2018
Short listed suppliers' presentations	15 March 2018
Select preferred supplier	16 March 2018
Preliminary meeting to agree on details	23 March 2018
<b>Start of phase 1 of the project</b>	1 April 2018
Submit draft report of phase 1	30 August 2018
Submit final report of phase 1	31 September 2018
Project meeting to revisit contract and discuss the way forward 2/1	Early September

<b>Start of phase 2 of the project</b>	1 September 2018
Submit interim report	1 March 2019
End of phase 2 Project	31 September 2019
Seminar 1 – Feedback to pilot schools	September 2018
Seminar 2 – Engaging with local and national policy makers	September 2018
Final Report	31 September 2019

The project report will be made to the Edge Foundation.

### *1.3. This document*

This document is intended to provide potential suppliers with enough information to enable them to prepare an initial proposal and quotation. Please note that this tender document is not intended to include a detailed technical specification. Details of the evaluation work will be discussed and agreed with the preferred bidder as part of final contract negotiation.

### *1.4. Format for suppliers' proposals*

Suppliers should set out their proposals for phase 1 and phase 2 using the headings in Section 4.1 of this document.

Suppliers should provide an electronic copy in Word/PDF format.

Suppliers are requested to send a copy of their proposal before the deadline to:

ALaczik@edge.co.uk

## **2. Specification**

### *2.1. Context*

The Next Generation Learning pilot is a new and innovative 14-19 education model under development in the North East of England that is based on the Academies of Nashville and Ford Next Generation Learning models (USA). The model focuses on relevant learning that directly links to the world of work and the identified local labour

market needs (both actual and projected) within the local economy. The model is based on developing and creating deep and rich employer engagement that is incremental over the school years/grades and is systematically and strategically planned. Within the original US model, Career Academies are created as a school-within-a-school model. There are usually a small number of Career Academies in each school that reflect local labour market needs (for example engineering, IT and communications and health services), with each Career Academy specialising in the identified sector of industry. The success behind the Nashville model is profound - employer engagement and personalised approaches to progression have positive outcomes for students, as well as helping to meet the needs of the business community by creating the next generation of potential employees.

The first Ford Next Generation Learning Hub will be established in the North East (NE) of England outside the USA. The Edge Foundation, Ford Next Generation Learning and the NE Local Enterprise Partnership (LEP) are working together with Excelsior Academy (Newcastle), Churchill Community College and Norham High School (North Tyneside) to develop and deliver the new model of 14-19 education within existing schools. It is the NE LEP that will play a key role in identifying gaps in the local labour market and suggesting areas for Career Academies in the three pilot schools. ('Career Academy' is used as a working title in this ITT.) The NE LEP and the three pilot schools will work closely together to align the needs of the local economy and what the pilot schools can offer. Initially the two main elements of the model, project-based learning and employer engagement, will be contextualised and introduced with the support and advice of experts from Ford Next Generation Learning and the Academies of Nashville. This pilot aims at combining both the best from the Nashville model and building on already existing examples of good practices from the UK, such as in School 21 in London. The aim is to develop and implement a model that is impactful, scalable and replicable across England.

## *2.2. Purpose of the project*

Edge would like to commission an independent, holistic and thorough evaluation of the Next Generation Learning UK pilot. This evaluation is envisaged to happen in two phases:

Phase 1: To gather broad and comprehensive data about the development of the contextualised model and its preparation for introduction into the three pilot schools. It should capture the development stages and the views of stakeholders; for example, the ways in which stakeholders engage with the project, the ways in which different stakeholders' views were reconciled and decisions made, and how the contextualised model is being developed, at both an operational and strategic level. This data will serve as baseline data for phase 2, the evaluation of the pilot.

Phase 2: To capture the process of the implementation of the pilot, its development and delivery, and the perceptions and experiences of the different key stakeholders. During phase 2 the evaluation should reflect on the baseline data and identify alignments and discrepancies and the reasons for these. It should also identify lessons learnt; elements that work well or do not work, identify prerequisites for success at an operational and strategic level and areas for further improvement.

The evaluation should investigate the potential wider utilisation of the Next Generation Learning UK pilot and explore the extent to which this model may be implemented in other schools across England. It should also contribute to more general discussion about, for example, 14-19 education, project-based learning, employer engagement and social mobility.

The broad questions this evaluation seeks to answer may include, for example:

- How is the Next Generation Learning UK pilot being developed?
- How is the Nashville model contextualised and localised in the North East?
- How is the Next Generation Learning UK pilot perceived by the different stakeholders?
- How is employer engagement different in the 'Career Academies' from the already existing employer engagement practices in the pilot schools?
- How has project-based learning developed in the 'Career Academies'? How are they perceived by students, teachers and employers?
- How is industry sector specialism identified, the specialist curriculum developed and delivered?
- What role localism plays in the setting up and operating of Career Academies?

- In what ways does Next Generation Learning UK pilot present a new and innovative model in the English educational landscape?
- How can the Next Generation Learning UK be further developed?

### *2.3. Research support*

The Edge Foundation will support the research team throughout the project. It will introduce the research team to key stakeholders including employers, participating schools and NE LEP. The research team will also have access to documents about the Nashville model, plans and notes from earlier visits to Nashville. Other potential support necessary for the completion of the work will be identified during the start up meeting.

There are two evaluation and research projects ongoing, which investigate different aspects of the Next Generation Learning UK pilot. The staffing positions (three Industry Alignment Managers and a Regional Lead: Careers in the Curriculum) for the pilot phase of the project are being funded by the North East Collaborative Outreach Programme (NECOP). The NECOP is conducting wide ranging evaluation and research project to evidence impact and it is expected that the successful team will work with NECOP researchers to utilise and build on existing knowledge and expertise. The other research is conducted by an M.Sc. student at the University of Leeds, Department of Sociology and Social Policy.

### *2.4. Scope of research*

We envisage that for the purpose of this evaluation the views of representatives of all different participating institutions will be captured. In addition, for phase 2 we anticipate the evaluation of the model in all three pilot schools. There may be opportunity, for example, to survey young people's expectations and experiences with the pilot using pre- and post-questionnaires. Other viable ideas for inclusion could be proposed by the bidder.

## *2.5. Timescale*

1 April 2018 - 31 September 2019 (potential extension to 31 September 2020)

Phase 1: April 2018 – 30 August 2018

Phase 2: 1 September 2018 – 31 September 2019

## *2.6. Reporting/Deliverables*

- **Phase 1 draft report;**

- **Phase 1 final report;**

The phase 1 Final Report should reflect on the development process of the pilot that leads to the model's introduction in the three schools. This should serve as a baseline for phase 2 evaluation. We expect this report to be qualitative and descriptive. The target audience for this report is the Steering Group of the Next Generation Pilot.

- **Phase 2 interim evaluation report**

- **Phase 2 final evaluation report**

The Final Report should also include an abstract of no more than 200 words and an executive summary including recommendations of a maximum of six pages. The target audience for the Final report is internal to the project – it will be presented to the Next Generation Learning UK pilot Steering Committee.

- **Seminar 1**

- to report on the evaluation findings, lessons to learn and its wider implications; Target audience: Steering Group of the pilot and participating schools and other stakeholders in the pilot.

- **Seminar 2**

- to report on the evaluation findings and its wider implications; Target audience: national and local policy makers, school representatives (excluding pilot schools).

### **3. Supplier and cost information**

#### *3.1. Supplier Information*

Potential suppliers should state:

- The name of their organisation or consortium.
- The total number of employees in their organisation or consortium.
- The date the organisation or consortium was formed.

Potential suppliers should also annex:

- The name and a brief work biography (max 2 pages) of each of the key individuals who would work on this project.

#### *3.2. Cost breakdown*

Suppliers should provide cost for their proposal separately for phase 1 and 2. The costs should be broken down by category (e.g. staff; transport). This should include staff costs broken down by individual FTE/daily rate. In order to focus funding on the project delivery, we would not be able to meet high levels of travel cost for this evaluation. Therefore this ITT may be more suitable for organisations with researchers based in the north of England.

The maximum value of phase 1 baseline research is £15,000 (including VAT). The maximum value of phase 2 evaluation research is £35,000-£45,000 (including VAT).

### **4. Supplier guidelines**

#### *4.1. Submissions*

In the interests of consistency and to enable an efficient and fair evaluation, responses to this ITT must cover the headings given in bold below, in the order specified. You may insert sub-headings as desired.

We expect submissions to be maximum 4 A4 sides in length at this stage using font size 12.

#### **Company Information**

- Provide relevant details of the supplier.

**Summary**

- Outline of the supplier's proposal.

**Proposal for Evaluation**

- Set out how you plan to meet the specification set out in Section 2, including plans for the methodology to be used.

**Timetable**

- Provide a proposed timetable of activities and a staged payments schedule against key deliverable, with reference to the overall timetable in 1.2.

**Budget**

- Provide a full budget breakdown as per section 3.2.

**References**

- Include two previous client contacts as references, with the addresses and telephone number details and a brief description of the project you carried out for them.

**Annex**

- Any supplementary information you wish to provide and CVs (max 2 pages/person).

***4.2. Contractual***

All tenders must remain valid for a period of 90 days from the date of submission.

Suppliers and/or their agents or business partners responding to this ITT do so entirely at their own cost.

***4.3. Selection criteria and additional tender requirements***

Shortlisted organisations will be invited to discuss their proposals at a panel interview to be held at Edge on **15 March 2018**. Potential suppliers invited for this meeting will be expected to bring key individuals from their project team to meet the selection panel.

In selecting a supplier, Edge will use the following criteria (please note that the order of this list is not significant and does not imply the order of importance and that this list is indicative only and is not exhaustive):

- understanding of the specification and objectives;
- knowledge and understanding of 14-19 education landscape in England;
- relevant experience of similar projects (gathering baseline data and evaluation of pilot initiatives);
- proposed methodology and quality of the research solution;
- comments on the specification/original ideas;
- experience in producing high quality evaluation reports;
- ability to complete the work within the specified timescale;
- overall value for money.