

# FOI102643 RESPONSE

To provide some background to our responses below, the contracts for Lots 1 and 2 resulting from the specified contract notice (our ref. CPU-EU-076-2016) have since come to an end and have been replaced by a contract with Dyslexia Assessment & Consultancy under a new contract (our ref. CPU-KU-IN-290-PL-2019).

- **What are the contractual performance KPI's for this contract?**

KPI 1/ Appointment offered to student within 10 working days of contact.

KPI 2/ Assessment report completed and issued to the University within 10 working days of the assessment taking place.

- **Suppliers who applied for inclusion on each framework/contract and were successful & not successful at the PQQ & ITT stages**

## **CPU-EU-076-2016**

### **Successful PQQ Suppliers**

Genius Within  
Clare Smith KDS  
Halcyon Centre  
McKeown Psychology Associates  
Dyslexia Action

### **Unsuccessful PQQ Suppliers**

None

### **Successful ITT Suppliers**

Lot 1 – Genius Within and Clare Smith KDS  
Lot 2 – Genius Within

### **Unsuccessful ITT Suppliers**

Halcyon Centre  
McKeown Psychology Associates  
Dyslexia Action

## **CPU-KU-IN-290-PL-2019**

### **Successful ITT Supplier**

Dyslexia Assessment & Consultancy

### **Unsuccessful ITT Supplier**

Independent Dyslexia Consultants

- **Actual spend on this contract/framework (and any sub lots), from the start of the contract to the current date**

Our spend under the current contract which started on 1 November 2019 to the current date is £20,600

- **Start date & duration of framework/contract?**

The current contract started on 1st November 2019 and is for 3 years

- Could you please provide a copy of the service/product specification given to all bidders for when this contract was last advertised?

#### **(i) Qualification, Skills and Competencies**

- (a) The Service Provider is required to provide a full psychological assessment and must therefore be a professional with the appropriate qualifications and experience in order for the student to evidence their specific learning difference and for the Student Life Centre to be able to provide appropriate advice and assistance.
- (b) The provision of assessments for students with specific learning differences at a high standard is necessary in order to ensure that students' needs are met.
- (c) The Service Provider should be qualified to the level of chartered psychologist and hold the relevant professional membership and practising certificate. They should also have relevant experience in order to provide accurate conclusions within reports. Please consult the document, Assessment of Dyslexia, Dyspraxia, Dyscalculia and Attention Deficit Disorder (ADD) in Higher Education, available by clicking [here](#).
- (d) All SpLD assessments conducted should use the report format and tests recommended by the then DfES working group. Please consult the document, Assessment of Dyslexia, Dyspraxia, Dyscalculia and Attention Deficit Disorder (ADD) in Higher Education, available by clicking [here](#).
- (e) The Service Provider should be able to identify students who have specific learning differences as defined in the then DfES 2005 SpLD Working Group Guidelines. Please consult the document, Assessment of Dyslexia, Dyspraxia, Dyscalculia and Attention Deficit Disorder (ADD) in Higher Education, available by clicking [here](#).
- (f) The Service Provider should be able to demonstrate a track record of providing similar services to other organisations of a similar size preferably within the higher education sector. The University may wish to obtain one or two references before appointing a preferred Service Provider.

#### **(ii) Service Quality**

- (a) It is of great importance that the service quality meets the requirements of the University. The service must have arrangements for ensuring compliance with requirements related to confidentiality, data protection, health and safety, equalities and other statutory requirements.
- (b) An appointment shall be offered to students within 10 working days of contact.
- (c) The assessment will be performed in a suitably equipped room with accessible rooming available for disabled students.
- (d) Where assessments are undertaken on the Service Provider's own premises s/he will provide the student with a map and directions to the venue in an electronic format and a confirmation of appointment e-mail.
- (e) The Service Provider must not subcontract to other assessors. The assessments must be undertaken by individuals who are committed to this service level agreement.
- (f) The Service Provider shall ensure that the service provided takes into account all revisions to good professional practice as approved from time to time by the appropriate controlling professional bodies. All changes in professional practice which may adversely affect the quality of service and/or the well-being of the University's students shall be discussed with the University prior to implementation.
- (g) Delayed access to service or to reports can have a significant detrimental impact on the benefit to students; for this reason the timescales indicated in the specification will need to be closely followed and monitored. The University will take action through the

Contract in response to failure to meet the timescale or quality requirements, where attempts to improve have been unsuccessful.

- (h) The Service Provider will at all times monitor and seek to improve their own performance and be able to demonstrate the means by which they assure the quality of their services throughout the duration of the contract. Good performance in respect of the quality and timescales will be taken into account by the University when considering the extension of the Contract term.
- (i) The Service Provider must have clear procedures for dealing with complaints and dispute resolution.

### **(iii) Assessment Reports and Personal Information**

- (a) The assessment report must state explicitly whether or not the individual student has a specific learning difficulty, highlighting students' cognitive strengths and weaknesses and offering advice on the appropriate support and recommendations for examinations.
- (b) The Service Provider should provide students with provisional verbal feedback immediately after the assessment.
- (c) Students should receive their assessment reports within 10 working days of the assessment being conducted.
- (d) The Service Provider should seek students' permission to send a copy of the report to the universities within 10 working days of assessment.
- (e) The Service Provider must conform to the UK law concerning the processing and storage of personal information.

- Is there an extension clause in the framework(s)/contract(s) and, if so, the duration of the extension?

The current contract has an optional 2 year extension clause

- Has a decision been made yet on whether the framework(s)/contract(s) are being either extended or renewed?

No decision has been made as yet

- Who is the senior officer (outside of procurement) responsible for this contract?

The Head of Wellbeing and Inclusion, Student Wellbeing