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Our ref: FOI 7164

Date: 24 May 2021

Oxleas NHS Foundation Trust

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Dear Russell,

**FREEDOM OF INFORMATION ACT 2000 – SECTION 8 REQUEST**

Thank you for your request for information dated 20/05/2021. Your request has been managed under the terms of the Freedom of Information Act 2000.

**You requested the following information under section 8 of the Act:**

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

Berkshire Consultancy Limited (successful)
Maguirelzatt LLP
Premier Partnership Limited
McKinsey & Company
Accelerator Solutions Limited

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

£9,301

- Start date & duration of framework/contract?

1 April 2019, 2 year term

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

Attached

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

No

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

The contract was terminated November 2020

- Who is the senior officer (outside of procurement) responsible for this contract?  
**Head of Organisational Development and Engagement**

If you have any queries or concerns or are dissatisfied with the service you have received in relation to your request, please do not hesitate to contact us. If you wish to request a review of the decision, you should write to the Information Governance Manager, Julie Lucas via email at [julie.lucas9@nhs.net](mailto:julie.lucas9@nhs.net) in the first instance. If you remain unsatisfied with the outcome of your review and wish to make a formal complaint, please address this to: Complaints, Oxleas NHS Foundation Trust, Pinewood House, Pinewood Place, Dartford, DA2 7WG - Email: [oxl-tr.complaints@nhs.net](mailto:oxl-tr.complaints@nhs.net)

In addition if you are not satisfied with the outcome of your complaint or review, you may apply directly to the Information Commissioner for a decision. Generally, the ICO cannot make a decision unless you have exhausted the complaints procedure provided by the Trust. The Information Commissioner can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF (Telephone: 0303 123 1113 or 01625 545 745 - [www.ico.org.uk](http://www.ico.org.uk)).

Kind regards,

**Paul Bransgrove**  
**Information Governance Officer**

E: [oxl-tr.FOI@nhs.net](mailto:oxl-tr.FOI@nhs.net)

Oxleas NHS Foundation Trust | Bracken House | Bracton Lane | Leyton Cross Road | Dartford | Kent | DA2 7AF



# Leadership Development Programme

## Service Specification

Issue date: Wednesday 22<sup>nd</sup> August 2018

Procontract Project ID reference is DN356715

## Overview of Requirement

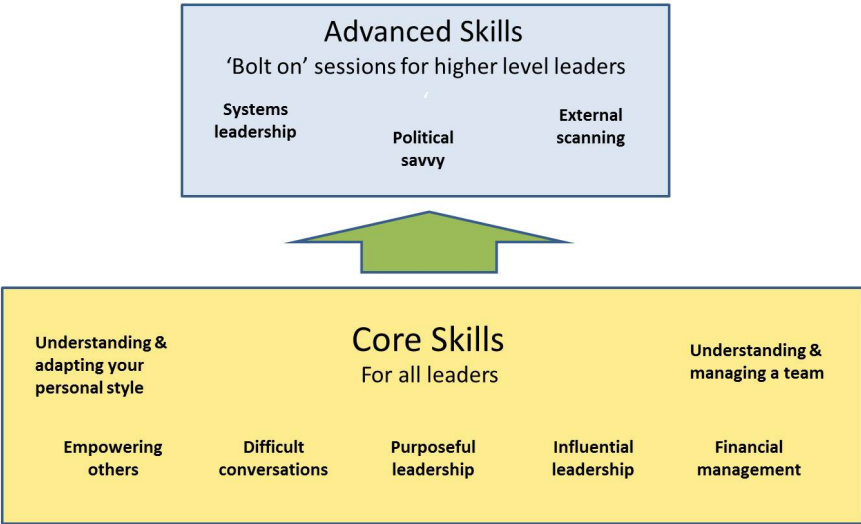
- 1.1 The purpose of this tender is to secure a provider to design and deliver a tailored leadership development programme for our staff in leadership and management positions at a variety of levels in the organisation. The ultimate aim of the programme will be to support our leaders in cultivating a culture of high quality care through compassionate, inclusive leadership; where all staff are empowered, both as individuals and in teams, to act to improve care.
- 1.2 We expect all our leaders, regardless of background, level of experience and position in the organisation, to demonstrate the following attributes:
  - a) Compassion (attend to the people they lead, understand their challenges, empathise and help them)
  - b) Emotional intelligence (understand themselves and others, manage relationships)
  - c) Inclusiveness (listen to all respectfully, and engage with authenticity)
  - d) Commitment (to quality, innovation and improvement)
- 1.3 We require a programme that will address the range of skills and behaviours our leaders are expected to model in a variety of settings. These were considered in the context of:
  - a) Our expectation that leaders work with their teams to consistently deliver excellent care and continuously seek improvement
  - b) The need to engage staff in their roles and in their contribution to the delivery of consistently high quality services
  - c) The need for leaders to always demonstrate our values
  - d) The importance of prioritising and adopting leadership skills that will have the greatest impact on staff engagement and involvement in our Quality Improvement Programme
- 1.4 Our preferred programme approach is one that utilises mixed learning methods and strategies, both to actively support application of learning in practice and to reflect the range of potential participant learning styles, preferences and needs. A standard training / workshop approach will not meet our requirements. We seek a comprehensive development solution. Our preferred approach will reflect a 70:20:10 model; that is, 70% experiential on the job learning, 20% job enrichment and 10% formal inputs (training). We require bidders to clearly reflect this in their proposals, demonstrating the utilisation of multiple learning approaches and solutions in their programme design.
- 1.5 The successful provider will have the capability and capacity to take full ownership of all aspects of programme implementation including more detailed needs assessment, (internal) marketing design, content and associated materials development, delivery including associated logistical / administrative activities, as well as ongoing quality and impact monitoring (evaluation) throughout the contract period.
- 1.6 We are taking the broadest definition of leadership in describing our target audience. Our leaders comprise both individuals with line / service management responsibilities, with or without a clinical / healthcare professional background, and senior clinicians with leadership (but without management) responsibilities.

- 1.7 They may be operating at any level of the organisational structure (excluding directors) and will thus collectively possess a varied range of experience. Some will be new to management / leadership responsibility, whilst others will have a great deal of experience. There will also be variability in whether they have participated in relevant prior learning. The proposed solution will need to clearly acknowledge this, to ensure the full range of needs is catered to.
- 1.8 Given our broad definition, we estimate the total potential audience may comprise up to some 500 individuals over the life of the contract (maximum 5 year term). This is an illustrative indication only, to support bid development and in particular appropriate consideration of cost effectiveness. As not all our leaders will necessarily require the same inputs, initial needs analysis will be required to support exact programme structure and approach definition and help us define priority groups.
- 1.9 At this stage, we envisage early focus to be primarily on more junior / less experienced leaders. We will require flexibility of approach on the part of the provider over the life of the contract, to ensure the solution and offer continue to reflect shifting audience needs in terms of demand and capacity as well as Trust priorities. We ask bidders to scope their proposed outline programme structure and delivery model taking as the basis the notional audience numbers supplied above, although we are clear that demand may fluctuate over the life of the contract. For the avoidance of doubt, we make no commitment at this time to the full delivery volume implied.

**2. Content Requirements**

2.1 The programme will provide participants with a core set of skills and behaviours that all our leaders should possess. We further envisage an additional layer of ‘bolt on’ options covering specific competencies for more senior staff. This broad conceptual outline is summarised in the diagram below. Beyond this, we will rely on the provider’s experience to suggest structure and work with us to define additional content and detailed approach to proposed development activity, including specific learning outcomes.

Oxleas leadership development programme  
Proposed delivery model



2.2 Following internal discussion and taking account of the *Institute for Health Improvement 'Sustaining Improvement'* white paper, we have scoped indicative high level skills and behaviours required within this framework, outlined in table 1 below. As noted above, we expect to work with the successful provider to define final learning objectives and content following more detailed needs analysis / scoping.

**Table 1**

	<b>Skill/behaviour</b>	<b>Rationale</b>
<b>1</b>	<p><b>Purposeful leadership</b></p> <ul style="list-style-type: none"> <li>- Creating a climate to support quality improvement through feedback, transparency and trust</li> <li>- Aligning organisational, team and individual priorities</li> <li>- Maintaining a sense of purpose – reinforcing messages</li> <li>- Embedding learning from incidents</li> </ul>	<p>There is considerable research suggesting a positive link between staff understanding the impact of their individual contribution on organisational goals and their engagement and productivity.</p> <p>Our leaders need to take personal responsibility for creating a climate where staff are supported to embrace required practice, can adjust in response to problems and incidents and honestly and openly consider opportunities for improvement and integrate them into daily work.</p> <p>Our leaders need to make our values live and breathe and compellingly communicate what we are doing, why are we doing it and where our staff fit in what we achieve.</p>
<b>2</b>	<p><b>Understanding &amp; managing a team</b></p> <ul style="list-style-type: none"> <li>- Creating clearly defined roles and expectations for all team members</li> <li>- Positively managing and monitoring performance, and utilising performance information</li> <li>- Understanding team dynamics</li> <li>- Planning for your team – handovers, managing shift staffing, role transition, interface with team members</li> </ul>	<p>Our leaders require skills to help staff understand organisational priorities and expectations, manage performance and support a climate of continuous improvement.</p> <p>Our staff need a clear understanding of what is expected of them in relation to their daily tasks. Leaders should be able to define roles and expectations clearly, monitor them on a regular basis and integrate improvements into daily work. This includes the need to understand performance information in a way that can guide change and improvement.</p>
<b>3</b>	<p><b>Empowering others</b></p> <ul style="list-style-type: none"> <li>- Communicating (“what to do and how”)</li> <li>- Coaching skills</li> <li>- Mentoring skills</li> <li>- Facilitation skills</li> <li>- Listening skills</li> <li>- Problem solving</li> </ul>	<p>Our staff should feel confident to speak up. This is crucial if concerns about care are to be addressed and “improving the work” is to become a feature of our roles.</p> <p>We must encourage staff to work autonomously and think for themselves if we are to increase productivity; this will require leadership behaviours that create a safe psychological space for open dialogue.</p> <p>Rather than always providing direction, our leaders should be able to release each individual’s potential by drawing out their skills, ideas and solutions.</p>

	<b>Skill/behaviour</b>	<b>Rationale</b>
4	<p><b>Having difficult conversations</b></p> <ul style="list-style-type: none"> <li>- Dealing with aggression</li> <li>- Identifying blocks to performance</li> <li>- Mediation between staff</li> <li>- Difficult conversations in public spaces</li> <li>- Identifying and dealing with problem behaviours (e.g. those that can develop into bullying and harassment)</li> </ul>	<p>Our leaders will interact with individuals in varying emotional states and settings, but are still expected to maintain staff performance.</p> <p>Our leaders should be equipped with the appropriate tools to address these extremes, identify the real root of issues and remove barriers to performance.</p>
5	<p><b>Understanding &amp; adapting personal style</b></p> <ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- EQ</li> <li>- Building personal resilience</li> <li>- Unconscious biases</li> </ul>	<p>Our staff should feel safe, engaged and confident that they can learn from mistakes.</p> <p>Our leaders, therefore, need to understand their own personal style and the style of others, so that they are able to adapt and flex to elicit the best outcomes from interactions. They must consider individual differences positively as strengths, leading to a fully inclusive environment for all staff.</p>
6	<p><b>Influential leadership</b></p> <ul style="list-style-type: none"> <li>- Influencing skills</li> <li>- Negotiation skills</li> </ul>	<p>Whether dealing with staff, peers, line managers, directors or external bodies, our leaders are required to convincingly convey their opinions, needs and expectations to others; whilst maintaining positive relationships.</p>
7	<p><b>Financial management</b></p>	<p>Leaders at all levels need an appreciation of the current available resourcing for and (financial and time) costs associated with myriad aspects of service delivery. They need to be equipped to assess potential efficiency opportunities, both to release savings and to improve quality (whether in terms of effectiveness, responsiveness / productivity). Underpinning understanding of cost drivers and ability to interpret financial as well as wider resourcing data is pre-requisite to achievement.</p>
8	<p><b>Strategic acumen (advanced skills)</b></p> <ul style="list-style-type: none"> <li>- Managing the external environment</li> <li>- System leadership</li> <li>- Political savvy</li> </ul>	<p>The higher our leaders progress in the organisation, the more important it is for them to think strategically and understand the wider environment. This may involve external scanning and benchmarking and an ability to navigate an ever more complex political landscape. There is also a requirement for advanced influencing skills and a more in-depth knowledge of finance and contracts.</p>

2.3 It is expected that there will be active and ongoing engagement from senior clinicians to review programme content, so that it is not only customised and current, but also reflects our needs over time. This may, for example, include involvement in the development of case studies.

2.4 We would also consider direct senior staff involvement in defined elements of delivery, where this would support our over-arching aims. We welcome bidder suggestions on how this might be operated in defining the proposed overall approach. For the avoidance of doubt, however, the successful provider will need to have the capacity and capability to deliver the totality of

the solution in isolation to mitigate risk to delivery consistency (where our senior staff priority needs to be our core NHS service delivery).

- 2.5 As noted above, the audience will comprise individuals across a broad range of leadership and management roles (in NHS terms loosely at Agenda for Change band 5 and above). Alongside those with formal supervisory, line management and service management responsibilities, we are keen to support the leadership development needs of those senior clinicians who do not have ‘people’ or ‘service’ / system management responsibility but are ‘key influencers’. The solution will therefore need to appropriately acknowledge requirements to manage colleague and wider stakeholder relationships and support modelling of our core leadership ethos for such individuals. The audience will be representative of the full range of our services and will be operating at a variety of levels (excepting directors). The proposed solution will need to appropriately take this into account, to ensure the full range of needs is met.
- 2.6 To support interpretation: Oxleas provides mental health services in differing contexts including mental health services for children & young people, working age adults and older adults (delivered both in in-patient settings and our clients' own homes), as well as specialist forensic & prison and adult learning disability (ALD) services. We also deliver a wide range of physical health services, in both community settings (including those delivered in clients' own homes) and inpatient settings, employing staff from across a broad spectrum of professions and disciplines. Therefore, content of all learning formats should focus on transferrable leadership skills, rather than specific technical / operational skills, whilst still ensuring that application is explored in an organisational context. It is imperative that all materials, case studies, scenarios etc. are recognisable to participants and reflect their working environment. This is particularly important in terms of the wording used throughout and providers must be able to demonstrate a good knowledge of NHS parlance. Providers are expected to research and tailor these elements of programme delivery and ensure this is reflected in their solution (and costing).
- 2.7 The approach to programme design and delivery should be based on evidence that enhanced application of learning occurs when employing a 70:20:10 model; that is, 70% experiential on the job learning, 20% job enrichment and 10% formal training. Whilst we have included some examples in table 2 below to illustrate, this is not intended as an exhaustive list of options, or indeed a rigid required structure. It is intended to underscore our desire to offer a variety of learning solutions, in line with the underpinning 70:20:10 principle.

**Table 2**

<b>70%</b> <b>Experiential learning</b>	<b>20%</b> <b>Job enrichment</b>	<b>10%</b> <b>Formal training</b>
Secondments, job swaps, projects, assignments, placements, working parties	Action learning sets, buddying, shadowing, coaching, mentoring, in-role observation, feedback	Process, procedure & policy: - intranet, manuals, guides  Skills, knowledge & behavior: - courses / workshops, e-learning



- 2.8 For the avoidance of doubt, we will also consider additional support in the form of relevant psychometric-based coaching or tailored leadership 360° feedback. Whilst we do not necessarily see these as forming part of the 'core' offer (being mindful of overall solution cost), we may consider such inputs for specific targeted individuals where this can be offered by the successful bidder.
- 2.9 We require bidders to define their proposed overall programme model in line with the above principles at the tender stage. Once finalised and agreed (following more detailed needs analysis, scoping and design), the successful provider will take full responsibility for total solution delivery and its ongoing management and associated monitoring. This requirement should be borne in mind in developing the proposed solution approach for your bid, to ensure your organisation has both the capacity and capability to effectively deliver all components of the proposed solution (to the anticipated maximum potential volume).
- 2.10 For relevant programme elements (primarily 'formal training' and 'job enrichment'), we expect the provider to utilise experienced facilitators (and coaches if applicable) with strong questioning and listening skills and an appropriate range of concepts and / or techniques to help participants consider different perspectives, transfer their learning to practice, clarify their ideas, raise their self-awareness, solve problems and make informed decisions.
- 2.11 Development at the 'experiential learning' stage of the programme will require work to be undertaken with senior staff to determine the type of experiences that can be provided, such as observing investigations (root cause analysis), disciplinary processes and supporting and/or leading quality improvement programmes.
- 2.12 For development activity in support of the 'job enrichment' element of the programme, we expect the provider to use their experience of delivering similar activity and propose the most effective and cost efficient ways of grouping participants, if applicable (e.g. by pay band cluster, to ensure facilitation can be pitched at an appropriate level; by service context, to more closely reflect the participant work environment). The solution should carefully balance enhanced effectiveness with cost implications associated with greater solution complexity.
- 2.13 In terms of 'formal training', it is our expectation that learner groups may comprise of individuals of mixed backgrounds and levels of relevant experience and / or depth of leadership knowledge. Some participants will have received prior leadership development, but new to role managers / supervisors as well as senior clinicians who may likewise have benefited from no prior relevant input may access the same sessions. We expect the provider to effectively manage such mixed learner groups appropriately, to ensure the full range of needs is met. The aim of the programme is ultimately to ensure consistent application of best practice across the board.
- 2.14 A facilitative approach should be adopted to draw on the existing learner knowledge and experience, supporting engagement of experienced learners who are accessing sessions with less experienced colleagues. Sessions should employ a range of learning methods, catering to a variety of learning styles, and include an appropriate focus on practical application of learning in the work environment and identifying solutions to any perceived barriers.

- 2.15 A scenario-based approach for 'formal training' elements will be preferred, providing learners with an opportunity to practice skills in a safe environment and receive feedback to develop their skills. Where possible, sessions should reflect the range of backgrounds of the participants involved in the programme, allowing for tailoring to the different contexts represented within each session, to maximise transfer of learning.
- 2.16 All aspects of the programme (ie 'formal training', 'job enrichment' and 'experiential learning') should be underpinned by current best practice principles and models, challenging historical approaches as appropriate (e.g. how our understanding of neuroscience is now questioning traditional models of motivation, learning, engagement etc).
- 2.17 Prior to contract commencement, the provider will work with us to develop their understanding of the particular emphasis we require in delivery / facilitation, in particular understanding our purpose, values, services, professions and wider context.
- 2.18 Relevant equality and human rights considerations should be embedded in both content and delivery approach of each programme element in line with our policies and values (e.g. promoting diversity as good for business, creating the best environment for *all* staff to achieve their aspirations, challenging misperceptions). Alongside, all materials including images should represent our diverse workforce (e.g. in terms of age, ethnicity, gender etc).
- 2.19 Where required, adaptation to support learners who present with particular requirements (e.g. hearing or visual disability) should be built into the overall approach. The successful provider will demonstrate an inclusive and flexible approach to programme delivery, aimed at maximising each learner's participation and supporting learning achievement. Appropriate identification and sharing of individual reasonable adjustment needs should be built into the participant engagement and co-ordination process.
- 2.20 The provider will develop all resources to support full programme delivery and participant reflection e.g. e-learning content, handouts, guides, action plans, reference material such as journals etc. We expect reference materials to be made available to all participants, enabling them to easily review key learning from the programme. These should draw upon current and relevant best practice and include reference to any practical tools, techniques models or additional resources that may be useful in supporting transfer of learning into practice.
- 2.21 The provider will likewise be responsible for designing and producing all associated (internal) marketing materials, in support of the programme. All such resources (e.g. electronic / physical brochures, flyers, posters etc.) should be reflective of key programme and trust aims, clear, concise and engaging.
- 2.22 All elements of the programme should take into account the local context of Oxleas NHS Foundation Trust and the variety of roles represented by our learners. The provider will work with us to ensure the programme and its delivery are appropriately sensitive to the needs of the organisation, take into account our approaches, and are grounded in our reality, making clear reference to our services, and our staff roles and responsibilities.

### **3. Scope / Capacity**

- 3.1 Bids should be based on even distribution of delivery volume across the maximum five years of the contract, taking into account the indicative maximum total volume of up to 500 staff.
- 3.2 We require the provider to submit a realistic model and proposed delivery plan. This should take account of the need to contain solution (per head) cost, manage staff release implications (eg acknowledging key staffing pressure periods associated with peak holiday times), as well as own capacity to sustain consistent delivery.
- 3.3 Please be aware that all our learning can be impacted by changes in our service profile, which may at times result in transfers in / out of the organisation of whole staff groups. Indicative numbers presented here to support bid development and costing thus do not constitute commitment to purchase the implied total volume of learning over the life of the contract.
- 3.4 Following more detailed needs analysis, we anticipate scheduling both initial and subsequent ongoing programme volume in blocks per financial year (or part thereof), to reflect actual requirements over the life of the contract. Ongoing delivery will at all times be determined based on live demand indications and current Trust needs.
- 3.5 For participatory elements of the delivery model, bidders are asked to be clear around any proposed minimum / maximum participant numbers to enable the trust to effectively assess costs. Bidders should however note that the Trust reserves the right to request 'over-booking' of any programme elements as required, to mitigate typical attrition rates and thus make best use of all available capacity.
- 3.6 Further guidance on other considerations to support costing your proposed solution can be found in document 4. *Commercial Pricing Schedule*.

### **4. Logistical & Contract Management Considerations**

- 4.1 The successful bidder will demonstrate the capacity, capability, and appropriate systems to effectively deliver all aspects of the proposed solution and meet our contract performance monitoring (evaluation and reporting) requirements. They will be in a position to deliver to a project plan aimed at initial programme delivery beginning 2 - 3 months post contract award.
- 4.2 The provider will be responsible for the totality of programme design and subsequent ongoing programme management. The provider will need to deliver a full end-to-end service. This will include (but not necessarily be restricted to) marketing design and delivery, scheduling, participant booking process, delegate and facilitator communication (eg invitations, joining instructions, attendee lists for facilitators etc). Your approach to this should be clearly set out in your bid (although of course the approach may be amended following contract award, to reflect the final programme structure as well as learning from initial scoping and delivery).
- 4.3 Once the provider has delivered an element of the programme for the first time, they will be responsible for evaluating its effectiveness and making revisions to improve the quality of subsequent delivery. This learning / feedback will also be shared with the Trust.

- 4.4 We expect the provider to fully evaluate the programme (ie all ‘formal training’, ‘job enrichment’ and ‘experiential learning’ elements), collecting and collating experience and impact data on an ongoing basis. We expect evaluation to follow an effective and tested model, and provide feedback regarding participant reaction and increase in skills and knowledge. We will require the provider to translate data gathered (e.g. feedback and ratings) into trend reports to be shared with relevant stakeholders (at a frequency to be agreed).
- 4.5 As noted above, in addition to experience, we are keen to evaluate impact. Post-programme (e.g. six months following an input element / combination of elements) we expect to measure the transfer of learning to the workplace. Bidders are asked to propose the approach and mechanisms to be employed to achieve these aims, the final shape of which will then be agreed as part of contract initiation (or during the development stage).
- 4.6 In addition to ongoing evaluation data being routinely shared (at a frequency to be agreed at contract award), we expect more comprehensive cumulative summary trends reports to be generated. These will identify relevant common themes, trends and issues, and summary evaluation of programme effectiveness in increasing skills, awareness and knowledge aligned to programme objectives, alongside overall impact in the workplace.
- 4.7 For the avoidance of doubt, we are happy in principle to accept the provider’s proposed evaluation approach / questions as per bid submission, although do expect to check that this will provide us with information required as part of quality monitoring of the provision. We reserve the right to amend the evaluation approach (or opt instead to apply our in-house evaluation process), to ensure we receive information which is comparable to that which we hold in relation to our other provision.
- 4.8 Assuming successful performance and thus on-going contract extension to the maximum contract term, we expect the provider to review and update (where required) programme content and supporting materials, at a minimum on an annual basis, to ensure that delivery continues to meet the Trust’s needs and reflects the changing profile of our services, and current best practice guidance and/or evidence base. More minor content adjustments, for example to reflect changes in relevant Trust policy or trends in participant feedback, should be made in a responsive manner throughout the life of the contract.
- 4.9 Oxleas NHS Foundation Trust does not have dedicated facilities for staff development and the provider will therefore need to be able to operate flexibly in making the best use of those available. During the life of the contract, programme elements may be delivered in any suitable location within the geographical area covered by the Trust's services, which currently includes the London Boroughs of Bexley, Bromley and Greenwich as well as Kent.
- 4.10 We require a high degree of flexibility and excellent communication on the part of the provider to manage the delivery of the programme on Oxleas and / or partner organisations’ sites.
- 4.11 We will expect facilitators to arrive with their own projection equipment as required, as well as supplies of all supporting materials and resources. For all venues this will include participant resources and in some venues this may include flipchart pens and flipchart paper etc. as

determined by the facilitator. It is also important to note that no staff will be on hand at the start of sessions to assist facilitators.

- 4.12 Some elements of the programme may be scheduled at venues with some access restrictions resulting in practical challenges requiring a high degree of flexibility on the part of the facilitator. We expect the provider to be able to operate fully autonomously in this context, taking full responsibility for ensuring an effective and safe learning environment and working with staff / partners locally (on site) to flag and resolve any unforeseen issues with the venue. Depending on venue, facilitators will be required to arrange rooms to meet their requirements and then return them to their original state at the end of the day (typically as meetings rooms). Early arrival to prepare the space and address any such issues will be necessary. In some venues, facilitators may additionally be required to take responsibility for managing learner access to the venue / space to support maintenance of site security.
- 4.13 Facilitators operating on our sites will be required to familiarise themselves with local arrangements (eg fire exits, kitchens / drinking water access etc) to support maintenance of their own as well as participant health and safety.
- 4.14 We are keen to be kept abreast of up to date participation trends and manage any failures to arrive for scheduled input. Bidders should outline their proposed mechanism for achieving this, being mindful of the requirement for secure data transfer. Alternatively, the Trust's learning management system (LMS) can be employed. In this case, we would require attendance details to be updated in our LMS within 2 working days post-delivery, to maintain the currency of our overall learning participation data.
- 4.15 The successful provider will demonstrate excellent communication throughout the contract term, working in partnership with us to monitor the programme and its delivery, being responsive to any concerns raised and working with us to identify solutions to unforeseen circumstances impacting the programme.
- 4.16 Linked to this, we expect the provider to have in place robust, demonstrable contingency management / business continuity arrangements and guarantee consistent delivery of scheduled learning. We likewise expect the successful bidder to have robust quality and complaints management policies and processes. This should also be clearly evidenced in your submission.
- 4.17 As indicated above, we expect the provider to keep us abreast of relevant common themes, trends and issues throughout the life of the contract. Alongside supporting contract monitoring, this regular contact will ensure that the programme remains appropriately sensitive to the Trust's needs and reinforces key messages.
- 4.18 The provider will ensure that their staff are appropriately briefed in relation to our policies and approaches (to support tailoring for each learner group), both at the outset of the programme and throughout the contract period. Any changes (e.g. to our service profile) will be communicated to all facilitators involved in programme delivery in a timely manner.

- 4.19 For the avoidance of doubt, all of the expectations set out within this section, alongside (a) satisfactory evaluation trends throughout the contract period (see 4.3 to 4.7 above) and (b) consistent programme delivery (to the agreed programme outlines, which will be finalised following contract award and familiarisation), will constitute the contract key performance indicators (KPIs).
- 4.20 For ease of reference, the contract KPIs (subject to agreement of specifics post contract award), will reflect the following elements:
- i) Consistent and quality delivery of all expectations defined in this Service Specification document, over the life of the contract.
  - ii) Quality of delivery (with the exception of any feedback relating to factors outside of the facilitator's immediate control, e.g. relating to the venue / facilities).
  - iii) Concerns / complaints relating to delivery acknowledged and mutually acceptable action plans in place within agreed timescales.
  - iv) As required during the life of the contract, timely review and updating of all programme content and, where applicable, supporting materials.
  - v) Notification of any best practice developments which the Trust should consider to maintain delivery currency.
  - vi) Effective co-ordination, implementation and fulfilment of all logistical / administrative requirements as set out in this Service Specification document, delivering effective and responsive end-to-end programme management (planning, scheduling, logistics, participant communication and progress tracking, evaluation data collection and collation etc).
  - vii) Invoicing agreement adhered to throughout the life of the contract.
  - viii) Required evaluation data and trends reporting delivered at agreed level, in agreed format and to agreed timescales.

## **5. Provider Experience and Accreditation**

- 5.1 The provider will have an extensive history of providing a wide variety of leadership development solutions, ideally in an NHS environment. The provider will ensure that any employees working on the design, delivery, administration and evaluation of this programme have a wealth of experience implementing the components of delivery for which they are to be responsible and are suitably qualified where applicable (e.g. CIPD).
- 5.2 Inputs will need to be delivered by appropriately skilled facilitators and/or coaches with a wealth of experience in leadership development, ideally gained within a health care setting. They will need to demonstrate an understanding of the differing contexts within which our staff operate.
- 5.3 Facilitators will be able to evidence their own continued professional development (CPD), supporting an up to date understanding of the current evidence base / best practice in the

contexts of leadership and learning. They should hold relevant individual qualifications (e.g. AIF, AoF facilitator accreditation or EMCC, AC, APECS coaching accreditation) and be able to demonstrate relevant experience / evidence of regular development, updating and supervision.

- 5.4 We expect the provider to demonstrate equivalent organisational experience via sample case studies evidencing experience of full implementation of similar programmes in an appropriate context / environment (NHS, particularly mental health and / or community health, would be of most relevance).
- 5.5 Please evidence that your proposed team, as a minimum, are able to deliver sufficient capacity to meet the contract volume set out in the scope section above.
- 5.6 Please submit proposed facilitator CVs with your response (referencing 5.2 and 5.3 above), along with your organisation's current and past client list (please only include details of work undertaken with clients in areas relevant to this tender).
- 5.7 Where applicable, please also include in your response the details of your organisation's accreditation status, clarifying the nature of the accreditation and assessment approach used to gauge the quality of provision and/or systems.