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**AWARD QUESTIONNAIRE RESPONSE GUIDANCE, EVALUATION AND MARKING SCHEME  
FOR**

**ICT SERVICES FOR EDUCATION**

**REFERENCE NUMBER**

**RM1050**

**ATTACHMENT 3b SCENARIO**

## INTRODUCTION

This Attachment 3b Award Questionnaire Scenario is part of the Award Questionnaire for ICT Services for Education.

The aim of this scenario is to assess whether Potential Providers can respond effectively to and supply what is considered by the Department for Education and the Education Funding Agency to be a typical requirement scenario.

The scenario is detailed from the heading 'SCENARIO' down to and including the section titled 'LEGACY EQUIPMENT'. Those sections are worded from the perspective of the scenario organisations - fictional Establishments titled The Smith Trust and Wigantry Free School.

The criteria that Potential Providers need to respond to begin after the scenario and are numbered 1 – 11 (as listed in the weighting table below).

## INSTRUCTIONS TO POTENTIAL PROVIDERS

The Scenario is structured as follows:

Criteria 1 – 11 (see weighting table list below)

Each criteria contains one or more 'Response Requirements' sections.

Within each 'Response Requirements' section are a number of requirements that Potential Providers are requested to respond to as part of that section.

Potential Providers should make their responses to this Attachment 3b Award Questionnaire Scenario on separate word documents for each criteria unless expressly instructed otherwise (e.g. the Cost Matrix or Risk Register templates as instructed at the applicable criteria sections below), then upload those documents as attachments to the e-Sourcing Suite. These should be uploaded at the relevant criteria area provided within the e-Sourcing suite which will be within the Award Questionnaire 3b.

i.e. The Authority will need to see a total of 13 attachments in response to this Scenario – one for each of the 11 Criteria + a completed Cost Matrix for the Value for Money Criteria and a completed Risk Register for the Risk Management Criteria – for a response to be compliant with this ITT.

Potential Providers are requested to structure their word document responses to each criteria to match the layout of this document – arranging responses into 'Response Requirements' sections then, within those sections, individual requirements.

Potential Providers are requested to clearly title each response attachment you upload in the e-Sourcing Suite with the criteria number and title (shorthand title is acceptable) to enable evaluators to accurately evaluate your response.

Potential Providers are requested to clearly label each response within those word documents with the 'Response Requirement' section number and title, and requirement number to enable evaluators to accurately evaluate your response.

Potential Providers should respond directly to **every** requirement within **every** 'Response Requirements' section. Where a response is not provided as per instructions this will affect the mark you receive for that section and therefore your Quality Score (please refer to Attachment 1 ITT for the Award Stage Evaluation process) and may mean you do not achieve a place on the Framework Agreement.

Responses should consider the information provided in the scenario and in the 'general information' sections. References or reference to previous projects are not required and are not considered as an appropriate response; Potential Providers should focus on how they would provide all the goods and services requested should they be selected preferred Supplier for the Trust/school.

Word limits apply to each 'Response Requirements' section and responses must not exceed those word count limits. Responses will be marked as per the Consensus Marking Procedure described at paragraph 8.3.3.1 of Attachment 1 Invitation to Tender, therefore any response that is over the set word limit will be disregarded and not evaluated (that is, the part of the response that is over the word limit will be disregarded, not the entire response).

### Award Questionnaire Scenario - Criteria, Weighting and Marking Scheme

Criteria	Weighting	Maximum Score Available
1. Educational Impact	0/20 marks = FAIL, no weighting will be applied to the mark 50/80/100 marks = 13.50% weighting applied to the mark	1 0 0
2. Solution Design	0/20 marks = FAIL, no weighting will be applied to the mark 50/80/100 marks = 15% weighting applied to the mark	1 0 0
3. The Trust's Future Requirements	12.5 0%	1 0 0
4. Value for Money	10%	1 0 0
5. Programme Management	10%	1 0 0
6. Project Management	8%	1 0 0
7. Risk Management	8%	1 0 0
8. Supply Chain and Sub-Contractor Management	5%	1

		0
		0
9. Contract Management	8%	1 0 0
10. Continuous Improvement	5%	1 0 0
11. Training and Support Mechanisms	5%	1 0 0

**100%**

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#### Marking Scheme for Attachment 3b Scenario

Potential Providers will be awarded one score per Criteria .

SCORE	EXPLANATION
0	Non-Compliant – Question not answered or totally inadequate response. Fails to demonstrate any understanding and/or provide any explanation as to how the requirement will be met.
20	Weak - . The response contains insufficient/limited understanding and/or fails to provide an adequate explanation for how the requirement will be met
50	Meets Requirements - Response is relevant and meets all elements of the requirement. The response demonstrates a satisfactory understanding and a level of detail which provides an adequate explanation of how the requirement will be met.
80	<p>Very Good –.The quality and level of detail provided demonstrates a clear understanding of the requirement and explains how some elements of the offered goods and/or services add relevant value to the school/Trust in <b>two or more</b> of the following areas:</p> <ul style="list-style-type: none"> <li>• Benefits to learners at the Educational Establishment</li> <li>• Benefits to staff at the Educational Establishment</li> <li>• Supporting the wider vision of the Educational Establishment</li> <li>• Supporting the specialism of the Educational Establishment</li> </ul> <p>Please note:</p> <ul style="list-style-type: none"> <li>• ‘value’ does not necessarily refer to financial value</li> </ul>

	<ul style="list-style-type: none"> <li>Value will be deemed relevant where the Potential Provider demonstrates either a direct benefit to two or more of the areas defined above (benefits to learners, benefits to staff, supporting the wider vision or supporting the specialism), or as an indirect benefit due to the Potential Provider’s organizational practices, processes or procedures.</li> </ul>
100	<p>Exceptional – The quality and level of detail provided demonstrates a detailed understanding of the requirement and explains how the offered goods and/or services add relevant value to the school/Trust in <u>all</u> of the following areas:</p> <ul style="list-style-type: none"> <li>Benefits to learners at the Educational Establishment</li> <li>Benefits to staff at the Educational Establishment</li> <li>Supporting the wider vision of the Educational Establishment</li> <li>Supporting the specialism of the Educational Establishment</li> </ul> <p>Please note:</p> <ul style="list-style-type: none"> <li>“value” does not necessarily refer to financial value</li> <li>Value will be deemed relevant where the Potential Providers demonstrates either a direct benefit to all of the areas defined above (benefits to learners, benefits to staff, supporting the wider vision or supporting the specialism),, or as an indirect benefit due to the Potential Provider’s organizational practices, processes or procedures.</li> </ul>

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## THE SCENARIO

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### THE TRUST AND ITS WIDER VISION

The Smith Trust (the Trust) is a well-established provider of educational services to the public and private sectors. A not-for-profit organisation working solely in the education sphere, the Trust was founded in 1972 by its CEO Dame Marjory Wadlington and has grown from managing two schools in the South West, to its current position of 15 state and independent sector schools across England and Wales. The Trust has ambitions to sustain this growth and is now focusing its efforts in the Free Schools, University Technical Colleges (UTCs) and Studio school arenas.

The Trust’s main focus is academic excellence supported by cutting edge ICT across all aspects of school life. In addition, the Trust focuses on strong pastoral support for its students, aiming to promote social skills and work-based practical abilities within a supportive environment of personalised learning for every student. TST promotes 24 hour learning, extending education beyond the school gate and very much sees ICT being at the heart of this aspiration.

Ordinarily the Trust works with schools in areas of high social deprivation, where the opinion of education is low and where an expectation of onward education or employment does not exist. The Trust seeks to re-align

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these views and offer its students the best quality education possible, raising expectations and aspirations along the way.

Currently there exists no Trust-wide reporting or sharing of resources of any kind; the Trust would like to work with an ICT partner to rectify this. Specifically it regards as key the ability to:

- Analyse school data (e.g. academic and extra-curricular performance, behaviour, attendance, etc.)
- Share educational resources (learning material, worksheets, mock exams, test material, lesson plans, etc.)
- Share continued professional development (CPD) and training (e.g. on-line learning resources, facilities/resources)
- Share good practice amongst all its schools (e.g. forums, wiki, blogs, on-line chat space, etc.).

The Trust seeks to establish exciting and stimulating environments for our students that nurture and expand the talents and skills that every young person possesses. In order to achieve this ambition, we ensure our students are taught to the highest standards by well trained and motivated staff. Each school is expected to monitor and record the attainment of students frequently throughout the school day so that information can be shared with parents/carers in as near real-time as possible. To this end, early intervention of those students that are not achieving their potential is quickly recognised and remedied.

Engaging with parents/carers is key to the success of our schools, bringing them into our family enables students to continue to be supported in their learning outside the confines of the school premises. We firmly believe that our students do best when the school and families work together; the Trust ensures all its schools encourages participation and collaboration with as many family members as possible, seeking to understand the challenges students and their families face. The Trust assumes a robust, scalable and well thought through ICT solution will be able to support its aspiration to engage parents/carers in their children's education; the Trust is seeking a partner that can fulfil this ambition.

The Trust recognises that some of its students may require additional support with their education. As such, we encourage our schools to remain open at weekends and during school holidays, offering catch-up and revision sessions, extended learning support, as well as providing access for families and the wider community. In addition, we run a Trust wide programme called "Maths Masters and English Enigmas" to provide additional numeracy and literacy support with national award ceremonies held each year to reward the students who have made significant progress in these areas. This award ceremony attracts great attention and is supported by a wide range of celebrities.

As a Trust we are keen to work with a partner who supports the improvement of educational standards and learner attainment; and can help meet the challenges faced by Educational Institutions in terms of emerging educational policies, technologies and changes to the curriculum. It is absolutely accepted that our students and staff should operate in safe and secure environments; this extends to the use of ICT within the school building and anywhere where the school/Trust ICT solution may be accessed.

The Trust does not currently employ any centrally based technical ICT staff but the Trust's Director of ICT plays a strategic role at Board level. Most of the Trust's school currently employ technical ICT staff on a full or part-time basis.

The Trust will act as the contracting body for this procurement; they expect the contract to last a minimum of 5 years; it also plans a number of other future Trust schools will procure their ICT via this contract but the details of those institutions has yet to be established.

Finally, the Trust is considering a move for all of its schools (both state and independent) to either a full managed service or hybrid managed service provision. The Trust will be seeking a partner who is able to provide these options in the future and who are also able to support the Trust in developing its understanding and knowledge regarding these options.

## **THE SCHOOL: WIGANTRY FREE SCHOOL**

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Situated in the heart of England Wigantry Free School (the School) will open its door in September 2015. An all-through school, it will offer a two form entry primary school for 420 children aged 4 to 11 years and a four form entry secondary school with 840 students (including a 2 further education sixth (6<sup>th</sup>) Form provision). The School will open with 120 children in the primary phase (90 existing students and 30 new entrants) and 120 in the secondary phase (60 existing and 60 new entrants). Students from the predecessor schools will transfer and the roll will be supplemented by additional intake which will be phased over 5 years

The primary school will follow the International Primary Curriculum with an emphasis on project based learning and small group work. The secondary will teach the national curriculum leading to GCSEs in Year 11 and A Levels in Year 13. Students will be expected to work outside of school hours, pushing learning to boundaries beyond those of the school gates.

There will be an emphasis on personalised education to enable each child to develop and become a successful learner. ICT will support the personalisation agenda by affording students the chance to choose what, when and where they learn. ICT will be used to support virtual visits by speakers and other professionals and as well as have access to a wide variety of resources.

At all stages student learning will be self-directed around a set structure of a weekly work plan which is devised and reviewed by the teacher and student together. Students will be able to seek advice and guidance at all times from their learning mentor via the use of email, web-chat sessions or other communication methods supported by the ICT solution. The use of blogs, podcasts and wikis will enable students to showcase their work to fellow pupils, teachers, parents and a wider audience outside the school. We expect our students to be global citizens and interact with the world outside of Wigantry Free School.

Teachers will prepare a daily and weekly work plan that students will work towards. At secondary level the work plan will detail how many pieces of work or lessons a student is expected to undertake across the curriculum as a minimum before undertaking their own learning projects. ICT will be integral in all subjects and the school's systems can be utilised by pupils to track their own progress. At primary stages student learning will be more directed by the teacher although students will be afforded choice as to what elements of any project they would like to work on at any time.

An existing campus comprises a primary school (4-11 years) and secondary school (11-16 years) each currently operating independently with their own building and separate site access. The proposal is to combine these separate schools into an all-through school (4-19 years) by refurbishing the current buildings and adding a

new-build 6<sup>th</sup> form annex. This new school will specialise in Creative Arts and Media and have connections with the local West Fallingsworth University, a world leader in the fields of arts and media. The University has offered extensive pedagogical support and will provide frequent visiting lecturers and access to their teaching staff via video conferencing. It is expected that 6<sup>th</sup> form students will attend some lessons at the University and use the state of the art media facilities and creative arts ICT suites.

No technical ICT staff are currently employed but the School is seeking the appointment of at least 1 full time member of staff prior to opening.

### **Focus on English and Mathematics**

In addition to the Creative Arts and Media specialism, the School will focus on providing additional numeracy and literacy support. It is expected that a variety of software and hardware will support students in accessing either extension work or to provide additional materials and resources to increase their understanding of a topic. Our students will engage fully in the Trust's Maths Masters and English Enigmas programme.

### **Focus on those with English as an Additional Language (EAL)**

As over 35 different languages are spoken in the Wigantry area, the use of ICT to support EAL will be a vital one. Students and their parents/carers may be speaking three or four languages and the use of software will allow languages to be learnt in new and exciting ways either within the school buildings or in a location that suits the learner. The use of ICT will be pivotal in the aspiration to allow access for both parent and students to all the resources necessary to provide for a successful education. Translation software should be readily available enabling effective communication between home and school as well as access to all the resources the School has to offer.

### **Focus on Teaching**

A variety of appropriate teaching strategies will be used to match learning tasks to the age, aptitude and ability of the individual child. The ICT solution will support in this personalised approach to learning.

### **Focus on Pastoral Care**

Learners will be allocated a mentor who will encourage students to develop their academic ability at their own pace, facilitate personalised learning and relationships that nurture confidence and motivation as well as grow self-esteem. The mentor will be responsible for keeping each child's portfolio: the learning journey of the children throughout their time in school that can be easily transferred to the child's next phase of education. This will include photos, samples of work, things they have done at home, community activities, achievements, all annotated by observations from all staff.

### **Focus on training, management and administration**

The ICT solution will be used to assess and record continuing professional development needs; enable the sharing of best practice through online interactions, video and distance learning, linking with other schools and organisations; and extending learning beyond the school day. All teaching staff will have their own individual portable device to be able to participate fully in this aspect of the school's life. Administration staff will be desk based for 100% of their work and therefore require robust and reliable devices that provide constant access to student data and reporting.

### **Focus on Special Education needs and Disabilities (SEND)**

The School currently has an average number of children with SEND and is committed to using ICT including specialist equipment and software to allow full access to the curriculum. Providers will therefore need to be able to offer a range of interfaces that will enhance the participation of learners with a range of SEND including

sensory impairment, learning difficulties and other disabilities. Where specified in any Education, Health and Care (EHC) plan, specialist ICT equipment and software should be capable of being integrated into the school / college existing infrastructure. Currently the School is aware that the following students will require specialist SEND support:

- Student 1 – 14 year old girl has severe visual impairment but can read large high contrast text. She has no other cognitive issues and will make excellent progress with the right access technology;
- Student 2 – 11 year old boy has fine motor control and coordination difficulties. He finds the traditional mouse and keyboard too small and sensitive to use effectively in class and is easily frustrated;
- Student 3 – 15 year old boy has an EHC plan/ statement for severe communication difficulties and has used his personal budget for a tablet that he uses to make notes and take photographs at home and school. He will need to link this to the school's network.

## **THE ICT SOLUTION**

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ICT will be used across the curriculum. Teaching and learning will be enhanced through the provision of an interactive teaching and learning tool in each classroom. There will be wireless capability to enable access to learning environments and electronically provided information from anywhere in the School and beyond. The students will also have access to a range of individual, portable devices that can be used in the classroom, or outside the school, such as on educational visits where photographic and other records may be required. The school recognises the limitation of the ICT budget and is fully behind a "Bring Your Own Device" concept that affords students' access to their resources, files and emails both on and off site.

Both schools currently have independent networks with small server rooms but there is no connection between the two. The secondary school recently invested in an ICT suite and range of curriculum software but most of the equipment and some of the servers are more than three years old. The broadband connection to the secondary school will be lost with the development of the site but investigations are under way with various commercial internet service providers regarding a new contract that will run from August 2015. The school has received a number of quotes and has decided to obtain a 100mb broadband provision complete with managed router. The service will not include any pre-existing content, educational resources, filtering, firewalls, anti-virus provision; it is currently expected that the ICT partner will provide these services to the School where applicable.

## **FUNDING ARRANGEMENTS**

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The total value of the capital element of the project is £907,640 (excl. VAT). This figure is ring-fenced for ICT and includes capital allocations for the ICT equipment, active infrastructure and the decant/integration/re-commissioning/testing of the ICT solution from the temporary site to the permanent site.

## **BUILD RELATED INFORMATION**

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For the first academic year, 120 primary pupils and 120 secondary pupils will be housed in temporary accommodation on the permanent site. ICT in the new buildings will be developed as the student population increases and as per the equipment phasing tables included below.

The secondary school is a 1960s steel-framed and concrete floor construction. Owing to a falling roll and poor state of repair the building is currently under-utilised and will close before opening as an all-through school. The building will be refurbished and remodelled to house the older primary students and a new building added to accommodate the 6<sup>th</sup> form and specialist provision. The new design will have an impressive well lit atrium area which will be a show case for ICT and the specialism.

The existing primary school is a Victorian school-house which has expanded by adding temporary portable accommodation for years 5 and 6, so as to cope with increases in pupil numbers. The plan is for the existing listed building to be lightly refurbished and the temporary portable accommodation to be demolished to make way for a new connection to the adjacent secondary school.

The ICT provision in the temporary accommodation should be as easy to decant as possible. Temporary accommodation is a single storey building and will include:

- 8 classrooms housing 30 students each
- A staffroom
- The Headteacher’s office
- The Headteacher’s PA office
- A small administration office
- A reception area

The permanent accommodation is likely to include:

- 42 classrooms
- A large communal space
- A large staffroom/teacher work base
- The Headteacher’s office
- The Headteacher’s PA office
- A reception and medium size administration area
- A senior leadership team office.

It is assumed at this stage that the following data point allocation will be provided by the building contractor spread throughout the schools:

- 0.6 data points per pupil at primary school phase
- 1.2 data points per pupil for secondary school phase.

**Phasing of student intake**

Year	Primary student numbers	Secondary & 6 <sup>th</sup> Form student numbers
2015 – temporary accommodation	120	120
2016 – new accommodation	180	300
2017	240	480
2018	300	660
2019	360	840
2020 – school at capacity	420	840

**Potential Providers are guided to take specific note of the above table and phasing information contained therein when considering their solution.**

## **LEGACY EQUIPMENT**

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The School would like to make some use of their current equipment if possible and retain access to their legacy resources and content, as currently stored on their servers. The specifications for the existing equipment are as follows:

- a. 50 Laptops (purchased 2010, expired warranty, Windows 7, 2GB RAM, 120GB HDD, 15 inch screen, all in good working order although all have wear and tear issues);
- b. 30 Desktops (purchased 2013, currently 2 years warranty remaining, Windows 7, 2GB RAM, 128GB HDD, 19 inch screen, all in very good condition and working order); and
- c. 2 Standard Servers (purchased 2013, SQL Server 2008, 2.4GHz CPU, 2GB RAM, 256GB HDD, in excellent working order, currently 6 years warranty remaining).

## **1. EDUCATIONAL IMPACT**

### **General Information**

Good ICT solutions, along with well thought through implementation plans, will enable the Trust and learners to improve their performance. This section seeks to understand how the Potential Provider perceives their solutions will ensure positive impact in the educational environment.

### **Response Requirements**

Potential Providers are requested to describe:

- 1.1 How their **organisation** will support the **Trust** in its wider aims and objectives;
  
- 1.2 Specifically how their **solution/aspects of their solution** will support the **School** in reaching its aims and objectives in relation to:
  - 1.2.1 Learning
  - 1.2.2 Teaching
  - 1.2.3 Management and administration; and
  - 1.2.4 The School specialism.

The Trust would expect to see specific reference to the Potential Provider's choice of solution/aspects of the solution with justifications for these choices.

**Any solution or aspects of solution described in this response must actually be included in the Potential Provider's offer and therefore be costed in *Appendix 1 ICT Cost Matrix*.**

**MAX WORD COUNT: 2500**

## **2. SOLUTION DESIGN**

### **General Information**

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Potential Providers should consider the re-use and integration of all legacy equipment detailed in the school information provided above if considered appropriate. Where legacy equipment or services are incorporated, Potential Providers should include any limitations and assumptions being made. It should be noted that design responsibility will transfer to the Supplier on Call-Off Contract signature and the inclusion of manufacturer's marketing or sales material is not considered an appropriate or sufficient response. Potential Providers are asked to respond to the specific requirements as stated in the sections below. It should be noted that the sections below are weighted equally for scoring purposes.

**Please note: All equipment should be provided with a suitable lifetime warranty.**

## 2.1 Internet Connectivity

### General Information

It is expected that fixed-line connectivity will already be in place or procured via a local authority, regional broadband consortium or other provider. Potential Providers are not expected to supply an internet connectivity solution. The bandwidth to the site will be 100mb and will not provide any filtering or firewall service. The internet service provider will provide a managed router.

### Response Requirements

Potential Providers are requested to describe

- 2.1.1 How and when they will collaborate with the Educational Establishment's connectivity provider to ensure the deployment of products and services. How the broadband will be linked to the LAN infrastructure

### MAX WORD COUNT 500

### Response Requirements

## 2.2 Local Connectivity

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will meet **each** of the requirements listed below:

- 2.2.1 The Potential Providers shall provide an enterprise level active switching, edge and core that:
  - 2.2.1.1 Maximises the bandwidth between servers and the core as well as between the core and all edge devices;
  - 2.2.1.2 Provides a minimum of gigabit connectivity to the desktop and all devices (for example WAPs, printers, etc.);
  - 2.2.1.3 Can be configured and managed to support network security and quality of service;
  - 2.2.1.4 Is scalable to accommodate future developments and flexibility of deployment as well as accommodating legacy equipment as required;
  - 2.2.1.5 Can accommodate at least one additional module per chassis (where a chassis is provided) or can otherwise be upgraded when additional capacity is required in future;
  - 2.2.1.6 Has a manufacturer warranty and support arrangement (telephone, email and web, both providing 5 years of cover as a minimum);
  - 2.2.1.7 Includes a system administrator training package;
  - 2.2.1.8 Is Energy Efficient Ethernet compliant to 802.3az standard;
  - 2.2.1.9 Has central management tools that can be used to configure the switching (core and edge), monitor performance and provide alerts in the event of a failure;

- 2.2.1.10 Can support the elements of the proposed solution that require PoE, in compliance with the IEEE 802.3af/at (as required) standard, including but not limited to; wireless access points, CCTV, access control systems, automated registration points and VOIP;
- 2.2.1.11 Has sufficient active ports to support connectivity for 100% of terminated data points across the site;
- 2.2.1.12 Has a core switch design that is resilient against the failure of any single component, including but not limited to redundant power supply.

2.2.2 Potential Providers shall provide an enterprise level wireless solution that:

- 2.2.2.1 Maximises the bandwidth that is available to user devices and provides dual band connectivity to support simultaneous use without degradation in performance;
- 2.2.2.2 Provides blanket coverage throughout the school building which ensures connectivity is not lost whilst users roam around the building;
- 2.2.2.3 Uses the fastest ratified and established standard at the time of installation and be backwards compatible with previous standards;
- 2.2.2.4 Can be configured and managed to support network security and Quality of Service (QoS);
- 2.2.2.5 Has a manufacturer warranty and support arrangement (telephone, e-mail and web), both providing 5 years of cover as a minimum;
- 2.2.2.6 Includes a system administrator training package;
- 2.2.2.7 Provides guest access and automated authentication for authorised users;
- 2.2.2.8 Provides suitable means of connecting internal APs to external antenna attached to the main building and install such antenna, should the school decide to purchase antenna and associated cables;
- 2.2.2.9 Can actively manage and load balance user connectivity;
- 2.2.2.10 Is scalable at the central controller and is able to accommodate future higher bandwidth requirements and/or the implementation of a resilient dual controller system;
- 2.2.2.11 Minimises the impact of interference from adjacent networks.

2.2.3 Potential Providers will provide a suitable uninterruptible power supply (UPS), and the relevant software to enable a controlled shutdown (if required) with notification for all servers, rated for a minimum 30 minutes and capable of providing transient over voltage protection.

2.2.4 Potential Providers will provide a suitable uninterruptible power supply (UPS) for core network switches and wireless controllers, rated for a minimum 30 minutes and capable of providing transient over voltage protection.

## MAX WORD COUNT 1500

### Response Requirements

#### 2.3 Network Services

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will meet **each** of the requirements listed below:

### 2.3.1 Server Platform

A server platform that provides a scalable, reliable and sustainable infrastructure that supports the network services described.

### 2.3.2 Directory Services

The network should support a central directory of users and devices. Potential providers are asked to demonstrate how this could be integrated with a Management Information System (MIS).

### 2.3.3 Systems management tools

The school requires the provision of a wide range of management tools that can be used by staff to carry out day to day support tasks. These should include but not be limited to tools that will enable the following to be easily managed:

- Device management: Workstation build, application deployment, drive mapping, printer allocation, security groups and authentication.
- User management: Password reset, user permissions, internet access, security groups and authentication.
- The ability to integrate and manage multi operating systems if required

### 2.3.4 Internet Filtering and Tracking of Internet Use

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide a filtering and tracking system that facilitates the blocking and reporting of inappropriate web material. Authorised staff must be able to easily block domains, web sites and file types. The system should further facilitate the tracking and logging of internet usage providing both automated and specifically requested reports by authorised staff.

### 2.3.5 Firewall

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide a solution to protect its network from unauthorised access. Potential Providers are requested to provide a suitable firewall to prevent external threats to the ICT solution.

### 2.3.6 Anti-virus

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide a solution which monitors all devices connected to the network for viruses or harmful programmes without impact on the performance of user devices. This should be carried out on an on-going basis. Anti-virus updates should be performed automatically whether a device is connected to the school's network or not. Staff/students should not be able to remove or change the settings of any anti-virus software. The solution must provide alerts to users and technical staff and allow for the timing of updates to the software to be determined by the technical staff. The solution should also scan any portable media before the user is afforded access to its content.

### 2.3.7 E-Safety solution

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide a system that is able to detect and record the use of inappropriate words, phrases or images. This should include the use of proxy bypass sites.

### 2.3.8 Storage

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide secure personal file storage space for its staff and students. Storage quotas should be appropriate for the user and be easily adjustable by authorised administrators. Solutions can be fully cloud or a hybrid of cloud and on-site provision.

### 2.3.9 Backup

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will provide data to be automatically backed up on a regular basis (frequency to be suggested by the Potential Provider). The service should allow for off-site backup that is recoverable in the event of on-site failure or disaster. Current user data should be backed up on a regular basis and historical data archived on a regular basis (frequency to be suggested by the Potential Provider). Users should be provided permission to restore recently deleted files without the need for technical staff assistance. Complete data restoration (files, whole user data, servers, entire system) should be possible in the event of complete failure or disaster.

### 2.3.10 Communication and collaboration

The school recognises the benefits of cloud based services and is looking for bidders to provide a range of integrated communication and collaboration tools that support working on and off site and are integrated with the proposed directory service.

## MAX WORD COUNT 3500

### Response Requirements

#### 2.4 Software

##### General information

Any software associated with the local or network services should be articulated in those sections and costed in those sections of the ICT Cost Matrix. They should not be duplicated here or in the "Software" section of the ICT Cost Matrix. This section deals only with software for teaching, learning, management and administration functions.

##### Specific Requirements

The school requires a range of resources and applications that can be used to support the school, either installed locally or available via the internet.

Potential Providers are requested to describe their choice of product(s) and/or service(s) and how it will meet **each** of the requirements listed below:

- 2.4.1 Productivity applications that include word processing, presentation and spreadsheet facilities;
- 2.4.2 Suggestions (costed in the ICT Cost Matrix) for curricular software based on the size and phases of the school
- 2.4.3 A contingency budget for an installation and integration service for curricular software or automated systems (e.g. building management system, access control) purchased from other budgets
- 2.4.4 Suggestions (costed in the ICT Cost Matrix) for software to support the specialism;
- 2.4.5 A system which affords staff the ability to view and take control of students' devices. Staff should also have the ability to control students' internet access, software and applications. The system should allow screen sharing facilities;

**MAX WORD COUNT 1500**

## Response Requirements

### 2.5 User Devices

#### General information

#### EQUIPMENT NUMBERS TABLE

##### PRIMARY SCHOOL

Equipment	2015	2016	2017	2018	2019	2020	Total
Portable Device (Staff)	5	+2	+2	+2	+2	+2	15
Desktop Device for administration	2	+1					3
Portable Device (Student)	30		+30		+45		105
Tablet device (Student)	30		+30				60

##### SECONDARY SCHOOL AND SIXTH FORM

Equipment	2015	2016	2017	2018	2019	2020	Total
Portable Device (Staff)	10	+8	+8	+8	+6		40
Desktop Device for administration	3	+3	+3	+1			10
Portable Device (Student)	60	+60	+30	+30	+30		210
Tablet device (Student)	30		+30		+30		90
High Specification Device (Staff and Student)	31		+31				62

Potential Providers are requested to describe their choice of product(s) and how it will meet **each** of the requirements listed below:

#### 2.5.1 Desktop Device for administration

A desktop device which is robust in design and suitable for an educational environment. The device should be capable of undertaking moderately intense simultaneous tasks and be capable of running the provided standard, curricular or management/administration software. The monitor must be robust, height adjustable with in-built speakers and webcam. Its screen size should be a minimum of 21" and has a resolution that is at least equal to its connected device.

#### 2.5.2 Portable Device (Student)

Portable devices which can be used for a continuous period of time (minimum morning or afternoon school session) without the need to re-charge the battery. The device must be rugged in design and suitable for an educational environment. It should be capable of undertaking moderately intense simultaneous tasks and capable of running the provided standard, curricular and specialist software. The device must be age appropriate (moved with little effort, appropriate screen and keyboard size, minimal heat output, etc.) and be capable of capturing visual and audio content using inbuilt facilities. The device must be able to be managed and woken remotely to enable overnight updates to occur.

#### 2.5.3 Portable Device (Staff)

A device that provides the functionality listed in 3.6.2 above plus:

- Can undertake high level simultaneous tasks and is capable of running the provided standard, curricular and specialist software
- Has an appropriate carrying case
- Allows simple connection to the classroom AV solution.

#### 2.5.4 Tablet device (Student)

A ruggedly designed, age appropriate (weight, screen size, protective casing) tablet device with a touch screen interface and on-screen keyboard. The device should be capable of running a version of the provided standard or curricular software and be used for a continuous period of time (preferably all day) without the need to re-charge the battery. The device should be capable of capturing visual and audio content using inbuilt facilities.

#### 2.5.5 High Specification Device (Staff and Student)

A device which is robust in design and suitable for use at Secondary level in an educational environment and to support the specialism. The device should be capable of undertaking highly intense simultaneous tasks and be capable of running the provided standard, curricular and specialist software. It must include dual monitors that are robust, height adjustable with in-built speakers and webcam with a minimum screen size of 21" having a resolution that is at least equal to its connected device.

**MAX WORD COUNT 1500**

## Response Requirements

### 2.6 Peripherals, AV equipment and SEND technology

#### EQUIPMENT NUMBERS TABLE

##### PRIMARY SCHOOL

Equipment	2015	2016	2017	2018	2019	2020	Total
A4 Mono Printer	1	+1	+1				3
A3 Colour Printer	1	+1					2
Classroom AV (Teaching and learning)	4	+2	+2	+2	+2	+2	14
IP Telephone handsets	10						10
Large Space Projection	1						1
Peripherals Kit	1		+1		+1		3

##### SECONDARY SCHOOL AND SIXTH FORM

Equipment	2015	2016	2017	2018	2019	2020	Total
A4 Mono Printer	2	+2	+2				6
A3 Colour Printer	2	+2	+2				6
MFD	1		+1				2
3D printer	1						1
Classroom AV (Teaching and learning)	4	+6	+6	+6	+6		28
IP Telephone handsets	15						15
Large Space Projection	1						1
Peripherals Kit	1		+1		+1		3

Potential Providers are requested to describe their choice of product(s) and how it will meet **each** of the requirements listed below:

#### 2.6.1 Storage/Charging for Portable Devices

A robust, secure, networked storage facility/facilities in order to simultaneously charge the suggested portable devices. The unit must include suitable cooling and anti-theft facilities. Potential Providers are requested to provide suitable devices (and number of units) to charge all provided portable device simultaneously.

#### 2.6.2 A4 Mono Printer

An A4 mono printer that prints documents/images on a range of stationery with a reduced total cost of ownership with regards toner use/costs. The printer must facilitate a medium volume of prints by a moderate number of users and be compatible with the suggested user identified print release and print management facilities. Potential Providers are requested to include the per page print costs, based on consumable costs and a quoted page coverage in their response.

A general guide for the purpose of this question 2.6.2 - a low number of users would be 1-5 people, low volume of prints would be no more than 20 pages at a time; moderate number of users would be 6-20 people, medium volume of prints would be a maximum of 50 pages at a time, a large number of users would be 20+ people and a large volume of prints would be over 50 pages at a time.

#### 2.6.3 A3 Colour Printer

An A3 colour device for offices and teacher workspaces that prints documents/images on a range of stationery with a reduced total cost of ownership with regards toner use/costs. The printer must facilitate a medium volume of prints by a moderate number of users and be compatible with the suggested user identified print release and print management facilities. Potential Providers are requested to include the per page print costs, based on consumable costs and a quoted page coverage in their response.

A general guide for the purpose of this question 2.6.2 - a low number of users would be 1-5 people, low volume of prints would be no more than 20 pages at a time; moderate number of users would be 6-20 people, medium volume of prints would be a maximum of 50 pages at a time, a large number of users would be 20+ people and a large volume of prints would be over 50 pages at a time.

#### 2.6.4 Multi-functional device (MFD)

A MFD for reprographics and wider use across the site; a reduced total cost of ownership with regards toner use/costs must be considered. The printer must facilitate a high volume of prints and be compatible with the suggested user identified print release and print management facilities. Potential Providers are requested to include the per page print costs, based on consumable costs and a quoted page coverage in their response.

#### 2.6.5 3D Printer

A medium specification 3-dimensional printer for use at secondary level and associated with the school specialism. Potential Providers are requested to suggest a suitably cost effective product considering the size of the school, their budget and their specialism.

#### 2.6.6 Print management solution

An enterprise level print solution that facilitates logging and management of print jobs, the option of A4/A3/mono/colour printing and the option of sending print jobs from the guest Wi-Fi network.

#### 2.6.7 User identified print release solution

An enterprise level walk to print solution that provides easy authentication for users when collecting print jobs. The solution must be compatible with the suggested print management solution. The user identification method must be age appropriate; the school has no preference as to the method.

#### 2.6.8 Classroom AV (Teaching and learning)

A network enabled classroom audio visual (AV) solution with associated software for use during teaching and learning device. Features should include an economy mode and the ability for the device to be centrally managed (power down, etc.). Potential Providers are guided to consider total cost ownership implications. The device must be ultra-short throw and if not provided with audio facilities, be compatible with the

classroom speaks described below and be interactive/touch operable. The teacher must be able to control/override the use of this device; the classroom AV must be compatible with the provided teacher devices.

#### 2.6.9 Video conferencing solution

A solution that has the capability to conduct audio and video calls. A stand-alone hardware solution for this is not required. Potential Providers are requested to suggest a suitable solution compatible with the provided student and staff devices.

#### 2.6.10 Provision of SEND Technologies

The school anticipates it will require specialist hardware and software to accommodate and support learners with Special Educational Needs or Disabilities (SEND) as described previously. Potential Providers are requested to offer suitable hardware and software to support the two students with specific SEND requirements described earlier in this document.

#### 2.6.11 IP Telephony

A digital telephony system which connects with the school's network. The provision must include IP handsets, a receptionist's console as well as a central control system.

#### 2.6.12 Media Streaming Service

A service that is capable of recording or streaming live content to staff/student devices. Recorded content should be editable and users should have the ability to keyword tag clips for future use. Content should be able to be displayed simultaneously on all devices throughout the school and centrally hosted content should be remotely accessible via the learning platform. Different users should be able to simultaneously view different content.

#### 2.6.13 Large Space Projection

A solution that permits remote controlled projection from a connected device onto a large surface area (e.g. in the entrance to the school, school hall, etc.) taking into consideration increased light levels in these areas. The solution should consider the total cost of ownership and seek to extend bulb life (remote monitoring of bulb life, ability to power down and adjust settings).

#### 2.6.14 Peripherals Kit

A kit of peripherals for use in the classroom and external spaces. The devices should all be low to medium specification and be suitable for use in an educational environment. Devices should be rugged and age appropriate. Devices should be compatible with the provided student and staff devices. Potential Providers are requested to offer a suitable, age appropriate peripherals kit.

**MAX WORD COUNT 2500**

### **3. THE TRUST'S FUTURE REQUIREMENTS**

#### **General Information**

As detailed earlier in this document, the Trust is seeking to harmonise its services to all its current and future schools. The Trust is seeking a partner who can accommodate its aspirations for future growth and expansion of its ICT infrastructure and utilising the cloud wherever possible. In addition, the Trust is considering a managed service or hybrid managed service solution to include the provision of all ICT devices and a support arrangement for those devices in all of its schools. At this stage the Trust welcomes proposals and guidance on the key issues and considerations of this potential scheme; Potential Providers should bear in mind that the secondary school currently utilises a managed service from a 3<sup>rd</sup> party provider, the primary school currently employs an ICT technician and both schools have a significant volume of content and data.

#### **Response requirements**

Potential Providers are requested to describe:

- 3.1 How they would support the Trust in harmonising its services from a central point, utilising the cloud where appropriate.

**MAX WORD COUNT: 3000**

#### 4. VALUE FOR MONEY

##### General information

Achieving value for money is a key requirement for all educational institutions' ICT expenditure. It is extremely important that the Trust and School clearly and fully understand the breakdown of the key cost elements that comprise bid responses. This section also explores the ways in which on-going value may be delivered through the successful design, implementation, delivery and management of an effective solution. Potential Providers should note that value for money does not mean the lowest priced bid or the cheapest unit prices; rather it is a measure of how realistic and reasonable the overall offering is, whether this delivers value for money over the long term, whether the solution meets the requirements within the overall budget, whether the solution can be implemented without risk of any short-fall in delivery time and management, etc.

##### Response Requirements

Please note:

- **Completion of Appendix 1 ICT Cost Matrix is a mandatory requirement; failure to complete the spreadsheet as per the instructions contained here may result in a zero score for this Value for Money Criteria which will affect your overall score and may mean you do not gain a place on the Framework Agreement**
- **Bids with a total value that exceeds the total capital budget identified in the paragraph headed "Funding Arrangements" may be deemed to be non-compliant and awarded a zero score for this Value for Money Criteria.**
- **Potential Providers must not alter the sub-headings contained in the spreadsheet. If you do alter sub-headings your response for this Value for Money Criteria may be deemed non-compliant and awarded a zero score**
- **Potential Providers must complete information for each of the sub-headings (i.e. every sub-heading). Any items not required in the Potential Provider's solution (for example where one product provides two functions) should be labelled as such.**
- **Potential Providers must ensure all items described in their tender are costed in the ICT Cost Matrix. Failure to do so may result in a zero score for the Value for Money Criteria.**
- **The Trust expects to see (both in any narrative response and in the ICT Cost Matrix) only those items that the Potential Provider will provide, not those they *may* or *could* provide.**

4.1 It is a mandatory requirement that Potential Providers complete the ICT Capital tab of the ICT Cost Matrix detailing pricing for a complete working solution for all requirements specified in this tender, including any on-going revenue costs associated with the choice of solution (such as licences) to support a full TCO (Total cost of ownership) and value for money (VfM) assessment. Potential Providers are guided to total the individual sections of the cost matrix (e.g. local connectivity, network services, etc.) highlighted in yellow.

**Options or suggestions by the Potential Provider should be:**

- Clearly labelled as "Options" at **Appendix 1 ICT Cost Matrix**;
- Articulated below the line at **Appendix 1 ICT Cost Matrix**;

- Articulated in the section of the bid response to which they refer, e.g. educational impact, solution design, training, etc.

## **Response Requirements**

4.2 Potential Providers should provide a written explanation detailing, for this specific scenario, how their approach and solution choices:

4.2.1 Delivers value for money for the school

4.2.2 Maintains value for money over the lifetime of the contract. The response should include, but not be limited to, how Potential Providers will identify potential improvements to the range of processes used and/or solutions and services provided, how this will be presented and communicated to the Trust, how Potential Providers will appraise the Trust of the potential benefits and implications of such changes. It should also cover how you will agree with the Trust the implementation and impact of such changes, clearly identifying associated changes to future costs

**MAX WORD COUNT 2000**

## 5. PROGRAMME MANAGEMENT

### General information

The ICT Responsibility Matrix for this School as at Appendix A details the respective responsibilities of the design and build and ICT contractors.

Details of the design and build specifications to be provided by the build contractor can be found in Section 4 of the ICT Design Requirements following the link provided below (please note the building contractor will not be delivering the Network Services referred to at paragraph 3 of section 4. In this instance, Network Services responsibility lies with the Potential ICT Provider):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/287945/ITT\\_Volume\\_5\\_Part\\_B\\_Generic\\_Design\\_Brief\\_V6\\_Feb\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/287945/ITT_Volume_5_Part_B_Generic_Design_Brief_V6_Feb_2014.pdf)

### Response Requirements

5.1 Potential Providers are requested to describe:

5.1.1 Their approach and processes to be applied to integrating and liaising with the Design & Build contractor and appropriate third parties to design and specify the passive network infrastructure ensuring power and data requirements and locations are appropriate.

5.1.2 Their approach and processes to be applied to integrating and liaising with the Design & Build contractor and appropriate third parties to design, specify, install and test the ICT solution.

5.1.3 Their strategy to manage the User Acceptance Testing process that accounts for the need for post installation configuration and handover from the deployment manager to longer term support team.

5.1.4 Their release management process for the scheduling and deployment of any changes to hardware, software or supporting services including but not limited to how any fault discovered during deployment is rectified.

5.1.5 A well-defined conflict resolution process when dealing with parties with whom the Potential Providers has no contractual relationship (e.g. construction partners, architects, M&E providers, etc.).

5.1.6 A coherent strategy to provide continuity during periods of planned service unavailability. The response should include (but not be limited to):

5.1.6.1 How service unavailability ('down time') is planned (either for upgrade or enhancement) and communicated to the Trust/School

5.1.6.2 How the impact on users will be minimized

5.1.6.3 How users will be informed and offered support or training where necessary

5.2 Potential Providers are requested to describe their processes for Continuity Planning, including any assumptions, in the event of a major system of service failure. The response should include but not be limited to :

5.2.1 The risk analysis on which the plan is based

5.2.2 How their plan minimises the impact on the School and the user

5.2.3 How the plan is communicated and kept up to date

**MAX WORD COUNT 3000**

## **6. PROJECT MANAGEMENT**

### **General information**

Ensuring that contracts are delivered on-time, on-budget and to the required specification to the Trust/School via a recognised project management methodology is fundamental to the success of such contracts. This question seeks to understand how the Potential Provider will effectively manage this School project.

### **Response requirements**

6.1 Potential Providers should describe their approach to project management for this scenario, including the use of recognised project management methodologies, so that the technical solution is delivered on time, within budget and to the required quality. The response should include the approach and principles for educational institutions, how these processes will operate to successfully manage the Trust/School and how you will ensure effective engagement and on-going communication with Trust/School throughout the project.

6.2 Potential Providers are requested to outline the project team that has been selected for this Project using an organogram to illustrate;

6.2.1 roles with responsibilities;

6.2.2 relationships between roles;

6.2.3 where sub-contractors report to for this Project;

6.2.4 escalation routes & senior level sponsorship.

**MAX WORD COUNT 1500**

## **7. RISK MANAGEMENT**

### **General information**

Risk impacts on all areas of service delivery from the tender stage to contract management. This question seeks to understand how the Potential Provider will identify, manage, mitigate and communicate risk to deliver an effective solution for the Trust/school.

### **Response Requirements**

7.1 Potential Providers should describe their approach and processes employed for this scenario, to ensure any commercial, technical and implementation risks are identified, managed, mitigated and communicated.

7.2 Potential Providers should complete the top 10 risks in Appendix 2 ICT Risk Register with specific reference to the school project.

**MAX WORD COUNT 1000** (applicable to 7.1 only)

## **8. SUPPLY CHAIN AND SUB-CONTRACTOR MANAGEMENT**

### **General information**

Ensuring that an effective supply chain is in place and operating at optimum performance is a pre-requisite for successful contract delivery and business performance. As a key part of this process, the selection and on-going management of the supply chain and sub-contractors/partners is crucial to delivery capability. This section seeks to determine how you will manage your supply chain and sub-contractors effectively.

**Please be aware that this contract will potentially last for 5 years and the Trust does not accept that you can unequivocally guarantee that you will not utilise sub-contractors during that length of time. Therefore ALL Potential Providers MUST respond to the questions in this section in the context of what they will do in future if they find they need to use sub-contractors.**

### **Response Requirements**

8.1 Potential Providers should provide a written response to evidence their approach and processes for establishing, managing, maintaining, reviewing and delivering an effective, efficient supply chain, to enable the provision of the required services for the duration of this contract.

8.2 Potential Providers should describe how they will provide flexibility in the supply chain to ensuring the on-going requirements of the Trust/School can be met (for example if the Trust wishes to add a local provider to the supply chain);

8.3 Potential Providers should describe how they will benchmark the supply chain against wider market rates ensure value for money over the long term.

8.4 Potential Providers should describe what level of risk is passed to its sub-contractors in project development and delivery and how this risk is managed.

**MAX WORD COUNT 2000**

## **9. CONTRACT MANAGEMENT**

### **General information**

It is important that contracts are effectively managed throughout their respective terms. This will involve ensuring that the Trust and the School remain informed of key areas which may include contract status, issues, performance and timescales. This question seeks to understand how Potential Providers plan to approach and deliver effective contract management; it does not seek to understand programme or project management which has been dealt with in previous criteria in this Scenario..

### **Response requirements**

9.1 Potential Providers should provide a written response to evidence their approach and process in providing a robust and effective contract management service to the Trust. The response should include but not be limited to how the Potential Provider's company structure will facilitate the management of the call-off contract with the Trust as well as identifying the Trust's role and responsibilities in the overall contract management process.

9.2 Potential Providers are requested to provide a schedule of expected School Obligations

9.3 Potential Providers should describe how they would manage the following (responses should include the personnel required from the school and their required time commitment):

9.3.1 The process of achieving contract close with the school post selection as preferred Potential Provider

9.3.2 Their change control process should alterations to the contract be required post-contract close

**MAX WORD COUNT 2000**

## **10. CONTINUOUS IMPROVEMENT**

### **General information**

Continuous Improvement is a key aspect of any organisation. This involves the Potential Provider in regular review and assessment of every facet of their business, from policies and procedures to products and services, to ensure that the organisation's operational efficiency and their deliverables, can be maintained or improved.

### **Response requirements**

10.1 Potential Providers should describe their processes for continuous improvement in relation to the Trust/School including how they continuously identify, capture and act upon lessons learnt during contract delivery. The response should include, but not be limited to:

10.1.1 How potential improvements to the range of solutions and services provided to the Trust/School will be identified

10.1.2 How these potential improvements will be presented and communicated to the Trust/School

10.1.3 How the implementation and impact of such changes will be agreed with the Trust/School, clearly identifying associated changes to future costs.

**MAX WORD COUNT 1500**

## 11. TRAINING AND SUPPORT MECHANISMS

### 11.1 Training

#### General information

For users to get the most out of any deployed solution(s), they will need to be given some relevant, ability-related training for each of the products and services included within that solution. The response should include, but not be limited to, how you will customise and deliver training to a range of users to ensure competency and familiarity with all supplied products & services in order to use them effectively. The training shall be offered to users so that they gain sufficient familiarity with all supplied products and services offered in order to use them effectively and should be relevant and appropriate to the needs of the end users to whom it is provided and recognise the educational context within which it will be delivered. Potential Provider's staff (and their subcontractors) shall be adequately qualified for the service/training they deliver.

#### Response Requirements

Potential Providers should provide a written explanation as to how, when and by whom the requirements outlined below will be delivered during the lifetime of the contract.

11.1.1 End user training for staff (teaching, teaching support, administration, management) in the use of computers, software and peripheral devices

Once recruited, it is expected that the technical ICT team will be responsible for the day-to-day running of the ICT solution. Potential Providers should therefore provide information on their proposals for:

11.1.2 Technical team training for school ICT technical support staff

11.1.3 Hand-over to the local ICT technical support team ensuring they fully understand roles and responsibilities and are capable of carrying out the required support tasks

### MAX WORD COUNT 1500

#### Response Requirements

### 11.2 Support Mechanisms

#### General information

The purpose of any support provision is to ensure that the reporting of any issues or difficulties which may be encountered with the service(s) provided is resolved to the satisfaction of the user. Although it is expected that Potential Providers follow IT Infrastructure Library (ITIL) processes within their organisation, it is also expected that the Customer-facing support has a working knowledge of the Framework Agreement for ICT Technical Support (FITS) processes and procedures.

Potential Providers should provide a written explanation as to how, when and by whom the requirements outlined below will be delivered during the lifetime of the contract.

11.2.1 To support the Senior Management Team in the understanding of FITS or ITIL processes

11.2.2 To support the technical team in the implementation of FITS or ITIL processes

### MAX WORD COUNT 1000

APPENDIX A ICT RESPONSIBILITY MATRIX

ICT RESPONSIBILITY MATRIX WIGANTRY SCHOOL							
Description	Design	Supply	Install	Integrate	Test	Maintain	Remarks
<b>PASSIVE NETWORK</b>							
All passive infrastructure including but not limited to: <ul style="list-style-type: none"> <li>• Copper and fibre cabling including containment, termination and presentation</li> <li>• Patch panels for data, telephony and fibre distribution</li> <li>• Clean power</li> <li>• Power distribution units</li> <li>• Comms cabinets and server racks</li> <li>• Server and Data cabinet surge protection</li> <li>• Server and hub rooms (where required) with suitable environmental control</li> <li>• Fire suppression system (where installed)</li> <li>• Suitable handover and training</li> </ul>	BC	BC	BC	BC	BC	SCH	
<b>ACTIVE NETWORK</b>							
All active network infrastructure including but not limited to: <ul style="list-style-type: none"> <li>• Enterprise level active switching, edge and core</li> <li>• Enterprise level wireless solution ((including controller, licences, warranty, internal access points and brackets)</li> <li>• Fibre patch leads</li> <li>• Patch and fly leads</li> <li>• Uninterruptable power supply</li> <li>• Server and data cabinets including PDU &amp; fans</li> <li>• Installation of WAP brackets</li> <li>• Suitable handover and training</li> </ul>	ICT	ICT	ICT	ICT	ICT	SCH	
<b>LOCAL TECHNOLOGY – TEACHING, LEARNING, MANAGEMENT &amp; ADMINISTRATION</b>							
All local technology for teaching, learning, management and administration including but not limited to:	ICT	ICT	ICT	ICT	ICT	SCH	

<ul style="list-style-type: none"> <li>Servers and server infrastructure</li> <li>LAN based web filtering, monitoring, caching and firewall</li> <li>Curriculum, management and infrastructure software</li> <li>User devices (e.g. desktop devices, mobile devices, tablets)</li> <li>Peripherals (e.g. laptop charging, docking stations and printers)</li> <li>Other (e.g. cashless catering, cameras to record teaching and learning)</li> <li>Classroom AV and media delivery solutions</li> </ul>							
Strengthen walls, provide pattringing and faceplates associated with local technology	ICT	BC	BC	BC	BC	NA	
Installation of brackets/cages/poles associated with local technology	ICT	ICT	BC	BC	BC	SCH	
<b>LOCAL TECHNOLOGY – BUILDING RELATED ITEMS</b>							
Site security (e.g. CCTV, access control), etc	BC	BC	BC	ICT	BC	SCH	
<b>TELEPHONY AND BROADBAND INTERNET</b>							
On-site cabling, connections routing and ducting	BC	BC	BC	BC	BC	SCH	
Co-ordination of ordering/installation telephony and internet	BC	BC	BC	BC	BC	SCH	Co-ordinate with SCH
Enterprise level telephone system (core and handsets)	BC	BC	BC	BC	BC	SCH	
Additional telephone handsets if required	ICT	ICT	ICT	ICT	ICT	SCH	
Telephony and broadband services	SCH	SCH	SCH	SCH	SCH	SCH	School to order revenue service
<b>ICT INTEGRATION WITH DESIGN &amp; BUILD</b>							
BC liaison with school representative and ICT (including site access)	BC	BC	BC	BC	BC	NA	
ICT liaison with school representative and BC	ICT	ICT	ICT	ICT	ICT	NA	
Safe and secure storage for ICT equipment delivered pre-installation	BC	BC	BC	BC	BC	NA	
Co-ordination of insurance for ICT equipment on site prior to site handover	BC	BC	BC	BC	BC	NA	
<b>TEMPORARY ACCOMMODATION RESPONSIBILITIES (where applicable)</b>							
Provision of local technology for teaching, learning, management & administration	ICT	ICT	ICT	ICT	ICT	SCH	
Decommission, decant, re-install and test local technology for teaching, learning, management & administration from temporary to permanent accommodation	ICT	ICT	ICT	ICT	ICT	SCH	

Provision of temporary passive and active network and build related local technology	BC	BC	BC	BC	BC	SCH	
Decommission, decant, re-install and test active network equipment from temporary to permanent accommodation	BC	BC	BC	BC	BC	SCH	

<b>BC = Building Contractor</b>
<b>ICT = ICT Contractor</b>
<b>SCH = School (BC/ICT may manage in the short term, ultimate responsibility lies with the school)</b>

