

Procurement specification: evaluation of the Latin Excellence Programme

Timeline of procurement:

- Wednesday 6th July: Live and open for questions.
- Monday 18th July: questions closed and all Q&Q published online.
- Monday 22nd August: procurement closes
- Friday 26th August: bidders informed of outcome
- Thursday 8th September: contract starts

Value:

£120,000

Contact for questions and submissions:

- admin@latinexcellence.org

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1. Introduction

The Latin Excellence Programme is delivered by the Centre for Latin Excellence, a new national centre of excellence funded by the Department of Education and based on a model similar to the Mandarin Excellence Programme.

Between 2022 and 2026, 40 schools across England will participate in the Latin Excellence Programme. The programme is designed to increase the uptake of and attainment in Latin GCSE, in part by delivering high-quality key stage 3 provision.

As part of the Programme, we are looking to appoint an independent evaluator to:

- i. deliver four Annual Reports (each academic year) that assess the delivery of the programme against its aims and KPIs as well makes recommendations for the improved delivery of the programme year-on-year between 2022/3 and 2025/6.
- ii. provide a final impact evaluation of the programme by March 2027.

2. Background to Programme

The Centre for Latin Excellence was established in April 2022 by the Curriculum Centre at Future Academies, a successful multi-academy trust in London and Hertfordshire.

We are funded by the Department for Education to deliver the Latin Excellence Programme for four academic years (2022/3 – 2025/26).

We champion the transformative potential that the study of Latin can offer students in the state sector and we work with schools to support the sustainable growth of an evidence-led, high-quality Latin curriculum and teaching model.

The specific aims of the Latin Excellence Programme are to:

- i. Increase the uptake and attainment of Latin GCSE in state-funded schools
- ii. Increase the proportion of pupils in non-selective schools in England studying Latin at Key Stage 3 and Key Stage 4
- iii. Increase the proportion of pupils outside London, the South East and East of England studying Latin at Key Stage 3 and Key Stage 4
- iv. Increase the proportion of disadvantaged pupils studying Latin at Key Stage 3 and Key Stage 4
- v. Provide participating pupils with intensive study trips that broaden their knowledge of Latin and the Classics
- vi. Broaden state-school pupils' knowledge of other Classical subjects, such as ancient civilisation, ancient history and classical Greek
- vii. Ensure a programme that makes the teaching of Latin sustainable in more state schools in the longer term, beyond the life of the programme, when compared with the levels of Latin teaching in state schools in England in 2021.
- viii. Enable continued improvement of delivery of the programme via independent evaluation and internal monitoring, which includes tracking the progress of each participating pupil annually.

The role of the evaluator will be to deliver *viii.* and, more broadly, assess the delivery and impact of the Latin Excellence Programme against aims *i.* to *vii.*

3. Delivery of the Latin Excellence Programme

The Latin Excellence Programme is delivered by the Centre for Latin Excellence, established by the Curriculum Centre at Future Academies multi-academy trust. The Centre is staffed by a full-time Director and a full-time Programme Manager, who oversee the strategic and day-to-day delivery of the programme. The Centre is also supported by three part-time Lead Latin Teachers, who work with

participating schools to support the growth of high-quality Latin teaching.

The Latin Excellence Programme will be delivered over four academic years: 2022/3 to 2025/6. During this period, 40 schools will be recruited to: teach a specified curriculum at key stages 3 and 4 with common assessments; attend CPD on the curriculum and pedagogy each short term; co-plan, with the Centre, a strategic action plan to ensure Latin is grown sustainably and successfully; and promote a range of centrally-planned enrichment activities including an annual summer residential for pupils.

In Year 1 (2022/23), we have recruited 20 schools across England to participate in the programme. During this year, we anticipate some variance in delivering the curriculum: for example, up to half schools might teach Latin off-timetable as an extracurricular activity.

From Year 2 (2023/24 to 2025/26), a further 20 schools will be recruited, reaching a total of 40 schools on the programme. From this point, we expect all schools to follow the same key stage 3 curriculum model, with Latin delivered 'on timetable' for Year 7, and an increasing uptake of ab-initio key stage 4 provision.

As part of the growth of the programme in Year 2, the Centre will appoint five Regional Latin Hubs. These hubs will be selected from schools participating in Year 1 that are based in target regions. They will receive additional funding to deliver local CPD and network activities, including forming partnerships with local universities' Classics departments.

As part of the programme, participating schools:

- Receive annual funding to build their Latin provision sustainably. This funding is intended to be used to support teacher release time, administration and printing costs, and bursary costs to support disadvantaged pupils access enrichment.
- Commit to a four-year plan to manage the sustainable growth and success of Latin, especially at KS4.
- Teach 100 minutes per week of a common KS3 curriculum with a common pedagogy and 150 minutes of a KS4 (GCSE) curriculum.
- Receive tailored support from a Latin Lead Teacher, provided by the Centre. The Lead Teacher visits each school at least once per short term to provide guidance, support and feedback.
- Attend subject-specific CPD every short term, focused on the Centre's curriculum and pedagogy.
- Participate in a programme of enrichment, particularly an annual summer residential linked to the study of Classics in either the UK or to Greece and Rome.
- Agree to participate in an independent evaluation of the programme.

4. Background to evaluation

The Centre for Latin Excellence is seeking an independent evaluator to design and deliver four annual reports of the programme and an overall final report.

We want the evaluator to:

- analyse data held by the DfE and third-party platform about participating schools and pupils. This data will include school and pupil characteristics, as well as pupil attainment in all subjects, pupil attainment in the Centre’s Latin assessments, and pupil attendance to Latin lessons. The evaluator will be able to request additional data collection as part of their research plan.
- conduct some additional data collection, for example telephone interviews or surveys
- produce an annual process evaluation at the end of each academic year that assesses programme delivery against its aims
- produce an overall impact evaluation at the end of the programme that assesses the programme against its aims.
- disseminate good practice and communicate lessons learnt to internal, public and external stakeholders.
- capture evidence to inform future programmes and further develop the evidence base around curriculum implementation, languages teaching, and policy implementation.

The evaluator will be required to work to the Centre of Latin Excellence and work with:

- The Department for Education, in particular the Curriculum and Qualifications Analysis and Research Division. The evaluator will be expected to join meetings during the life of the programme to update on research design, early analysis and findings, and share draft work.
- The third-party provider of the digital data platform, which the Department for Education is procuring to manage data from participating schools securely.
- Participating schools and their staff and pupils. Subject to their consent, we envisage the evaluator conducting some primary research with participants to better assess the programme’s delivery.

5. Summary of research requirements

As part of their submission, we are asking bidders to submit a research design and project plan. The evaluator is required to produce the five outputs below:

Year 1	Year 2	Year 3	Year 4	Year 5
August 2023	August 2024	August 2025	August 2026	March 2027
Publish Annual Report 1	Publish Annual Report 2	Publish Annual Report 3	Publish Annual Report 4	Publish Final Report

In addition to this, we expect the evaluator to attend one conference per year to disseminate findings with the Director of the Centre for Latin Excellence. This is likely to be the Classics Association annual conference but may vary with agreement from the Centre.

Each report is expected to present findings on:

- How is the programme performing against its aims (c.f. page 1-2)?
- Do pupils on the programme make greater progress in the study of Latin than pupils not on the programme?
- Do pupils on the programme have similar or better rates of attainment than pupils not on the programme?

The research design, including structure and methodology of the evaluation, is open to tender and evaluators will provide a research plan as part of their submission. As part of their research, the evaluator is expected to:

- Draw on the available data from the Department for Education and their third-party provider of a digital data platform.
- Draw on the full data of all 20 schools (in Year 1) or 40 schools (in years 2 onwards). This includes the mid-year assessment outcomes in January and end-of-year assessment outcomes in July. The evaluator will have, with consent from participating schools, all school management information that might be reasonably relevant to analyse the programme's delivery.
- Recruit a comparison group of schools outside of the Programme with which to enable some comparative analysis.
- Offer some qualitative research findings. The specification of this is open to tender but we expect it might include teacher interviews, surveys, and/or focus groups.
- Ensure their research design is aligned with the design standards outlined in the HMT Magenta Book.
- The Centre for Latin Excellence will sign-off on research materials and reports.

The annual reports and final report should differ in that:

- Annual reports are intended to provide a process evaluation of the programme that year, which should help inform improvements to and targets for programme delivery into the next year or beyond. These reports should help the Centre evaluate its work and set strategic priorities, and they should help stakeholders and the general public understand the extent to which the programme is meeting its aims and how it could be improved during its implementation.
- The final report is intended to provide an impact evaluation of the programme, drawing conclusions about the final outcomes of the programme in relation to its aims. We anticipate that the final report will draw on data and findings from the annual reports to develop a detailed account of the full programme.

It is important that reports are well-structured, succinct, well-written, in plain English and suitable for a non-specialist policy audience. They should also adhere to GSR publication protocols.¹

The structure of the report should be agreed with the Centre for Latin Excellence in

¹ <https://www.gov.uk/government/publications/government-social-research-publication-protocols>

advance before drafting. The reports should be in Microsoft Word format and should include a short executive summary. Where appropriate, the text should be supported by appropriate figures, charts and tables.

Part of the criteria of the tender scoring will be based on how well evaluation options have been considered, and how realistic we assess your proposed programme of research and analysis to be in fulfilling these requirements.

6. Risks

As part of their submission, tenderers will provide a summary risk register and mitigation plans for the main risks of the evaluation. This may include, but is not limited to:

- Complying with GDPR and relevant IT systems to safeguard sensitive information or data collected through the evaluation.
- The clear identification of milestones and expected work.
- The accuracy of budget forecasting and spend assumptions.
- Ensuring that research ethics are built-in to the research process.
- Ensuring that there is an effective management and oversight structure for the work to address issues as they emerge.
- Key roles and responsibilities have been identified, ensuring that staff have relevant skills and experience to conduct intended work.
- Whether any elements of the work will be sub-contracted to another organisation and the risk this may carry.

7. Timetable, key milestones, dates and deliverables

The total value of this contract is £120,000. The payment schedule is outlined below, alongside the key deliverables.

Project years	Month / Year	Activity
Year 1	Sept. 2022	20 schools start
	January 2023	1 st mid-year assessment
	April 2023	Induction for 20 additional schools
	June 2023	1 st GCSE cohort (ab-initio)
	July 2023	1 st end-of-year assessment
	August 2023	First Annual Report published
Year 2	Sept. 2023	40 schools start: year 7 teaching underway
	January 2024	2 nd mid-year assessment
	June 2024	2 nd GCSE cohort
	July 2024	2 nd end-of-year assessment
	August 2024	Second Annual Report published
Year 3	Sept. 2024	40 schools continue: year 8 teaching underway
	January 2025	3 rd mid-year assessment
	June 2025	3 rd GCSE cohort
	July 2025	3 rd end-of-year assessment
	August 2025	Third Annual Report published
Year 4	Sept. 2025	40 schools continue: year 9 teaching underway
	January 2026	4 th mid-year assessment
	June 2026	4 th GCSE cohort
	July 2026	4 th end-of-year assessment
	August 2026	Fourth Annual Report published
End of project	March 2027	Final report published

	1	2	3	4	5
Project Year	Sept 22-Aug 23	Sept. 23-Aug 24	Sept. 24-Aug 25	Sept 25-Aug 26	Sept. 26 – March 27
Payment: by March in that project year	£6,000	£28,600	£28500	£28,500	£28,500
Deliverables	Submit project plan and methodology (March 23) Annual impact Report 1	Annual Impact Report 2 (Aug 24)	Annual Impact Report 2 (Aug 25)	Annual Impact Report 3 (Aug 25)	Annual Impact Report 4 (Aug 26) and final evaluation (March 27).

8. Project management

Tenderers are required to develop clear project plans. As part of their application, they are required to submit a research proposal and timeline for work which indicates that the research project will be planned and managed effectively, in addition to the aforementioned summary risk register. Any subsequent change to the project plan will be agreed by the Centre for Latin Excellence and approved by the Department for Education.

We anticipate the successful Tenderer will need to meet and seek information from DfE analysts, programme leads, and others. In doing so the Tenderer should work flexibly and collaboratively with other parties, and be considerate of others' time.

As part of their submission, Tenders will provide a suitability statement which should provide assurance about how they will ensure the quality, value and usability of their approaches and findings for an expert audience. If the Tenderer wishes to seek peer support or an external panel of experts, these will need to be organised by the successful Tenderer and within the cost included in the response. Tenderers should provide evidence about how they will use the experts' time and the value that these will bring to the project.

Communication: The Centre for Latin Excellence expects regular, informal updates on progress with the project and any risks and issues arising, e.g. problems securing colleagues' input, delays with delivery. Arrangements for these updates will be agreed with the successful Tenderer, for example: phone calls between the Successful Tenderer's Project Manager and our Contract Manager each fortnight; monthly emails from the Project Manager with key updates and action points; and email exchanges as necessary.

9. Budget

Tenders are required to submit a budget for the proposed work. Prices must be inclusive of all fees, costs and expenses, and exclusive of VAT.

Payments will be in arrears, linked to the delivery of key milestones The Indicative milestones and proposed phasing of payments should be outlined in your proposal (this shall be subject to agreement)

Where tenderers feel that additional work may add value to the research requirements, they can suggest additional modules and an associated cost. Similarly, if the proposed work would result in an underspend of the budget, we would welcome a proposal for how this might be used to maximise the programme's aims.

10. Application and scoring criteria

Item	Description	Limit	Weighting	Maximum score
Suitability statement	Outline what makes your organisation suitable to carry out this work, in particular to produce usable, high-quality, and cost-effective research? The panel will assess evidence of similar work, influence on public policy, programme delivery, and internal capability.	Up to 500 words	4	20
Research proposal	Outline your research proposal, briefly outlining your research design and methodology. Explain how the data collection, analytical framework, and research methods will enable your evaluation to meet the brief.	Up to 1000 words (not including any diagrams/tables)	8	40
Timeline	Provide a project plan and summary timeline. At this stage, the panel is not looking for a detailed picture but one that clearly communicates how much time will be allocated to this evaluation and when.	No more than 2 sides	4	20
Budget	Provide a budget for the proposed research, including how any underspend might be used.	No minimum	2	10
Risk register	Provide a risk register that clearly identifies (i) anticipated risks to the planned work, (ii) mitigations that you will have in place to address these.	No minimum	2	10

Please note:

- Bidders are not expected to exhaust the word count; however, providing as much information as possible will enable the panel to make an informed judgement.

- Project timelines and research proposals will be necessarily preliminary at this stage. A more detailed project plan and research proposal will be developed after the procurement outcome has been announced.
- There will be a two week window for interested parties to submit questions to: admin@latinexcellence.org. Responses to these questions will be posted online on Monday 18th July.

Scoring criteria for each submission:

Scoring criteria: 10	
Score	Descriptors
5	An excellent response that answers the question in full, addresses the key points and provides the highest degree of additional value and the highest degree of confidence to the Department. Evidence is provided to demonstrate that the Tenderer has the knowledge, experience, capability, resources, and capacity to meet the requirement and provides additional value to the Department. The response demonstrates an excellent understanding and high level of confidence with no concerns or omissions identified.
4	A good response that answers the question and provides additional value and confidence, addresses the key points, and provides evidence to demonstrate that the Tenderer has the knowledge, experience, capability, resources and capacity to meet the requirement. Demonstrates a good understanding and level of confidence.
3	A satisfactory response that answers all key points in the question. The response provides enough to fully demonstrate that the Tenderer has the knowledge, experience, capability, resources, or capacity to meet the requirement. The response demonstrates a satisfactory understanding.
2	The response has minor omissions and does not answer the question in full, failing to address all the key points or provide relevant evidence to demonstrate that the Tenderer has the knowledge, experience, capability, resources, or capacity to meet the requirement. Demonstrates some lack of understanding or confidence.
1	The response has major omissions and is unacceptable, failing to answer the question, does not address the key points or provide evidence to demonstrate that the Tenderer has the required knowledge, experience, capability, resources or capacity and the requirement is unlikely to be met. Demonstrates a lack of understanding or confidence. The response includes significant concerns or omissions that are considered to represent an unacceptable level of risk and/or would have a detrimental impact on service delivery.
0	No answer provided