



INVITATION TO TENDER (ITT)

For the supply of: Evaluation and Sample Audit of Connecting Classrooms China Programme

Date:	17 th February 2014
Overview of the British Council	<p>The British Council creates international opportunities for the people of the UK and other countries and builds trust between them worldwide. We are a Royal Charter charity, established as the UK's international organisation for educational opportunities and cultural relations. Our 7000 staff in over 100 countries work with thousands of professionals and policy makers and millions of young people every year through English, arts, education and society programmes.</p> <p>Our first office in China opened in 1943 and we work in four cities in mainland China. In Beijing we operate as the Cultural and Education Section of the British Embassy. In Shanghai, Guangzhou and Chongqing we operate as the Cultural and Education Section of the British Consulates-General. For more information, please visit www.britishcouncil.org.cn</p>
Introduction/ Background	<p><u>Connecting Classrooms 2012-15</u></p> <p>Connecting Classrooms 2012-15 is the new British Council international schools programme in partnership with the Department For International Development (DFID). The programme builds on the legacy of the original Connecting Classrooms programme and the Global School Partnerships programme, which both closed in 2012-13.</p> <p>Connecting Classrooms 2012-2015 seeks to achieve two goals in its work with schools: to increase the global outlook of young people, and to increase attainment levels in schools. It does this through a programme of activities, aimed at policymakers, head teachers, teachers, and through them, schools and students. This programme will deliver more, and better, teaching of global citizenship, and improved pedagogy in other curriculum areas, in schools in the UK and overseas engaged in the programme. This will increase the chances that young people worldwide demonstrate enhanced knowledge, skills and understanding for work in the global economy, and know how to contribute responsibly to society, locally and globally.</p> <p>A logical framework, developed in collaboration with DFID, and available as Annex 1, identifies four outputs for the programme:</p> <p>Output 1: More schools across the UK and overseas have productive and</p>

lasting school partnerships.

Output 2: More teachers across the UK and overseas access high quality professional development related to global citizenship, and other areas of the curriculum.

Output 3: Participant schools across the UK and overseas strengthen their leaders' skills and their curriculum's focus on international dimension and global citizenship.

Output 4: Participant policymakers and senior practitioners develop enhanced understanding of international best practice.

Progress towards and achievement of the programme targets set out in the log frame at output, outcome and impact levels are the basis on which the programme will be evaluated over its lifetime. All instruments included in the British Council's evaluation approach for Connecting Classrooms therefore address some parts of the logical framework. In total, three instruments exist (see Annex 1):

Participation Counter: This instrument produces quarterly summaries at country, region and global level for participation based indicators included in the log frame. These comprise Outcome Indicator 1; Output 1 Indicators 1-5; Output 2 Indicators 1 and 2; Output 3 Indicators 1 and 2; and Output 4 Indicator 1. Data is collated regularly by programme managers in country.

Combi Tracker: This instrument produces quarterly summaries at country, region and global level for more complex indicators included in the log frame, using a series of global and local proxies. These comprise Impact Indicators 1 and 2, Outcome Indicators 2, 3 and 4 (global indicators), and additional information on Outputs 2-4 (local indicators). Data is gathered and collated regularly by programme managers in country.

Sample Audits: This third party approach is being applied to 33% of Connecting Classrooms countries over the lifetime of the programme. All audits follow a global research protocol, and **address (i)** verification and audit of in house evaluation conducted through instruments 1 and 2; **(ii)** deep evaluation of complex outcome and impact level indicators at country level; **(iii)** development of a library of illustrative case studies; and **(iv)** provision of recommendations for strengthening the programme at *country* level; and **serve the following two China-specific objectives:**

1. Identify reason(s) for *Combi Tracker* low return and propose improved or alternative evaluation instrument(s)
2. Demonstrate with evidence how Connecting Classrooms is responding to China education priorities, particularly by referring to China National Mid to Long term Education Development and Reform Plan (2010-2020)

Evidence gathered through all three instruments feeds on a rolling basis into an annual global impact assessment for the Connecting Classrooms programme.

Connecting Classrooms China

Connecting Classrooms programme in China is one of its largest operations covering all output areas. As China is not a DfID funded country the programme is supported mainly through British Council grants with local partnership investment. The China programme therefore has a relatively

flexible structure with wider product portfolio that caters for China specific needs. It's important that the Sample Audit take into account this country specific context and provide a full assessment of its programme activities.

Some Key facts and figures about the China programme:

Policy Dialogue:

- In China the programme focuses on the following key policy areas: international education; quality assurance and assessment; leadership development; curriculum reform and innovation. Our annual policy conference is attended by over 300+ local and international **policy makers and senior practitioners**.

School partnerships:

- School partnership with China is one of the most popular among UK schools. So far the programme has supported over 1,000 **schools** from more than 70 Chinese cities developing partnership with the UK.
- Each year, over 100 **schools** received Connecting Classrooms partnership grant to carry out exchange visits and joint curriculum projects with their UK partners.

Professional Development for teachers and headteachers:

- Each year, over 1,000 schools **headteachers** participated in Leadership Training (China- and/or UK-based training) and lectures; another
- Each year, around 400 **headteachers/teachers** participated in 'Education for Global Citizenship' workshops and training courses

Curriculum Reform and Innovation

- Each year, our flagship curriculum projects directly involve over 100 **schools**, engaging over 100,000 **students**.

International Recognitions and Accreditations.

- So far 15 **schools** in China have been awarded the International School Award.

Scope of work /Specification /Outputs

The British Council seeks to appoint a Supplier who will design and implement up to **two** sample evaluation and audits of the Connecting Classrooms Programme in mainland China covering North, East, Southwest and South managed by four offices respectively: Beijing, Shanghai, Chongqing and Guangzhou.

The appointed Supplier will be required to undertake the first evaluation and audit during the period **March to June 2014**. The second evaluation and audit is scheduled to be required during the period **March and June 2015**. Final commission of the second evaluation and audit will be dependent upon business requirements and successful delivery of the first evaluation and audit.

The scope of work is defined by a global research protocol, to enable direct comparisons between all the audits carried out worldwide on a rolling quarterly basis, with some additions particular to China.

The research protocol is outlined below:

Research Questions

Questions for the study to consider will fall into two main categories: audit and evaluation.

On **audit**, the appointed Supplier will shape their research to enable them to consider and answer the following questions:

- To what extent do data included in the **Participation Counter** match your assessment, based on desk research and fieldwork, of the progress of the programme in country against the requirements of the relevant log frame indicators and China region targets
- If there are significant differences, what do you believe to be the main reasons for this?
- To what extent do data included in the **Combi Tracker** match your assessment, based on desk research and fieldwork, of the progress of the programme in country against the requirements of the relevant log frame indicators and China region targets?
- If there are significant differences, what do you believe to be the main reasons for this?
- In the case of locally chosen indicators in the Combi Tracker, what is your assessment of the team's selection of the low or high case indicator available to them?
- To what extent can you validate, on the basis of your desk research and fieldwork, the progress against the log frame currently indicated in country returns on the Participation Counter and Combi Tracker? (Green, Amber Green, Amber Red, Red ratings).

On **evaluation**, the appointed Supplier will shape their research to enable them to consider and answer the following questions:

Policy

- What is the *evidence*, based on your fieldwork and independent published sources, that **policymakers and key administrators** understand international best practice in internationalising basic education, curriculum development, school leadership, teacher development, and the importance of embedding principles of global citizenship / international dimension in the school curriculum?
- To what extent, based on your fieldwork, do you believe that levels of understanding are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main obstacles to achieving impact in this area?

School and school leaders:

- What is the evidence, based on your fieldwork and independent published sources, that **head teachers and school leaders** are equipped with all the skills they need to run institutions to a consistently

high standard?

- To what extent, based on your fieldwork, do you believe that skill levels are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main obstacles to achieving impact in this area?

Teachers:

- What is the *evidence*, based on your fieldwork and independent published sources, that **teachers** consistently deliver competent and inspiring lessons in developing global citizenship/embedding international dimension to their classes?
- To what extent, based on your fieldwork, do you believe that competency levels are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main obstacles to achieving impact in this area?
- What is the *evidence*, based on your fieldwork and independent published sources, that teachers consistently deliver competent and inspiring lessons in other subject areas to their classes?
- To what extent, based on your fieldwork, do you believe that competency levels are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main obstacles to achieving impact in this area?

Students:

- What is the *evidence*, based on your fieldwork and independent published sources, that school **students** have a well-developed understanding of the behaviours and attitudes associated with being a good global citizen?
- To what extent, based on your fieldwork, do you believe that levels of understanding are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main obstacles to achieving impact in this area?
- What is the *evidence*, based on your fieldwork and independent published sources, that school students have positive attitudes towards cultural and religious diversity, both at local and global levels?
- To what extent, based on your fieldwork, do you believe that levels of understanding are influenced by Connecting Classrooms? (Green, Amber Green, Amber Red, Red rating).
- If your rating is Amber Red or Red, what do you believe are the main

obstacles to achieving impact in this area?

China-specific priority questions

- What is the *evidence*, based on your fieldwork and published sources, that Connecting Classrooms is **responding to China education priorities** (i.e. quality and equality)?
- What is the *evidence*, based on your fieldwork and published sources that participating in international work and Connecting Classrooms could help **raise school standards**?
- What is the *evidence*, based on your fieldwork and published sources that participating in international work and Connecting Classrooms could help **increase student attainment levels**?

Questions addressing evidence of impact of Connecting Classrooms in schools should also help identify:

- What elements of the Connecting Classrooms China programme are effective and contributed most to the impact seen? What are the observed features and difference among the four China offices (i.e. North and Central, East, South, South-West China)
- What elements of the Connecting Classrooms China programme are less effective in delivering the intended outcomes, and where are the major gaps and obstacles.
- What are the key enabling and contributing factors for effective and sustainable international engagements at schools?
- Where are the opportunities for Connecting Classrooms to deepen its impact and achieve system impact?

As the sample audit will be conducted in two consecutive years, some baseline analysis will also be required to assess progress over the period.

Methodology

Core design rules are as follows:

- All audits must be designed with the purpose of answering the full range of standard research questions specified by the British Council.
- The audit must focus on delivery of Connecting Classrooms in China only. Structured comparisons between audits of Connecting Classrooms in other countries will be drawn annually by British Council as part of the global impact assessment.
- All findings and conclusions included in every audit must be *evidence* based. Evidence should be gathered using a combination of fieldwork and a range of independent published data.
- All audits must be designed to cover verification as well as evaluation requirements.

Within these rules, there is considerable scope for researchers to design and propose a detailed approach to the study.

The British Council will assist in providing the contact details for schools and

key policy makers who are to be consulted during the course of the fieldwork. However, it is the *responsibility of the appointed Supplier*, in the interests of maintaining the independence of the audit, to obtain the consent, organise meetings, workshops and other approaches to fieldwork as appropriate for the study. The Supplier will act in accordance with the consent obtained and, as data processor, adhere to the Data Protection Act 1998 and any British Council instructions in regards to processing the personal data as specified in Clause 28 of the Contract at Annex 3.

It's important the Supplier has China based capacity (including the language capacity) and is able to conduct the sample audit within the country.

Wherever fieldwork is planned, the appointed Supplier should provide the following information:

- An outline of the format fieldwork will take, including anticipated outputs (for example datasets, or reports that will be annexed to the audit).
- A full response on which research questions the fieldwork will seek to provide evidence towards.
- A rationale for the proposed approach and requirement for fieldwork, including a demonstration of the value for money this offers.
- A sampling strategy for fieldwork.
- A clear timeline for planning, conducting, and analysing results from fieldwork.

The appointed Supplier is also strongly advised to make use of any existing published evidence of relevance to one or more of the research questions required for audits. All such evidence should be from reputable sources, and be properly referenced and acknowledged in the audit report.

Reporting

All sample audits must be presented in the manner prescribed below to enable regional and global comparison of results and recommendations. Presentation should be in the form of a written report (no more than 30 pages), prefaced by a 4 page executive summary, plus a standard range of annexes. Standard requirements for this section are set out in the table below:

Section	Outline Content	Length
Executive Summary	This should be structured in order as follows: <ul style="list-style-type: none"> • A table showing Green, Amber Green, Amber Red, Red ratings for all relevant questions • Summary audit statement • Summary of findings on impact on policy, school leaders, and teacher development • Summary of findings on impact on students • Summary of conclusions and recommendations 	4 pages
Methodological Summary	This should comprise a brief overview of the methodological and sampling approach taken to the study, within the bounds of the global framework.	2 pages

	Audit	This should be structured to answer each audit question in turn. Researchers are strongly encouraged to use tables in this section. The section should conclude with the rating on audit, and an accompanying statement on the researcher's level of confidence in the quality of BC gathered data for the country in question.	3 pages
	Policy	This should comprise an extended answer to the specific questions on policy. Researchers are strongly encouraged to use published independent sources of evidence, as well as findings from their own fieldwork. The section should conclude with the rating on how far the situation can be attributed to Connecting Classrooms.	5 pages
	School/School Leaders	This should comprise an extended answer to the specific questions on school leaders. Researchers are strongly encouraged to use published independent sources of evidence, as well as findings from their own fieldwork. The section should conclude with the rating on how far the situation can be attributed to CC.	5 pages
	Teachers	This should comprise an extended answer to the specific questions on teacher development. Researchers are strongly encouraged to use published independent sources of evidence, as well as findings from their own fieldwork. The section should conclude with the rating on how far the situation can be attributed to Connecting Classrooms.	5 pages
	Impact on Students	This should comprise an extended answer to the specific questions on impact on students. Researchers are strongly encouraged to use published independent sources of evidence, as well as findings from their own fieldwork. The section should conclude with the rating on how far the situation can be attributed to Connecting Classrooms.	7 pages
	Conclusion	This section should summarise the main findings and conclusions on all audit and evaluation questions. In addition, it should provide a series of clear, actionable recommendations for development of the programme in the country studied.	3 pages
	China-specific priorities	This should comprise an extended answer to the China-specific priority questions. Researchers are strongly encouraged to use published independent sources of evidence as well as findings from their own fieldwork. The section should conclude with the rating on how far the situation can be attributed to Connecting Classrooms.	

	Annex 1	<p>12 one page case studies, drawn from fieldwork:</p> <ul style="list-style-type: none"> • 2 x policy focused case study • 2 x whole school focused case study • 2 x headteacher/teacher development focused case study • 2 x student focused case study • 2 x China-specific priorities focused case • 2 x additional case studies on any two of the above topics <p>All case studies should include a short summary of the relevant Connecting Classrooms intervention</p>	12 pages
	Annex 2	A complete list of individuals consulted during the course of the study. These should be arranged alphabetically by family name, and also provide occupation and institution. As Data Processor the Supplier will process this personal data in accordance with clause 28 of the Contract at Annex 3.	As required
	Annex 3	A full bibliography of independent sources of evidence used in the study. These should be organised alphabetically by author name, using the Harvard system of citation.	As required
	Annex 4 (optional)	Background papers written in the course of the study as appropriate.	As required
<p>Timing</p> <p>Sample audits are being commissioned by the British Council worldwide to produce fresh evidence on a rolling quarterly basis. It is therefore important that all audits follow a global protocol on timings.</p> <p>From the point where the Supplier is commissioned, timings should work as follows:</p> <p>Week 1: Briefing and materials provided to the appointed Supplier. Work begins on detailed scoping of study and arrangement of fieldwork.</p> <p>Week 3: Approach agreed with British Council. Audit work commences.</p> <p>Week 8: Fieldwork completed. Work commences on writing up findings, case studies and recommendations.</p> <p>Week 10: Draft report and annexes submitted to British Council. Work begins on revisions based on comments.</p> <p>Week 12: Final report and annexes submitted to British Council.</p>			
Constraints	<p>Confidentiality</p> <p>Access will be provided to the approved Supplier to confidential information and the Supplier will be required to adhere to the British Council Confidentiality clause 12 as specified in Annex 3, the Contract.</p> <p>Data Protection</p> <p>The British Council will assist the Supplier in providing the contact details for schools and key policy makers who are to be consulted during the course of the fieldwork.</p>		

	<p>The appropriate consent will be obtained by the Supplier for:</p> <ol style="list-style-type: none"> 1. Schools and key policy makers to be involved in the research which may include telephone or face to face interviews, workshops or meetings. 2. Schools and key policy makers to have their personal details and any other information obtained during the course of the research published in the final report produced by the Supplier. <p>The Supplier will act in accordance with the consent obtained and as data processor adhere to the Data Protection Act 1998 and any British Council instructions in regards to processing the personal data as specified in Clause 17 of the Contract at Annex 2. The Supplier will also ensure that the personal data is only used for the purposes for which the British Council have obtained explicit consent for.</p> <p>Intellectual Property Rights</p> <p>Any pre-existing materials provided to the Supplier by the British Council and any reports and materials produced by the Supplier; the intellectual property rights for which will be owned by the British Council.</p> <p>Child Protection</p> <p>Following the award of the contract; if it is agreed between the British Council and the Supplier that the Supplier will undertake school-based research during the fieldwork for the audit; the Supplier will adhere to the following child protection requirements:</p> <p>Minimum requirements The Supplier will ensure that the Key Personnel as specified in Clause 4.1 of Schedule 1 in Annex 3:</p> <ul style="list-style-type: none"> • complete the British Council online Child Protection training. • sign the Self Declaration included in Schedule 5 of the Contract specified at Annex 3. <p>Regulated Activity</p> <ul style="list-style-type: none"> • If the school-based research to be undertaken by the Supplier involves Regulated Activity as defined in the Safeguarding Vulnerable Groups Act 2006, the Supplier will apply for via the British Council an enhanced disclosure and barring service check including a check against the children's barred list. <p>Reporting</p> <p>A first draft report including annexes is required no later than 06/06/2014 A final report including annexes is required no later than 18/06/2014</p>
<p>Key Background documents & Information:</p>	<p>Annex 1 – Connecting Classrooms Logical Framework Annex 2 – Invitation to Tender Response Annex 3 – Contract Template</p> <p>British Council will provide the appointed Supplier with the following to assist delivery:</p> <ol style="list-style-type: none"> 1) The DFID business case for the programme

	<p>2) China region targets, product plans and quarterly reports</p> <p>3) Data for the China from the quarterly monitoring and evaluation process to be sample audited</p> <p>4) Briefings with Global and China programme management and delivery teams (face to face and telephone meetings) including Education Managers of each China office; and access to management during delivery of the contract</p> <p>5) Contact details and introduction to key policymakers that have been involved in the programme</p> <p>6) Schools involved in the Connecting Classrooms programme in mainland China</p>								
<p>Timescales</p>	<p>This timetable may be subject to change.</p> <table border="1" data-bbox="368 772 1385 947"> <thead> <tr> <th data-bbox="368 772 1050 808">Activity</th> <th data-bbox="1050 772 1385 808">Date</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 808 1050 844">ITT Released (Sent)</td> <td data-bbox="1050 808 1385 844">17th February 2014</td> </tr> <tr> <td data-bbox="368 844 1050 880">ITT Return Date</td> <td data-bbox="1050 844 1385 880">14th March 2014</td> </tr> <tr> <td data-bbox="368 880 1050 947">Final decision and Intention to award</td> <td data-bbox="1050 880 1385 947">Before 31st March 2014</td> </tr> </tbody> </table>	Activity	Date	ITT Released (Sent)	17 th February 2014	ITT Return Date	14 th March 2014	Final decision and Intention to award	Before 31 st March 2014
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<p>Supplier Response</p>	<p>Please complete Annex 2 (Invitation to Tender Response) and submit it to patty.yu@britishcouncil.org.cn no later than 14th March 2014.</p> <ul style="list-style-type: none"> • Please ensure that you send your response in good time to prevent issues with technology – late submissions may not be considered. • Do not submit any additional documentation with your ITT response except where specifically requested. • Supporting evidence (PDF, JPG, PPT, Word and Excel formats only - other formats should not be used) can be provided to substantiate your response – please ensure that all attachments/supporting evidence is clearly labelled with the appropriate section/question number. • Where supporting evidence is requested as ‘or equivalent’ – it is the Supplier’s responsibility to prove the relevant equivalence. • It is not acceptable to submit a generic policy in answer to a question. • All answers in the ITT response should be inserted in the dedicated response section/question in Annex 1. • Any alteration to a question will invalidate your response to that question and a mark of zero will be applied. • Completion and submission of your response does not guarantee award of any British Council Contract. 								
<p>Evaluation Criteria</p>	<p>The award criterion for this Invitation to Tender is the most economically advantageous. The Supplier’s submissions will be taken into consideration only if they pass Section 1 - Mandatory and Discretionary Rejection.</p> <p>Supplier with China presence and relevant knowledge and experience will be preferred.</p> <p>Supplier responses will be assessed using the following criteria and weightings.</p>								

Criteria	Weighting
Section 1 – Mandatory/Discretionary Rejection	PASS/FAIL
Section 2 - Knowledge and Experience: track record, staff, understanding of China market and school sector	20%
Section 3 –Understanding of British Council and the Scope of Work	10%
Section 3 – Proposal: overall approach, methodology, time and staffing	40%
Section 4 - Costing/Price	30%

Evaluation of all submitted responses will be undertaken by the evaluation panel which will consist of British Council representatives with relevant and significant experience and knowledge of the requirements.

Evaluation of all submissions will only consider information presented within the response. Previous/current relationships with Suppliers cannot be taken into account when evaluating submissions unless the previous/current experience is clearly evidenced within the response. Evaluation will be fair and transparent.

The responses under each section will be scored based on the following matrix:

Points	Interpretation
15	A comprehensive and strong answer indicating the Supplier is fully capable and experienced to deliver the required outcomes. A detailed response that directly responds to all requirements with no ambiguity and relevant examples provided.
12	There are slight concerns that the Supplier will not be able to achieve all the outcomes required and response lacked details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and few relevant examples provided.
10	There are concerns that the Supplier will not be able to achieve the outcomes required and response significantly lacks details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and no/irrelevant examples provided.
5	There are serious indications that the Supplier will not be able to achieve the outcomes required and has not provided appropriate evidence of experience to successfully deliver the outcomes required. A response that is not entirely relevant to the requirement, with ambiguity and lacking specific detail.
0	The answer is non-compliant and/or no relevant information has been received to demonstrate the Supplier can achieve the required outcomes. No response or a response that is entirely irrelevant.

The lowest all-inclusive cost proposed will receive 15 points on Section 4: Cost/Price. All other submissions will be allocated a % score pro-rata. If the cost exceeds the budget, the proposal may receive a 0 point on Section 4:Cost/Price.

The final evaluation score will then be calculated for each response by adding together the scores for each Section.

<p>Conditions & Contractual Requirements</p>	<p>The British Council's contracting and commercial approach in respect of the required services is set out at Appendix 3: Contract Template (the "Contract"). By submitting a tender, you are agreeing to be bound by the terms of this ITT and the Contract without further negotiation or amendment.</p> <p>If the terms of the Contract render the proposals in your tender unworkable, you should submit a clarification by 24th February 2014 and the British Council will consider whether any amendment to the Contract is required. Any amendments shall be published through In-Tend prior to the deadline for the submission of bids and shall apply to all tenderers. Any amendments which are proposed but not approved by the British Council through this process will not be acceptable and may be construed as a rejection of the terms leading to the disqualification of the tender.</p> <p>The contract awarded will be for a period of 15 months during which time the Supplier is expected to perform two evaluations of the Connecting Classrooms Programme in accordance with the Scope of Work detailed above. The British Council reserves the right to terminate the contract awarded prior to the second evaluation, as defined in the Scope of Work, by giving 30 days' notice dependant on the British Council business requirements and/or the Supplier's performance of the first evaluation.</p> <p>All relevant policies that Suppliers are expected to adhere to can be found on the British Council website – http://www.britishcouncil.org/new/about-us/jobs/folder_jobs/register-as-a-consultant/policies-for-consultants-and-associates/ The list of policies includes (but it is not limited to):</p> <ul style="list-style-type: none"> - Child Protection Policy - Code of Conduct - Equal Opportunities Policy - Health and Safety Policy - Global Privacy Policy - Environmental Policy - Pro-forma invoice and expenses claim - Personal Information Charter - Social Media Code and Guidelines (if applicable) - Data Protection Policy relating to audio-visual consent (if applicable) - Data Protection and Records Management - Freedom of Information Act 2000 - Self declaration form for Child Protection <p>This document does not constitute an offer to provide goods/services to the British Council and the British Council is not obliged to award a contract for these goods/services.</p> <p>The British Council reserves the right to request reference information.</p> <p>All costs incurred in the preparation of the ITT response are the Supplier's responsibility.</p> <p>Confidentiality All information contained within this document is confidential and is provided only to give Suppliers an adequate understanding of the British Council's requirements and under no circumstances should be disclosed to a third party without the British Council's consent.</p>

The contents of this ITT are being made available by the British Council on condition that:

- Suppliers shall at all times treat the contents of the ITT and any related documents (together called the 'Information') as confidential, save in so far as they are already in the public domain;
- Suppliers shall not disclose, copy, reproduce, distribute or pass any of the Information to any other person at any time;
- Suppliers shall not use any of the Information for any purpose other than for the purposes of submitting (or deciding whether to submit) a Tender response; and
- Suppliers shall not undertake any publicity activity within any section of the media.

Suppliers may disclose, distribute or pass any of the Information to the Supplier's advisers, sub-contractors (if applicable) or to another person provided that either:

- This is done for the sole purpose of enabling a Tender response to be submitted and the person receiving the Information undertakes in writing to keep the Information confidential on the same terms as if that person were the Supplier; or
- The Supplier obtains the prior written consent of the British Council in relation to such disclosure, distribution or passing of Information; or
- The disclosure is made for the sole purpose of obtaining legal advice from external lawyers in relation to the procurement or to any Contract arising from it; or
- The Supplier is legally required to make such a disclosure.

In relation to the above the definition of 'person' includes but is not limited to any person, firm, body or association, corporate or incorporate.

The British Council may disclose detailed information relating to Tenders to its officers, employees, agents or advisers and the British Council may make any of the Tender documents available for private inspection by its officers, employees, agents or advisers.

The British Council also reserves the right to disseminate information that is materially relevant to the procurement to all Suppliers, even if the information has only been requested by one Supplier, subject to the duty to protect each Supplier's commercial confidentiality in relation to its Tender (unless there is a requirement for disclosure under the Freedom of Information Act).

Tender/Proposal Validity

Your response should remain valid and open for acceptance for a period of 30 days from the date of submission.

Payment and Invoicing

The British Council will pay correctly addressed and undisputed invoices within 30 days.

The British Council will have a requirement for invoices to be produced in an electronic format. These files should be ASCII, CSV or XML format and conform to British Council standard. These files can be sent via SMTP, HTTP, HTTPS or FTP. The British Council will also have a requirement to send purchase orders in XML format.

The essential information on an invoice for the British Council is:

- A description of the goods/services supplied.
- The British Council reference number/Purchase Order number.
- Addressed to Accounts Payable.
- The costs including VAT (if applicable) and any other charges

Travel & Expenses (if applicable)

The appointed Supplier will be expected to travel to British Council Beijing/Chongqing office as required, in the delivery of the services. Briefings with Education Managers in four offices may alternatively be arranged by telephone. Field research will require travel to a number of schools in each of the four areas across mainland China as determined by the methodology chosen. Field research can be a combination of survey/questionnaires, telephone interviews and physical visits.

Please note that travel and expenses incurred by the supplier to deliver the services should have been accounted and included in the quotation.

In the case that extra travels outside the agreed scope occur with the prior agreement from the British Council, they will be paid in line with the British Council Travel and Expenses policy. Travel costs will be reimbursed on the basis of actual costs for economy class travel. No travel and expenses will be paid when the supplier and its personnel are working from the suppliers offices or working from home.

Overview:

- Suppliers should only travel where there is a clear business need.
- Suppliers must plan travel and make bookings as far in advance of the date of travel as possible.
- Suppliers are accountable for ensuring all bookings made and expenses claimed are in policy and all claims are accompanied by receipts covering all expenditure.

Booking Transport:

- Suppliers are encouraged to use public transport wherever possible as a more environmentally friendly means of transport.
- Travel by rail should be by standard class.
- Travel by air should be by economy class for where the flight time is less than eight hours, and by premium economy class where the flight time is eight hours or more. The flight time is the total time spent in the air, plus any stopovers on the way.
- Safety should be the primary consideration when making transport bookings, with cost as the other main factor.
- If suppliers have a disability you will be given special consideration with regard to means of travel and suitability of route.

Booking Accommodation:

- Accommodation should be of a minimum three star rating or equivalent.

Claiming for Meals:

- Suppliers should only claim actual expenditure on meals supported by receipts up to the maximum agreed limits.

NOTE: All costs related to travel; accommodation and meals will be agreed in advance with the British Council manager.