

REQUEST FOR INFORMATION

National Maritime Academy

Response to Request for Information due **August 10, 2017 at 12:00 PM (KSA time GMT+3- Arabian Standard time)**

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Contents

INTRODUCTION.....	3
OBJECTIVE OF THE RFI.....	3
BACKGROUND.....	3
ABOUT THE NATIONAL MARITIME ACADEMY (NMA)	4
SCOPE OF WORK	4
ENTITIES INVOLVED WITH THE NATIONAL MARITIME ACADEMY (NMA)	5
GENERAL DESCRIPTION OF WORK	7
RFI RESPONSE REQUIREMENTS	8
PROPOSAL REQUIREMENTS.....	9
Appendix 1 : Letter of Interest	10
Appendix 2: Training Provider Factsheet.....	11

I. INTRODUCTION

Technical and Vocational Education and Training (TVET) will play an increasingly important role in the preparation of Saudi youth for entering the workforce in the upcoming years. In order to support the expansion of quality and scale of the TVET system, the Ministry of Labor and Social Development and its sister organizations, specifically the Technical and Vocational Training Corporation (TVTC), have established Colleges of Excellence (CoE). In the first phase of the transformation program, CoE tendered newly-constructed government college buildings to international education providers to establish new technical and vocational colleges.

II. OBJECTIVES OF THE RFI

The objective of this RFI is to collect and obtain information from interested International Providers of Technical Education, to enable us to evaluate and select suitable bidders to receive the Request for Proposal for the scope of services for the National Maritime Academy (NMA), outlined in Section V of this document

III. BACKGROUND

Saudi Public TVET System

The Saudi public TVET system is composed of four types of technical and vocational educational institutions a) Colleges operated by TVTC, b) Colleges of Excellence, c) Strategic Partnership Colleges and d) Secondary Institutes operated by TVTC.

This RFI relates exclusively to Strategic Partnership Colleges, i.e. Employer-led and operated by an International Training Provider. Currently, there are 24 such employer-led post-secondary academies created to increase employer involvement in technical training.

TVET Reforms

In the light of the increased need for qualified Saudi technical workers, several years ago the Saudi Ministry of Labor began a series of transformations of the Kingdom's TVET system to improve student outcomes and expand capacity.

The first step in this transformation was the establishment of Colleges of Excellence, technical and vocational colleges tendered to international education providers for operation under five year contracts. A new PPP entity, also named Colleges of Excellence (CoE), was created to manage these colleges and the contracts with their operators, specifically via securing funding, managing the tender process, processing payments,

and managing provider performance. Ten colleges were tendered and launched in the first wave in 2013, and 22 more were added in 2014-15. The selected providers were handed over newly constructed college buildings at no cost without an existing student or faculty base. The Colleges of Excellence program has had a very successful start, with 17 foreign education providers currently operational in the Kingdom, and over 120,000 student applications received.

IV. ABOUT THE NATIONAL MARITIME ACADEMY (NMA)

The National Maritime Academy (NMA) is a not-for-profit organization being established to provide skilled local manpower required for a recently formed joint venture in shipbuilding and repairs between the Saudi Arabian Oil Company (Saudi Aramco), Lamprell plc (“Lamprell”), the National Shipping Company of Saudi Arabia (“Bahri”), and Hyundai Heavy Industries Co. Ltd (“HHI”). The JV will target the establishment, development and operation of a world-class maritime yard, which is the anchor project within the King Salman International Complex for Maritime Industries and Services located in Ras Al-Khair, near the Jubail Industrial City on the Kingdom’s east coast.

NMA is mandated with equipping Saudi males with market relevant skills for the shipbuilding & repair and maritime employment. It also aims to develop knowledge and competencies through advanced and accelerated training programs to bridge the gap in skills and prepare a “job-ready” talent pool. This is in line with the Kingdom’s 2030 vision and its strategic objectives to raise Saudi graduates’ skill levels and equip them with labor market competency needs and provide them with sustainable jobs.

National Maritime Academy (NMA) will deliver a 2-year program for enrolled trainees leading to the award of vocational qualifications as appropriate to their trades with the initial vocational qualification being at level 2. Main trades of the National Maritime Academy are:

- Shipbuilding and Repair element of the National Maritime Academy.
- Maritime Operations element of the National Maritime Academy.

Subsequent to this, the National Maritime Academy (NMA) shall offer further continuing educational programs leading to levels 3 and 4 in the respective trades. This may be on a day release or block release basis.

V. SCOPE OF WORK

The following is a summary of the Scope of Work for the National Maritime Academy. A more detailed Scope of Work will be provided in the RfP. Because of the technical nature of the Scope of Work, it is not translated into Arabic as both the International Vocational Education and Training (VET) Provider

and the International Training Provider (ITP) and the National Maritime Academy (NMA) agree to be bound by the English text.

As part of achieving its mandate, the NMA plans to involve International Training Providers to develop Saudi graduates' skills in shipbuilding and repairs, in order to deliver the following Scope of Work:

- 1- Shipbuilding and Repair element of the National Maritime Academy.
- 2- Maritime Operations element of the National Maritime Academy.

NMA's intent for this Scope of Work is the International Training Provider (ITP) will deliver the highest quality of professional services, and endeavor to provide training and training-related services at the National Maritime Academy (NMA) supporting the key objectives for the training of young Saudi men. The academy will recruit graduates from high schools and other vocational institutes and universities and develop them to bridge the skills gaps in order to fill the jobs identified by their sponsors. **All the trainees to be sponsored by public or private sector companies (sponsorship leading to employment) and will receive a stipend from their sponsors during the time of training.**

This Scope of Work establishes the range, schedule and means of initiating the roles, responsibilities and duties to be performed by the (ITP). It also specifies the requirements, including but not restricted to those related to: curriculum development, training plans, training delivery and testing, learning methodologies and learning management systems, training labs, workshops, simulators, HR resources, staff and trainee administration, reporting, certifications etc. The ITP shall adhere to these requirements in the performance of the roles, responsibilities and duties, as identified in this document.

VI. ENTITIES INVOLVED WITH THE NATIONAL MARITIME ACADEMY (NMA)

The following are the entities involved with National Maritime Academy (NMA):

A: National Maritime Academy (NMA) Board of Trustees (BOT)

1. The BOT is the supreme and the absolute power of NMA and shall authorize and appoint the Executive Director (ED) as NMA Chief Officer and BOT Secretary to administer and monitor NMA operations.
2. The Managing Team (MT) will be nominated by the ED and appointed by the BOT to work with ED to administer and monitor NMA operations.
3. The BOT will also approve the Technical Advisory Council (TAC) members who will advise, as required, on disciplines, specializations and curriculum development for National Maritime Academy (NMA) during the contract period; however, the initial development of disciplines

and curriculums is the responsibility of the ITP as per Colleges of Excellence (CoE) requirements.

B: NMA Academy Management Team (MT)

1. The MT will be headed by the ED who shall be the NMA Academy representative and the assigned proponent/administrator for this contract, unless the (ITP) is otherwise advised in writing by Contract Signatory or his delegate
2. The MT will manage the academy's day-to-day operations that are not included in this Scope of Work, namely:
 - Facilities Management in general such as operation of the center and maintenance, safety and fire protection, security services, environmental compliance, landscaping and janitorial services.
 - The MT shall consult the (ITP) on appropriate equipment type during the construction of the permanent center in Ras Al-Khair by TVTC.
3. The MT will facilitate the Technical Advisory Council involvement in the curriculum approval as required to ensure that the trainees after graduation will be equipped with the required skills and knowledge to perform their targeted jobs.
4. The MT and under the appointed ED will monitor and review the International Training Provider training operations and procedures, including access to student administration services, to ensure compliance with this Scope of Work.
5. The MT will conduct training / service quality check in accordance with TVTC and other external body requirements, such as accreditation body or awarding body.

C: International Training Provider (ITP)

1. The (ITP) will provide training related activities, assessment (both informal and formal), certification and student administrative and support services as specified in this Scope of Work document.
2. The (ITP) contract will include sections where certain requirements may not be delivered by the (ITP) then NMA can procure that service separately and back charge contractor.

D: Technical Advisory Council (TAC)

1. The TAC will be headed by the ED and will be comprised of the technical consultants appointed by stakeholders and sponsors to advise on the disciplines and specializations required by their organizations and the industry, as well as oversee and advise on the

curriculum development for the National Maritime Academy whilst maintaining accreditation body's requirements.

E: BOT, MT and International Training Provider

1. NMA Board of Trustees (BOT) and Management Team (MT) as well as the (ITP) will promote transparency, reporting outcomes and performance accurately, not only internally with the stakeholders, but also to the broader community of trainees, parents, and employers.
2. NMA management are authorized to accept proposed resumes by the (ITP) for key positions and the ability to request replacement and termination in case mobilized personnel don't deliver as expected.

VII. GENERAL DESCRIPTION OF WORK

- A. The (ITP) should note that education in the Kingdom of Saudi Arabia is segregated by gender and should therefore plan accordingly. Henceforth in this Scope of Work, any and all reference to trainee includes male and female trainees. Any reference to trainers or staff includes male and female trainers and staff.
- B. Under this Scope of Work, the intention is to apply "Turn Key concept" in providing all NMA training-related activities and student support and administrative services where the selected (ITP) shall deliver a full package, which includes but is not limited to:
 1. Trainee screening, enrollments, graduation requirements, promoting safety awareness, training operation, curriculum development and training program delivery, testing and certification.
 2. Provision of a Learning Management solution to administer trainee, enrollments, progress, assignments etc. and provide reporting capabilities.
- C. The (ITP) shall train and graduate apprentice trades skilled Saudi workforce using English as the language of training and operation, and shall foster safety, instill cultural values and implant the desired work ethics.
- D. The (ITP) shall obtain accreditations for its programs and shall issue certificates of completion to IM Academy graduating trainees.
- E. The (ITP) shall provide curriculum and training based on the NMA training plans as defined in and specified in the detailed Scope of Work document that will be provided in the RfP.

- F. In executing the Turn Key concept, the (ITP) shall closely coordinate, communicate and update the Board of Trustees (BOT) and seek the Board endorsement of the plan through the NMA Executive Director (ED).
- G. The (ITP) shall develop and/or provide all the required systems, processes, training programs, curriculum delivery, and all related activities and services based on international standards.
- H. The (ITP) shall provide suitably qualified staff to deliver and support the training and all the required training-related functions, whilst demonstrating full compliance with the Kingdom's regulations, customs, and social norms.
- I. The (ITP) shall provide full reporting including reporting of trainee progress and results, training outcomes, performance, NMA statistics, KPI's and other information as required by key stakeholders.
- J. The (ITP) shall comply with quality assurance measures defined by the Technical and Vocational Training Corporation (TVTC) and in accordance with the accreditation and certification requirements.
- K. The (ITP) shall provide all the required trainee and instructor stationery, textbooks, printouts, posters, audio and visual aids, training materials, supplies and consumable items throughout the training duration for any cohort of trainees as specified in this Scope of Work.

VIII. RFI RESPONSE REQUIREMENTS

In order to be eligible to receive the RFP, we expect each prospective provider to respond to this RFI with the following documents:

1. Confirmation of ability to provide services

Interested providers are to provide detailed account of their capabilities to provide required training in

- 1. Shipbuilding and Repairs
- 2. Maritime Operations

2. Intention to bid

Interested providers must submit a brief intention to bid, comprised of the Letter of Interest form found in Appendix 1 of this RFI, by **August 6, 2017** to Nma.tendering@coe.com.sa.

3. Full response

Providers who submit the intention of interest form by August 6, 2017 will be invited to submit the Training Provider Fact Sheet, located in Appendix 2 of this RFI, by August 10, 2017 to Nma.tendering@coe.com.sa

This form consists of a short summary of the provider's existing operations, proposed team, case studies, and feedback on the concept. Providers will be able to have all questions on these topics addressed via email or in the briefing session in early **August 6, 2017**.

IX. PROPOSAL REQUIREMENTS

When submitting the proposal in response to this Scope of Work, the (ITP) shall:

- A. Provide a response to each item (next to that item), clearly indicating whether or not the requirement can be met. Explanatory information can also be added there.
- B. Provide a complete detailed plan for the different services and deliverables (including but not restricted to those related to curriculum development, training plans, training delivery and testing, distance learning and learning management systems, training labs, workshops, simulators, HR resources, staff and trainee administration, reporting, certifications etc.) that the (ITP) is proposing to provide to meet this Scope of Work.
- C. Provision of the International (VET) Provider and the (ITP) contract to start in Jubail's temporary facility, starting in September 2017, and eventually move to Ras Al-Khair (date to be confirmed). That International (VET) Provider and the (ITP) will start with certain disciplines and will continue with full operations once in Ras Al-Khair.



APPENDIX 1: Letter of Interest

To
Tendering Department
Colleges of Excellence
Ash Shuhada, Granada Oasis Business Center
Building A4 11th Floor, Riyadh 13241

This is to confirm that we,.....
.....(Name of provider / Consortium) express our interest to respond to the
Request for Information, released by the Colleges of Excellence for the Scope of Work outlined
in Section V of this document.

Signed

Company:

Name:

Designation:

Date:



APPENDIX 2: Training Provider Factsheet

Basic Information	
Name of Provider/ Consortium :	
Private: <input type="checkbox"/>	Public: <input type="checkbox"/> Name of regulator:
Number of years of operation of TVET:	
Current student number globally enrolled in the field of TVET:	
Number of TVET trainers employed globally:	
Number and names of consortium members – if applicable:	
Contact information:	
Website:	
Evidence of “best practice” operations, i.e. average student outcomes compared to national average for international operations; typical attrition rates in 5-6 selected countries from enrolment until graduation; accreditation ratings of international operations; standards and activities to ensure trainer quality, etc. (Please provide specific facts and statistics rather than high-level statements)	



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International Experience:
Countries of operations of TVET institutions:
Number of colleges in non-home country with total student numbers:
Experience in the Middle East region:



Teacher/trainer qualifications (i.e. average years of experience, qualifications, certifications, international experience, language skills, etc.) – please provide specific facts for the proposed team, rather than high-level statements

Experience in Shipbuilding and Repair – Case Studies



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Experience in Marine Operations – Case studies





Feedback on the Concept



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Financial soundness (i.e. annual revenue, overall debt, debt to equity ratio)