



Request for Proposal (RFP)

For: National Online Digital Development of English Teachers (NODE) Project – Pilot Year 2022-2023 Delivery

Date: 2 Aug 2022

1 Overview of the British Council

1.1 The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language. We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world. We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

1.2 We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained.

1.3 We work on the ground in more than 100 countries. In 2019-20 we connected with 80 million people directly, and with 791 million overall; including online and through our broadcasts and publications. Founded in 1934, we are a UK charity governed by Royal Charter and a UK public body. Further information can be viewed at www.britishcouncil.org.

2 Introduction and Background to the Project / Programme

2.1 The British Council's work in English Programmes¹ aims for transformational change in English language policy and practice. We believe that better teaching and learning of English increases academic and career opportunities and enables people to participate actively in a global society. Our research and innovation with UK and overseas partners provide evidence of 'what works' in English language teaching and learning and contributes to the development of English language teaching and learning worldwide. We

¹ Formerly English for Education Systems (EES)

support language teaching and learning in a multilingual world, helping to ensure inclusive and equitable quality language education in line with UN Sustainable Development Goal 4.

As of 2021, our English Programmes programmatic framework is thematically organised into three key global impact areas: ELT in Education, English and Empowerment and English Connects, the latter of which encompasses the British Council English Programmes team's digital offer for English teacher CPD globally. Underpinning these priorities is our approach harnessing UK expertise in teacher education, education technologies and inclusive pedagogies, research, insight, and innovation. Through our work we seek to document and share learning gained from practical experience, while our role in global English means that advancing thought leadership and positioning the UK as leaders in English language education are at the heart of our mission.

2.2 The purpose and scope of this RFP and supporting documents is to explain in further detail the requirements of the British Council and the process for submitting a proposal in response to this RFP ("**Proposal**").

The scope of this RFP is initially 1 year with the potential for a further 2 or more years based on partner agreement and need. Specific details are outlined in Section 7: specification.

3 Proposal Conditions and Contractual Requirements

This section of the RFP sets out the British Council's contracting requirements, general policy requirements, and the general conditions relating to this procurement process ("**Procurement Process**").

3.1 Contracting requirements

3.1.1 Contracting authority: the British Council which includes any other companies and organisations that control or are controlled by the British Council from time to time (see: <http://www.britishcouncil.org/organisation/structure/status>).

3.1.2 Delivery location for goods and/or services: the British Council offices in Beijing, China.

3.1.3 Duration: This will initially be for one year, with the potential for an additional 2 or more years based on client need and project success.

3.1.4 Contractual terms: As set out at Annex [1] [Agreement for the purchase of professional or consultancy services] ("**Contract**"). By submitting a Proposal, you are agreeing to be bound by the terms of this RFP and the Contract without further negotiation or amendment. In the event that the chosen service provider is operating as a Sole Trader or through a Personal Service Company, the British Council retain the right to issue specific contractual terms and conditions, in order to take account of this status. If you plan to submit a bid as a Sole Trader or Personal Service Company please contact elt@britishcouncil.org.cn CCing liang.junhong@britishcouncil.org.cn and Kathleen.zhong@britishcouncil.org.cn for a copy of the

specific terms. Once the Contract is awarded, there will be no changes allowed to the Contract (except in accordance with the provisions of the Contract). Any clarification questions in relation to any aspect of this Procurement Process and the associated documentation should be submitted in accordance with the process set out in paragraph 12 (*Clarification Requests*). Only changes which relate to the correction of ambiguity or manifest error in relation to the terms of the Contract will be considered and, if necessary, the British Council may, when issuing its response to clarification questions, reissue Annex [1] to reflect such changes. Any proposed amendments received from a potential supplier as part of its Proposal shall entitle the British Council to reject that Proposal and to disqualify that potential supplier from this Procurement Process.

3.2 General Policy Requirements

3.2.1 By submitting a Proposal, you confirm that you will, and that you will ensure that any consortium members and/or subcontractors will, comply with all applicable laws, codes of practice, statutory guidance and applicable British Council policies relevant to the goods and/or services being supplied. All relevant British Council policies that suppliers are expected to comply with can be found on the British Council website (<https://www.britishcouncil.org/organisation/transparency/policies>).

3.3 General Proposal conditions (“Proposal Conditions”)

3.3.1 Application of these Proposal Conditions – In participating in this Procurement Process and/or by submitting a Proposal it will be implied that you accept and will be bound by all the provisions of this RFP and its Annexes. Accordingly, Proposals should be made on the basis of and strictly in accordance with the requirements of this RFP.

3.3.2 Third party verifications – Your Proposal is submitted on the basis that you consent to the British Council carrying out all necessary actions to verify the information that you have provided, and the analysis of your Proposal being undertaken by one or more third parties commissioned by the British Council for such purposes.

3.3.3 Information provided to potential suppliers – Information that is supplied as part of this Procurement Process is supplied in good faith. The information contained in the RFP and the supporting documents and in any related written or oral communication is believed to be correct at the time of issue. No liability (save for fraudulent misrepresentation) is accepted for its accuracy, adequacy or completeness and no warranty is given as such.

3.3.4 Potential suppliers to make their own enquires – You are responsible for analysing and reviewing all information provided to you as part of this Procurement Process and for forming your own opinions and seeking advice as you consider appropriate. The clarification process set out in paragraph 12 should be used for any queries in relation to this Procurement Process.

3.3.5 Amendments to the RFP – At any time prior to the Response Deadline, the British Council may amend the RFP and if appropriate, the Response Deadline shall, at the discretion of the British Council, be extended.

3.3.6 Compliance of Proposal – Any goods and/or services offered should be on the basis of and strictly in accordance with the RFP (including, without limitation, any specification of the British Council's requirements, these Proposal Conditions and the Contract) and all other documents and any clarifications or updates issued by the British Council as part of this Procurement Process.

3.3.7 Compliance with the terms of the Contract – The successful supplier must comply with the Contract as set out in Annex [1] without any amendment (save as described in paragraph 3.1.4).

3.3.8 Format of Proposal – Proposals must comprise the relevant documents as detailed by the British Council in Annex [2] (Supplier Proposal, i.e. application form) completed in accordance with relevant all instructions. Any documents requested by the British Council must be completed in full. It is important that you read the RFP carefully before completing and submitting your Proposal.

3.3.9 Modifications to Proposals once submitted – You may modify your Proposal prior to the Response Deadline by giving written notice to the British Council. Any modification should be clear and submitted as a completely new Proposal in accordance with Annex [2] (Supplier Proposal) and these Proposal Conditions.

3.3.10 Disqualification – If you breach these Proposal Conditions, if there are any errors, omissions or material adverse changes relating to any information supplied by you at any stage in this Procurement Process, if any other circumstances set out in this RFP, and/or in any supporting documents, entitling the British Council to reject a Proposal apply and/or if you or your appointed advisers attempt:

- to inappropriately influence this Procurement Process or fix or set the price for goods or services;
- to enter into an arrangement with any other party that such party shall refrain from submitting a Proposal;
- to enter into any arrangement with any other party (other than another party that forms part of your consortium bid or is your proposed sub-contractor) as to the prices submitted;
- to collude in any other way;
- to engage in direct or indirect bribery or canvassing by you or your appointed advisers in relation to this Procurement Process; or
- to obtain information from any of the employees, agents or advisors of the British Council concerning this Procurement Process (other than as set out in these Proposal Conditions) or from another potential supplier or another Proposal,

the British Council shall be entitled to reject your Proposal in full and to disqualify you from this Procurement Process. Subject to paragraph 3.3.1 below, by participating in this Procurement Process you accept that the British Council shall have no liability to a disqualified potential supplier in these circumstances.

3.3.11 Proposal costs – You are responsible for obtaining all information necessary for preparation of your Proposal and for all costs and expenses incurred in preparation of the Proposal. Subject paragraph 3.3.15, you accept by your participation in this Procurement Process, including without limitation the submission of a Proposal, that you will not be entitled to claim from the British Council any costs, expenses or liabilities that you may incur in submitting a Proposal irrespective of whether or not your Proposal is successful.

3.3.12 Rights to cancel or vary this Procurement Process – Nothing in this Procurement Process will bind the British Council to enter into any contractual or other arrangement with you or any other potential supplier. It is intended that the remainder of this Procurement Process will take place in accordance with the provisions of this RFP, but the British Council reserves the right to terminate, amend or vary (to include, without limitation, in relation to any timescales or deadlines) this Procurement Process by notice in writing.

3.3.13 Consortium Members and sub-contractors – It is your responsibility to ensure that any staff, consortium members, sub-contractors and advisers abide by these Proposal Conditions and the requirements of this RFP.

3.3.14 Liability – Nothing in these Proposal Conditions is intended to exclude or limit the liability of the British Council in relation to fraud or in other circumstances where the British Council's liability may not be limited under any applicable law.

4 Confidentiality and Information Governance

4.1 All information supplied to you by the British Council, including this RFP and all other documents relating to this Procurement Process, either in writing or orally, must be treated in confidence and not disclosed to any third party (save to your professional advisers, consortium members and/or sub-contractors strictly for the purposes only of helping you to participate in this Procurement Process and/or prepare your Proposal) unless the information is already in the public domain or is required to be disclosed under any applicable laws.

4.2 You shall not disclose, copy or reproduce any of the information supplied to you as part of this Procurement Process other than for the purposes of preparing and submitting a Proposal. There must be no publicity by you regarding the Procurement Process or the future award of any contract unless the British Council has given express written consent to the relevant communication.

4.3 The British Council reserves the right to disclose all documents relating to this Procurement Process, including without limitation your Proposal, to any employee, third party agent, adviser or other third party involved in the Procurement Process in support of, and/or in collaboration with, the British Council. The British Council further reserves the right to publish the Contract once awarded and/or disclose information in connection with supplier performance under the Contract in accordance with any public sector transparency policies (as referred to below). By participating in this Procurement Process, you agree to such

disclosure and/or publication by the British Council in accordance with such rights reserved by it under this paragraph.

4.4 The Freedom of Information Act 2000 (“FOIA”), EU General Data Protection Regulation (GDPR) 2015, the Environmental Information Regulations 2004 (“EIR”), and public sector transparency policies apply to the British Council (together the “**Disclosure Obligations**”).

4.5 You should be aware of the British Council’s obligations and responsibilities under the Disclosure Obligations to disclose information held by the British Council. Information provided by you in connection with this Procurement Process, or with any contract that may be awarded as a result of this exercise, may therefore have to be disclosed by the British Council under the Disclosure Obligations, unless the British Council decides that one of the statutory exemptions under the FOIA or the EIR applies.

5 Proposal Validity

5.1 Your Proposal must remain open for acceptance by the British Council for a period of sixty days from the Response Deadline. A Proposal not valid for this period may be rejected by the British Council.

6 Payment and Invoicing

6.1 The British Council will pay correctly addressed and undisputed invoices within 30 days in accordance with the requirements of the Contract. Suppliers to the British Council must ensure comparable payment provisions apply to the payment of their sub-contractors and the sub-contractors of their sub-contractors. General requirements for an invoice for the British Council include:

- A description of the good/services supplied is included.
- The British Council Purchase Order number is included.
- It is sent electronically via email in PDF format to BC.Invoices@britishcouncil.org or by post to:
The British Council, Corporate Services – UK Hub Team, 1 Redman Place, Stratford, London E20 1JQ

7 Specification

This section spells out the scope for this assignment including the range of activities that the supplier is expected to deliver. Section 7 is divided into 3 sections:

- **7.1 Project background and overview – for overall supplier reference**
- **7.2 Scope for pilot year (2022-2023) – The basis for the RFP proposal**
- **7.3 Required services and deliverables – To be included in the RFP proposal**

7.1 Project background and overview

The information provided in 7.1 provides an overview of the proposed 3-year plan for reference only at this point, as continuation of the project will be based on the results and experiences of the Year 1 pilot for which this RFP is issued. For the specific RFP required scope, focusing on the Year 1 pilot, refer to section 7.2

7.1.1 An overview of the NODE Project

The British Council - CEAIE NODE (National Online Development of English Teachers) large scale teacher Continuous Professional Development (CPD) project is aimed at supporting English teachers in Junior High school contexts through digital mediums. The NODE project is designed to run for 3 - 4 years, but will initially begin with a pilot after which time its impact will be evaluated in parallel with ongoing partner need before further years are approved. **This RFP requests proposals for the Year 1 pilot (2022 -2023) only at this time, but suggestion on how this can be expanded in further years is welcome. See 7.2 for details on Year 1 proposal requirements.**

The NODE project is implemented under the British Council's ELT in Education global programme, supporting local governments and ministries to explore and implement impactful CPD programmes nationally, and will initially focus on teachers recruited through a National China partner, the China Education Association for International Exchange (CEAIE). CEAIE is an agent of the China Ministry of Education (MoE) that manages international education, exchanges and cooperation. It is a national organization and is committed to working in close collaboration with partners in China and abroad to pursue its mission of providing excellence and accessibility for students, teachers, scholars, school leaders, and administrators from China and the world.

NODE also contributes to the Initiative for National Digital Development of English teachers in China's Schools (INDECS), a 3 to 4-year national umbrella programme coordinated by English Programmes China that seeks to have developed over 10,000 English teachers across China by 2025.

More specifically, the NODE project intends to deliver online training and development for English language teachers in basic education contexts in China through a range of digital delivery methods, while also providing a platform for honing and improving materials that can a) be reused for teacher training and development in the local context and b) contribute to future, digitised self-access platforms i.e., a MOOC, that permits ongoing sustainable use of all content developed and tested.

The project is designed to offer a blend of foundational² and localised digital content, initially based on 4 key themes identified through a recent British Council study on English teacher digital trends and needs, and will encompass other relevant areas of need, as identified.

The key themes identified through the British Council study, that will inform content, are:

² Foundational = general 'global' content / Localised = directly related to the China specific context.

1. 21st century skills

2. Teaching reading

3. Motivating students

4. Teaching speaking

Important note: CEAI have also noted that developing online teaching skills, for the purpose of improving online teaching and learning, is also a key local priority, and this should be integrated into existing themes.

Each module of content will be divided into two sections, each involving different activity types. First, foundational-oriented content will be provided and this will be followed up with localisation-oriented content and activities. Localised content will be supported by lead teachers trained by the UK partner prior to project commencement.

Foundational content

It is expected that bespoke³, foundational⁴ training content will be created and delivered by the selected UK partner online to provide the basis on which to localise thematic content. The bespoke content will be informed by input from a **Needs Analysis baseline** to establish the main areas of CPD focus within the pre-agreed themes. Identified foundational content areas will be supplemented by appropriate online Self Access Learning (SAL) resources, including those provided through the British Council's global platform (Teaching for Success), to allow participating teachers⁵ access to comprehensive foundational ELT training content through 2 distinct channels: direct training input; SAL.

E.g., Examples of foundational event types:

- Bespoke online training delivery to teacher groups through an agreed platform
- Self-access supplementary study for teachers to carry out in their own time.

From this foundational input, further localised content will be added.

Localised content

Between 15 - 25 lead teachers/teacher facilitators, including teacher researchers or more senior and experienced teachers, will be trained by the selected UK partner each year on how to deliver online webinar events and facilitate online Teacher Activity Groups (TAGs).

³ Free of 3rd party IPR and copyright.

⁴ More general in nature, as opposed to specific China-focused content.

⁵ It is estimated that there could be up to 4000 participating teachers over 3 years. This number will be updated year on year.

Trained lead teachers will be responsible for supporting the UK partner with the localisation of themed content (primarily providing contextual inputs for the design of planned webinar events) to ensure there is specific relevance to local teachers' own context.

In addition to supporting the scheduled webinar events each month, localisation of content areas will also be enhanced, and feedback recorded, through TAG groups of approximately 25 teachers per group led by the trained lead teachers. To continue to support the lead teachers, the selected UK partner will offer monthly TAG support sessions to lead teachers to ensure guidance is provided as needed for the lead teachers as they progress with their group, and that experiences can be shared.

E.g., Examples of localisation event types

- Annual lead teacher training (for lead teachers, prior to the training for teachers)
- Localised webinar events for large teacher audiences
- TAG groups for teacher support (facilitated by lead teachers)
- Lead teacher TAG support sessions (facilitated by selected UK partner)

MOOCs and digital platforms

It is expected that each year, content, materials and feedback will be collected, and this will be fed into the refinement of bespoke, reusable online training content. Should the project run for its full 3 years, the refined training content will then be re-purposed for online self-access learning through a modularised MOOC, or similar platform, to ensure future sustainable access for English teachers to the training content and methodologies developed in the NODE project.

Supplementary Research

Research based on an agreed topic and focus will be carried out over the course of the 3 years. This research is intended to offer real insight into areas of digital learning and training delivery based on the project scope and the final topic will be confirmed based on discussions between all parties. A suggested example of what might be included is found in 7.2 below.

Based on the final research question(s) agreed, the research team will offer interim reports each year, with a final report at the end of Y3 should the project extend to its full term. The research is independent of ongoing project MEL (Monitoring, Evaluation, and Learning) activities but may draw from some of their findings.

Project activities breakdown

The project model observes a progression in each of the 4 themes, with each theme delivered through a separate module i.e., 4 thematic modules over 6 – 7 months. Each themed module is delivered over approximately 1 month with the foundational element being completed in the first 2 weeks and the proceeding localisation element being delivered in the second 2 weeks (approximately).

Listed below are some of the key events expected annually in the project design, with further explanation added. These are for reference only and may be subject to change based on further negotiation and final project design agreement.

1. **Needs Analysis** – held prior to the final course design, clarifying key elements and content considerations that should be included under the key 4 themes. This will also provide MEL baseline data on participants, which can be followed up post course. This will be carried out upon confirmation of the UK lead in Year 1. Y2 and Y3 will also require baseline analysis.
2. **Lead teacher training** – a 20-hour online training delivery that will support identified lead teachers in contributing to the design of the localised webinar events (intended for Y2 and Y3) and leading TAG groups as a professional development opportunity. This lead teacher training will be held in September/October 2022 repeated in Y2 and Y3
3. **Bespoke UK-led online training** – 2 hours of bespoke⁶ online F2F training input per themed module, designed and delivered by the UK partner. In total, 8 hours of bespoke online training will be provided each year, spread from October to March, and this will form the core of the foundational training stage. Materials used will also be recorded, and form key content for planned future digital platforms, i.e., a MOOC.
4. **Self-access Learning (SAL) supplement** – British Council *Teaching for Success* modules will be selected with input from the UK vendor. These are offered to accompany the bespoke UK-led online training in the foundational stage of each theme. Each theme will have 1 SAL component assigned for teachers to complete. This can be completed in teachers' own time each month.
5. **Localisation webinars** – A 1-hour online event will be held on each theme as part of the localisation stage. These will be localised and delivered by the UK partner with contextual inputs from local lead teachers. In Y1, while localised for contextual relevance, events will be delivered largely by the UK side; delivering content that expands on the foundational stage of the module and contextualises key areas teachers can take away to their own classroom. By Y2 and 3, it's expected the lead teachers will co-deliver and gradually take over full delivery, offering a sustainable development skill to those participants. Year-on-year, online event topics will change within the theme scope to add to the available legacy content, and as previous events can be

⁶ As the materials will be repurposed MOOC use, they must be free of 3rd party IPR considerations.

watched in recorded form there is no need to repeat them. Recordings should have subtitles added to improve accessibility should language support is assessed as a need.

6. **TAGs (Teacher Activity groups)** – A monthly component of the localisation stage which allows teachers to highlight what has happened in their teaching practice and share their findings with other teachers. These will be led by lead teachers with some initial support provided by the UK partner. This also offers opportunities for insight on classroom practice and teacher experimentation based on delivered input.
7. **UK TAG support sessions** – these are UK-led drop-in sessions for lead teachers who are conducting monthly TAG groups with participating teachers. This event is developmental and allows lead teachers the chance to share and solve problems as a peer group, in a similar way to their own TAG delivery, with support from the UK trainers. These events are expected to be around 1.5 hours and are held in each themed block. There are expected to be 4 sessions per year, corresponding with each module. Support may include group briefing sessions or selected sampling for feedback purposes. By Y2 and Y3, lead teachers should have considerable experience in TAG delivery and can share within their local teacher communities.
8. **Research based activities** – these will be related to a distinct ELT research topic agreed by all parties that offers significant insight into teacher CPD, in particular through digital media. Activities may include further interviews, observations and sampling of participants in support of the research questions identified. These will take place in tandem with project activities with frequency and focus to be defined by the UK research team.
9. **MEL activities** – these are all activities related to measurement of impact and success of the project, and may include surveying and interviewing of participants or classroom follow up. While activities may share some similarity with those used for the chosen research topic (No.8), M&E/MEL activities will be focused primarily on measuring the success of the NODE project. The final MEL approach will be agreed with the British Council, and may include involvement from all parties.

Needs Analysis and lead teacher training will be held in September, prior to commencement of teacher development and training activities. All training activities will be held between September and April each year, with ongoing follow up on classroom practice for research and MEL purposes possible between April and June, or in the following semester. An overview of the potential delivery in Year 1 can be found below; following years will follow a similar pattern with some consideration of materials repurposing.

Table 1: Overview of approximate delivery timetable for Year 1

	Theme 1		Theme 2		Theme 3		Theme 4		Post-delivery Follow up
Y/Months	Oct - Nov		Nov - Dec		Dec - Jan ⁷		Feb - March		April to January
Y1	F ⁸	L	F	L	F	L	F	L	Classroom Follow Up ⁹
	Piloting and testing materials								Refine and adapt
	Research activity / MEL activity								

Year 1 is intended to be a pilot for all materials to be tested and initial feedback collected. From Y2, should the pilot be successful, refinement of training materials will begin.

After initial refinement, foundational and localised material content will be repurposed for digital self-access learning from Y2 onwards, with completion of these materials scheduled for the end of Year 3. Materials being repurposed¹⁰ in Y2 will include the majority of UK training materials¹¹ and localised webinar content, and should be free of IPR encumbrance.

7.1.2 Main objective of proposed 3-year project¹²

Over 3 years, the proposed collaboration between the British Council, a selected UK partner, and CEAI will offer and research replicable, structured, and localised digital training content to up to 4,000 English teachers¹³ in ELT lower resourced geographies, through the implementation of a fully online model of delivery with the possibility of scaling reach to approximately 60,000 English teachers nationwide through legacy outputs e.g., the MOOC.

As part of the 3-year project, it is hoped that up to 70 lead teachers will be involved over 3 years, with up to 60 TAG groups formed and maintained in addition to events being recorded for re—use and reference.

⁷ Time will be scheduled around Spring Festival and other holiday arrangements

⁸ Each stage is approximately 2 weeks F= Foundational / L= Localised

⁹ Follow up = Primarily, data collection. TBC.

¹⁰ Repurpose = addition of new materials and supporting materials that build on existing content, and revising the current materials for use in a SAL/Self Access environment.

¹¹ Including recordings of the training

¹² Further years beyond the pilot will be confirmed based on pilot success.

¹³ This is an initial estimate only.

7.1.4 Additional research focus

As part of the project scope, **it is necessary for the UK partner to identify a clear and relevant research focus that will run in parallel with MEL and project delivery**, both in year 1 and in following years. This research will culminate in an externally oriented annual research report provided by the UK vendor in addition to activity and project-based reports.

Some technical field work, interviews and experimentation may be required e.g., regarding internet speeds, performance, and accessibility of platforms. Interviews may include discussions with teachers and local stakeholders, and also with internal British Council staff in relation to identifying stakeholders, potential compliance issues, previous delivery experiences, and other relevant regional or country-level considerations.¹⁴ Previously acquired internal reports and data within the scope of the research may also be shared for reference and inclusion, where relevant.

It is expected that all agreed objectives will be met in a way that contributes to the strengthening of relationships between the UK, the British Council, and key local stakeholders and decision makers.

For the initial RFP proposal, areas of focus should be identified and a brief explanation given. Final confirmation of the research focus will constitute part of the negotiation stage. For this, a justified research proposal will be expected as part of the final proposal of the selected UK partner. **Note:** Through negotiation, and in line with ODA funding requirements, some consideration of gender should also be included within the research area or questions to ensure the proposal is 'gender sensitive'. Please refer to Annex [4] (Considering Gender Equality in Project Design) for more details.

Important note: Budgeted amounts for the dedicated research focus conducted as part of the NODE delivery should be listed separately from the CPD budget and should not exceed 15,000GBP for the pilot year 2022-2023.

For reference only, a suggestion for research focus is provided below, but others may be suggested:

Possible research objective: To identify the optimum digital delivery method that supports positive change in teacher practice and learner development in China.

Possible research questions related to digital delivery of teacher Continuous Professional Development (CPD) (Suggested only):

- How are different online delivery methods and content received in China?

¹⁴ Relevant British Council staff who can contribute to the research will be identified and communicated to the selected researcher when research is ready to proceed. The amount of support available will be confirmed at the post-selection negotiation of scope stage.

- Which online delivery methods are most effective at encouraging positive change in classroom practice?
- What effects do changes have on learners?

Note: There may also be scope for research into teacher language proficiency in relation to online English CPD. Language proficiency was also highlighted as a perceived need during a recent British Council research.

Monitoring, Evaluation and Learning (MEL)

In order to measure the success of the project against the set outcomes, the project will be subject to rigorous MEL evaluation and reporting. This is conducted separately from the research areas identified and acted upon above, but may contribute to those findings. The MEL plan for the project will very likely include pre (baseline), while (monitoring) and post (evaluation) of the project, and this in turn may involve a number of activities that require support from all parties (The UK vendor, British Council, CEAIE). The final MEL approach will be confirmed by the British Council prior to commencement of the project.

7.2 Assignment scope for pilot year (July 2022- July 2023)

This RFP focuses only on the Year 1 delivery of the NODE Project, and the information provided in submitted Annexes should reflect this. Details of Year 1 piloting scope can be found below. Initial proposals should include design, delivery and evaluation of training, in addition to the agreed research focus and activities scheduled between July 2022 and July 2023. Year 1 design will be in alignment with the proposed three-year project design and intended project outcomes to allow for effective continuation of activities as required.

Project outcomes and outputs to be evaluated during pilot (2022) are:

Proposed Year 1 pilot outcomes and outputs (Subject of this RFP proposal):

- 1) By the end of Year 1, the project will have positively impacted the classroom practice of between and estimated 150 to 600 English teachers, with numbers based on initial recruitment, primarily in ELT lower resourced geographies, through the provision of high-quality, contextualised, digital English teacher CPD content, self-access resources and online training delivery.
- 2) By the end Year 1, the project will have established multiple regular TAG groups amongst English teachers in targeted areas; number to be based on recruitment.
- 3) By the end of Year 1, the project will have developed and engaged with a cohort of up to 25 lead teachers, training them in online course delivery and the design and the organisation of teacher

activity groups, ensuring they are equipped with key skills that allow them to help lead future online TAGs.

- 4) By the end of Year 1, a replicable model and training course that is appropriate for the local context will have been developed, and be ready for future re-use. This will include appropriate systems, content, and selected modules from the Teaching for Success suite as appropriate.
- 5) By the end of Year 1, reports on further needs of teachers, progress made, and suggestions for informing future project planning will be created and presented for internal and external consumption.
- 6) By the end of Year 1, initial research into effective digital deliveries or similar will be completed and a publishable research report will be made available based on findings. Research focus and questions will be agreed prior to project implementation and will follow the proposal submitted by the UK partner.

Specific teacher related outcomes (all years, including Year 1):

- Through a combination of foundational and localised input, and supplemental collaborative learning events, teachers will have raised their awareness of relevant pedagogy and practices in areas of identified need (i.e., 1. 21st century skills; 2. Teaching reading; 3. Motivating students; 4. Teaching speaking) in order to better inform and deliver their lessons in both rural and urban contexts.
- Teachers will have improved their own teaching, and their student learning experience, through the experimentation with, and implementation of, appropriate new teaching ideas and methods suitable for their context.

7.3 Required services and deliverables for the 2022-2023 pilot

7.3.1 Required services and deliverables (July 2022- July 2023)

The final scope and approach will be determined through negotiation between the CEAIE, British Council, and the selected UK partner prior to commencement of the delivery and research. However, it is expected that the selected UK partner will be responsible for producing the following deliverables in the Year 1 delivery:

1. Pre-implementation requirements

Once selected, key deliverables for the UK partner include: 1. A detailed technical proposal, 2. a clear research proposal, and 3. a clear timeframe to achieve the project deliverables. This proposal should be prepared within 4 weeks of the contract and agreed with the British Council.

2. Deliver the following outputs, deliverables, reports, and documents

2.1 Expected delivery-based deliverables (2022-23)

- Deep dive needs analysis: Firm up the specific areas of content focus under the broader themes of 21st century skills, teaching reading, motivating students and teaching speaking.
- Lead teacher training: Design and deliver 20 hours of lead teacher training on online webinar presentation and TAG delivery. Additional reflection tasks may be developed as part of the delivery.
- Online training input (Foundation): Design and deliver a minimum of 2 hours of online training input for teacher participants in each themed module. 8 hours in total.
- Teaching for Success (Foundation): Select appropriate modules from the British Council’s Teaching for Success learning management system, with approximately one module for each identified key training theme (in total four modules in the pilot year) to provide supplementary content for self-access learning.
- Localised webinars (Localisation): Design, deliver and support 4 localised webinars in collaboration with local lead teachers. Each webinar session will cover different areas and content, but remain related to the overall module themes.
- UK TAG support: Design and deliver 4 *1.5hour UK-led TAG support groups for lead teachers delivering TAG groups to teacher participants.

Summary of training hours for the participating teachers in Year 1 (50 hours maximum)

Year	Duration	Participant s	Annual hrs for participating in training and TAGs	Annual hours for reflection & practice	No of training themes
2022	July 2022-July 2023	150-600	30	20	4

Approximate delivery timeline:

October 2022: Lead teacher training
 November 2022: Theme 1 training activities
 December 2022: Theme 2 training activities
 February 2023: Theme 3 training activities
 March 2023: Theme 4 training activities
 Research 2022 - 23: Throughout the Year 1 training project till July 2023, with classroom follow up held either during or after training deliveries as appropriate.

2.2 Expected research-based outputs (2022-2023)

The following section lists the expected research responsibilities and outputs of the selected UK partner. This is independent of project reports and MEL.

- a. Collection and sharing of raw data based on research activity.
- b. Record of key interviews with policy makers, representatives from educational bodies, teachers, British Council staff and any other significant actors at a country and regional level should be kept. British Council offices and CEAIE can offer some guidance on local needs and may provide some limited

further support where resources allow. The proposed methodology should indicate any further approaches to data collection through organisational networks

- c. A professional final research report suitable for publication (For internal and external audiences).

The exact content of the paper will be defined by the agreed research questions in scope at the negotiation stage.

The report should be presented in a format suitable for publication and dissemination to high-level stakeholders¹⁵ within the region. The report will include the following sections, as appropriate:

- 1) Rationale and purpose of research
 - 2) Externally shareable Executive Summary of key findings and recommendations for external dissemination (not to exceed 6 pages)
 - 3) Literature review (e.g., incorporating a contextual overview of digital delivery models and their effectiveness more widely, if this is the topic areas agreed upon)
 - 4) Research scope and questions (If primary research is conducted)
 - 5) Research methodology
 - 6) Data analysis and research findings (incl. needs analysis findings)
 - 7) Specific recommendations (TBC based on focus)
 - 8) Bibliography
 - 9) Appendices
- d. Research summary presentation pack. The presentation pack should provide a PPT summary of the report (s) appropriate for delivery at a policy round table or online conference format, accompanying notes, and any other support to be agreed with the British Council. The presentations should be in sufficient detail to be shared both internally and externally and contribute to the British Council's key decision-making and thought leadership position in the region.

MEL activity support

Separate from the agreed research focus, the UK partner will also be expected to provide support for MEL activities that measure and report on the success of the project as required in collaboration with other stakeholders i.e., the British Council, CEAIE. MEL results should, where applicable, be incorporated into project reporting.

2.3 Reporting responsibilities (2022-2023)

¹⁵ Stakeholders may include, but is not exclusive to, local ministries of education, regional research organisations and influential think tanks.

In addition to the agreed research, the project will include regular reporting requirements. These requirements will generally be compiled and jointly presented by the UK partner and the British Council, with input from the CEAIE. Data will be drawn from areas highlighted in the previous section.

The suggested reporting structure¹⁶ includes:

Annual reports (2022-2023)

- September 2022 – Baseline¹⁷ reports and revised technical proposal (UK provider/ British Council)
- Jan 2023 – Mid-term activity report (UK provider)
- April 2023 - Final activity report (UK provider) – includes suggested changes in content for following year
- July 2023 - Annual report, including initial follow up MEL results in the current semester E.g., May – June (UK provider/ British Council)
- *July 2023 – Year 1 Research report (should Year 2 and 3 be confirmed this will be regarded as an interim report)*

Note: It is expected that the UK partner will participate in dissemination events where there is opportunity to share results, impact and positive experiences of the project.

7.3.2 Review and finalization of reports. The draft reports and research summary presentation will be subject to a review by the British Council. This may result in the suggestion of revisions which will require a response by the supplier before the final report can be accepted.

7.3.3 The value of the contract shall be decided through competitive open tender. Detailed pricing for the research project and the training project should be provided for Year 1 only. However, where possible, indicated costs for Year 2 and 3 may also be submitted to highlight how these may compare and develop should the project pilot be successful. The budget for the Y1 research should be budgeted separately, and should not exceed 15,000GBP.

7.4 Research Management and Stakeholder Engagement

Research and stakeholder management will be guided by British Council China English Programmes team with support from the global English Programmes team and CEAIE. The British Council China English Programmes team is the point of contact for the research, which includes but is not limited to:

- direct contact point for research manager of the provider

¹⁶ Dates may change based on implementation start
¹⁷ Participants I.e., Needs Analysis

- approving final work plan and deliverables.
- support in identifying interviewees and localisation options where possible
- assessing the completion of services and deliverables against the approved work plan, supported by targets and indicators, prior to paying invoices submitted by the research provider
- providing technical quality assurance on performance and all deliverables
- disseminating deliverables to relevant stakeholders

8 Mandatory Requirements / Constraints

8.1 As part of your Proposal, you must confirm that you meet the mandatory requirements / constraints, if any, as set out in the British Council's specification forming part of this RFP. Failure to comply with any mandatory requirements or constraints shall entitle the British Council to reject a Proposal.

8.2. Qualification requirements

8.2.1 As part of your tender response, you must provide all information required in the supplier proposal. A failure to submit all information shall entitle the British Council to reject a tender response in full.

8.2.2 As part of any application, applicants should propose a suitable team of experts that can undertake tasks mentioned above. It is envisaged that the assignment will be undertaken by a team of experts suitably qualified and experienced in teacher CPD and related research, with knowledge of EdTech being strongly preferred.

8.3 CPD Delivery team lead

Category and duration of equivalent experience

10 + years of experience in ELT teacher training, preferably in the basic education sector, with experience working in China preferred.

8.3.1 Experience and skills

Essential

- 10 + years' experience as a teacher trainer in ELT settings.
- Experience working in basic education contexts as a trainer and teacher.
- Experience with online CPD delivery for English language teachers.
- Experience in course and materials design, particularly in online content creation.

Desirable

- Experience and track record of working with the British Council's Teaching for Success Modules and Learning Management System.

8.4 Research lead

Category and duration of equivalent experience

5+ years of experience undertaking research in areas of English language teaching, training and assessment, with relevant experience or knowledge of digital English teacher CPD.

8.4.1 Experience and skills

- Experience working with international organisations undertaking qualitative and quantitative research in English language in basic education.
- Prior experience of East Asia and an in-depth understanding of the region.
- Experience conducting research on basic education systems in one or more East Asian countries.
- Excellent analytical skills and confidence with a variety of research methods, as evidenced through past experience in documenting field research, compiling quantitative data or presenting research findings.
- Excellent writing skills.
- Proven ability to work constructively as part of a team in a cross-cultural context and, at times, work under limited guidance to deliver high-quality results.

The British Council particularly encourages partnerships between the UK and East Asia in the development of research teams. The selected supplier may also be required to engage with specific national or regional bodies during the course of the research.

8.5 Prospective suppliers are required to submit **RFP Responses** which contain the following 3 documents to elt@britishcouncil.org.cn and CCing liang.junhong@britishcouncil.org.cn and kathleen.zhong@britishcouncil.org.cn with the subject line '**NODE Project China - RFP**'

- A technical proposal for Year 1, specifying the approach to the research brief, methodology and time framework
- A commercial proposal, detailing daily fee rates and other associated costs, using **annex [3]** template
- Full CV(s) in English of proposed team members, including accounts of previous relevant experience.

9 Key background documents

9.1 Further relevant background documents / information may be provided to potential suppliers as an Annex to this RFP and/or by way of the issue of additional documents / links to additional information / documents. Please view list of Annexes at the end of this document.

10 Timescales

10.1 Subject to any changes notified to potential suppliers by the British Council in accordance with the Proposal Conditions, the intended timescales applicable to this Procurement Process are:

Activity	Date / time
RFP Issued to bidding suppliers	02 Aug 2022
Deadline for clarification questions (Clarification Deadline) (23:59, UK time)	15 Aug 2022
British Council to respond to clarification questions	19 Aug 2022
Deadline for submission of Proposals by potential suppliers (Response Deadline) (23:59, UK time)	21 Aug 2022
Evaluation and selection of applications	Week of 22 Aug 2022
Contract concluded with winning supplier	1-16 Sept 2022
Implementation of project	Week of 19 Sept, 2022
1 st Interim report	11 Jan 2023
Y1 project report	14 Apr, 2023
Y1 research report	01 Jul, 2023

11 Instructions for Responding

11.1 The documents that must be submitted to form your Proposal are listed at Part [2] (Submission Checklist) of Annex [2] (Supplier Proposal) to this RFP. All documents required as part of your Proposal should be submitted to elt@britishcouncil.org.cn CCing liang.junhong@britishcouncil.org.cn and Kathleen.zhong@britishcouncil.org.cn by the Response Deadline, as set out in the Timescales section of this RFP.

11.2 The following requirements should be complied with when submitting your Proposal in response to this RFP:

- Please ensure that you send your submission in good time to prevent issues with technology – late Proposals may be rejected by the British Council.
- Do not submit any additional supporting documentation with your Proposal except where specifically requested to do so. PDF, JPG, PPT, Word and Excel formats can be used for any additional supporting documentation (other formats should not be used without the prior written approval of the British Council).

- All attachments/supporting documentation should be provided separately to your main Proposal document, clearly labelled and cross-referenced to the Proposal as relevant.
- If you submit a generic policy / document you must indicate the page and paragraph reference that is relevant to a particular part of your Proposal.
- Unless otherwise stated as part of this RFP or its Annexes, all Proposals should be in the format of the relevant British Council requirement with your response to that requirement inserted underneath.
- Where supporting evidence is requested as 'or equivalent' you must demonstrate such equivalence as part of your Proposal.
- Any deliberate alteration of a British Council requirement as part of your Proposal will invalidate your Proposal to that requirement and for evaluation purposes you shall be deemed not to have responded to that particular requirement.
- Responses should be concise, unambiguous, and should directly address the requirement stated.
- Your Proposal to the RFP requirements and pricing will be incorporated into the Contract, as appropriate.

12 Clarification Requests

12.1 All clarification requests should be submitted to elt@britishcouncil.org.cn CCing liang.junhong@britishcouncil.org.cn and Kathleen.zhong@britishcouncil.org.cn by the Clarification Deadline, as set out in the Timescales section of this RFP. The British Council is under no obligation to respond to clarification requests and will respond if the question is appropriate and received before the Clarification Deadline.

12.2 Any clarification requests should clearly reference the appropriate paragraph in the RFP documentation and, to the extent possible, should be aggregated rather than sent individually.

12.3 The British Council reserves the right to issue any clarification request made by you, and the response, to all potential suppliers unless you expressly require it to be kept confidential at the time the request is made. If the British Council considers the contents of the request not to be confidential, it will inform you and you will have the opportunity to withdraw the clarification query prior to the British Council responding to all potential suppliers.

12.4 The British Council may at any time request further information from potential suppliers to verify or clarify any aspects of their Proposal or other information they may have provided. Should you not provide supplementary information or clarifications to the British Council by any deadline notified to you, your Proposal may be rejected in full and you may be disqualified from this Procurement Process.

13 Evaluation Criteria

13.1 You will have your Proposal evaluated as set out below:

Stage 1: Proposals will be checked to ensure that they have been completed correctly and all necessary information has been provided. Responses correctly completed with all relevant information being provided and all mandatory requirements as outlined in Section 8 met will proceed to Stage 2. Any Proposal not correctly completed in accordance with the requirements of this RFP and/or containing omissions may be rejected at this point. Where a Proposal is rejected at this point it will automatically be disqualified and will not be further evaluated.



Stage 2: If a bidder succeeds in passing Stages 1 of the evaluation, then it will have its Proposal evaluated in accordance with the evaluation methodology set out below.

13.2 Award Criteria – Responses from potential suppliers will be assessed to determine the selected Proposal using the following criteria and weightings and will be assessed entirely on your response submitted:

Criteria	Weighting
Social Value (PPN 06/20 Social Value for reference)	10%
Quality and experience	20%
Methodology and approach	40%
Commercial	30%

13.3 Scoring Model – Proposals will be subject to an initial review at the start of Stage 2 of the evaluation process. Any Proposals not meeting mandatory requirements or constraints (if any) will be rejected in full at this point and will not be assessed or scored further. Proposals not so rejected will be scored by an evaluation panel appointed by the British Council for all criteria other than Commercial using the following scoring model:

Points	Interpretation
10	Excellent – Overall the response demonstrates that the bidder meets all areas of the requirement and provides all of the areas evidence requested in the level of detail requested. This, therefore, is a detailed excellent response that meets all aspects of the requirement leaving no ambiguity as to whether the bidder can meet the requirement.

7	Good – Overall the response demonstrates that the bidder meets all areas of the requirement and provides all of the areas of evidence requested, but contains some trivial omissions in relation to the level of detail requested in terms of either the response or the evidence. This, therefore, is a good response that meets all aspects of the requirement with only a trivial level ambiguity due the bidder’s failure to provide all information at the level of detail requested.
5	Adequate – Overall the response demonstrates that the bidder meets all areas of the requirement, but not all of the areas of evidence requested have been provided. This, therefore, is an adequate response, but with some limited ambiguity as to whether the bidder can meet the requirement due to the bidder’s failure to provide all of the evidence requested.
3	Poor – The response does not demonstrate that the bidder meets the requirement in one or more areas. This, therefore, is a poor response with significant ambiguity as to whether the bidder can meet the requirement due to the failure by the bidder to show that it meets one or more areas of the requirement.
0	Unacceptable – The response is non-compliant with the requirements of the RFP and/or no response has been provided.

13.4 Commercial Evaluation – Your “Overall Price” (as calculated in accordance with requirements of Annex [3] (Pricing Approach) for the goods and/or services will be evaluated by the evaluation panel for the purposes of the commercial evaluation, further information on this approach may be available in Annex 3. In the event that any prices are expressed as being subject to any pricing assumptions, qualifications or indexation not provided for by the British Council as part of the pricing approach, the British Council may reject the full Proposal at this point. The British Council may also reject any Proposal where the Overall Price for the goods and/or services is considered by the British Council to be abnormally low following the relevant processes set out under the procurement rules. A maximum offer score of 10 will be awarded to the Proposal offering the lowest “Overall Price”. Other Proposals will be awarded a mark by application of the following formula: (Lowest Overall Price/Overall Price being evaluated) x 10 (rounded to two decimal places) = commercial score.

13.5 Moderation and application of weightings – The evaluation panel appointed for this Procurement Process will meet to agree and moderate scores for each award criteria. Final scores in terms of a percentage of the overall Proposal score will be obtained by applying the relevant weighting factors set out as part of the award criteria table above. The percentage scores for each award criteria will be amalgamated to give a percentage score out of 100.

13.6 The Winning Proposal(s) - The winning Proposal shall be the Proposal scoring the highest percentage score out of 100 when applying the above evaluation methodology, which is also supported by any required verification evidence (to include, without limitation, any updated information)] obtained by the Authority relating to any self-certification or other requirements referred to at any time in this Procurement Process.

List of Annexes forming part of this RFP (issued as separate documents):

Annex 1 – Agreement for the purchase of professional or consultancy services (long form)

Annex 2 – Supplier Proposal

Annex 3 – Pricing Approach

Annex 4 – Considering Gender Equality in Project Design