



TENDER FOR THE EVALUATION OF THE BLACK CURRICULUM'S
PROGRAMMES AND INITIATIVES

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1. INSTRUCTIONS TO POTENTIAL PROVIDERS

1.1. GENERAL

Potential Providers should read these instructions carefully before submitting a proposal. Failure to comply with these requirements for completion and submission may result in the rejection of the tender response.

1.2. TENDER TIMETABLE

Invitation to Tender issued	14 th November 2022
Deadline for submission of questions	25 th November 2022
Deadline for submission of Tenders	5th December 2022 (12pm)
Completion of assessment and short listed bidders invited to presentation / interview (if required)	9th December 2022
Presentation / Interviews (if required)	Week beginning 12 th December 2022
Preferred Bidder Identified and Notified	Week beginning 12 th December 2022 2022
Contract Start (Inception Meeting)	Week beginning 12th December 2022

The above is an indicative timetable and whilst The Black Curriculum (TBC) does not intend to depart from the timetable, it reserves the right to do so at any stage.

1.3. CONTRACT

All requirements of this Invitation to Tender (ITT) shall form a part of the Contract, as shall the prices submitted by the appointed Tenderer.

Providers should note that TBC is under no obligation to consider any proposed clarifications / amendments to the Contract.

1.4. COSTS

TBC will not be liable for any costs incurred in the preparation or submission of proposals for this ITT.

1.5. CONFIDENTIALITY

Potential Providers must not disclose tender prices, or even an approximation, prior to the deadline for receipt. In addition, they must not try to obtain information about competitors' tenders, or proposed tenders. Canvassing of TBC employees or the discussing of financial details with any TBC employees with regards to the tendering process may result in disqualification.

1.6. CURRENCY OF TENDER

Tender prices shall be in GB Pounds Sterling.

1.7. ITT BIDDER QUESTIONS

The objective of this stage is to give Potential Providers the opportunity to submit questions to TBC where they need clarification on the information contained in this ITT. This stage, for further information, in respect of this document and the overall process will be open between **14th November to 25th November**. Any request for further clarifications should be submitted to elizabeth@theblackcurriculum.com. We will endeavour to respond to you within 48 hours.

Whilst the Potential Provider submitting the question will always remain anonymous, please note that responses may be forwarded to all tendering organisations unless the request is either specific to that Potential Provider or of a confidential nature.

1.8. TENDER DEADLINE

The deadline for submissions is **5th December 2022**. TBC reserves the right not to consider any bids received after this deadline.

The tender should remain open for acceptance for 60 days. A tender valid for a shorter period may be rejected.

1.9. AWARD CRITERIA

An evaluation team will consider all tenders correctly submitted with a view to shortlisting Potential Providers for the presentation / interview stage (if required). The weighted award criteria are as follows:

Criteria	Weight
Relevance and quality of the approach to the evaluation, including how the approach will address the aims and objectives of the evaluation	40%
Understanding of the evaluation aims, the scope of requirement and services to be provided, and the mission and vision of The Black Curriculum. Proposals should demonstrate how our mission aligns with policies and strategies linked to social cohesion and integration	20%
The composition of the project team, including relevant experience in conducting robust evaluations	20%
Pricing Submission (Value for Money)	20%

Proposals will be evaluated using the following scoring criteria:

Score	Interpretation
4	<p>Satisfies the requirement with additional benefits.</p> <p>Comprehensive response which is supported by a high standard of evidence. Potential Provider demonstrates that they have the relevant ability, understanding, experience, skills, and resource and quality measures required to provide the services set out in the ITT. Response identifies factors that will offer potential added value with evidence to support it.</p>
3	<p>Satisfies the requirement.</p> <p>Response is supported by a good standard of evidence. Potential Provider demonstrates that they have the relevant ability, understanding, experience, skills, and resource and quality measures required to provide the services.</p>
2	<p>Satisfies the requirement with some reservations.</p> <p>Response is supported by a satisfactory standard of evidence. Potential Provider demonstrates that they have the relevant ability, understanding, experience, skills, and resource and quality measures required to provide the services. However, there are some reservations, a few areas lack detail or evidence which raises some concerns about the Provider's ability to deliver the contract.</p>
1	<p>Does not meet the requirement and / or insufficient information provided.</p> <p>Response is supported by a weak standard of evidence. Potential Provider does not comply and / or provide sufficient information of their relevant ability, understanding, experience, skills, and resource and quality measures required to provide the services.</p>

TBC will award the contract to the tenderer whose tender has been determined as substantially fulfilling the conditions set out in the ITT, and which demonstrates the most economically advantageous tender overall.

The prices you submit should be shown exclusive and inclusive of VAT where applicable. TBC does not bind itself to accept the lowest tender, or indeed any tender submitted, and reserves the right to accept any tender in whole or in part.

1.10. NOTIFICATION OF AWARD

TBC will notify acceptance in writing to the successful tenderer. Once a contract has been agreed TBC will notify each unsuccessful tenderer as soon as is practicable and offer a debrief.

1.11. SUBMISSION INSTRUCTIONS

All tenders must be submitted with the title 'ITT Evaluation of TBCs Programmes and Initiatives'. The deadline for the submission of the tender is 5th December 2022, 12pm. All tenders should be emailed to elizabeth@theblackcurriculum.com

2. OUTLINE SPECIFICATION

2.1 ABOUT TBC

The Black Curriculum (TBC) is a social enterprise founded in 2019 by Lavinya Stennett (CEO) to address the lack of Black British history in the national curriculum. We believe that by delivering arts focused [Black history programmes](#), providing [teacher training](#) and [campaigning](#) through mobilising young people, we can facilitate social change.

Mission: Our mission is to ensure that Black British history is taught all year round in schools across the UK and to support its delivery. We believe doing this will:

- Prepare students to become fully rounded citizens, ready for an increasingly globalised world.
- Create a sense of identity and belonging among young people.
- Improve social cohesion and accelerate systemic change.

Vision: Our vision is to ensure that every young person is equipped with a full sense of identity and belonging, and to improve social cohesion between young people.

Goals: By 2025 we aim to:

- Reach 20,000 young people annually.
- Work with every major UK exam board.
- See that Black British history is embedded within the national curriculum.
- Have employees in every major city across the UK.
- Become a global and trusted provider of Black British history.

Our Theory of Change is appended in Appendix A.

2.2 OUTLINE OF REQUIREMENT

About our programmes and activities

TBC has developed, and currently delivers, a range of programmes and activities that aim to:

- Equip *teachers* with skills and resources to teach Black British history all year round. - Making Black British history accessible to all ages.
- Equip *young people* with the skills and resources they need to succeed in the classroom and beyond.
- Make it easier for *parents* to talk about topics they may not feel comfortable with and helping them make the transition.

The table below sets out our programmes and activities. Our 2021 Impact report also highlights our achievements to date.¹

¹ [TBC+Impact+Report+2021.pdf \(squarespace.com\)](#)

Programmes/Activities	Aims	Objectives
Springboard Programme	Our National Springboard Programme provides free out of school workshops for young people aged 11-16 where they learn Black British history through the lens of music, including afro beats, reggae and much more. All participants are exposed to Black British history and undertake projects which can be used to enhance CVs, work experience and internship applications.	The programme has been designed to: <ul style="list-style-type: none"> - Equip young people with a strong sense of identity - Provide young people with an informed understanding of key historical events thus facilitating a space for critical thinking - Teach young people a range of transferable skills.
National Ambassador Scheme	The National Ambassador Scheme (NAS) is an online programme that provides young people, aged 14 - 18, with an opportunity to advocate and educate others in their school community. The aim is to have them become Ambassadors in promoting and advocating of TBH. The scheme is accredited by ASDAN.	The objective of the scheme is to make curriculum reform relevant and impactful, by ensuring young people ages 14-18 are at the forefront of the action and in these discussions. It will enable young people to invest in, build their school community and develop initiatives that advocate for the teaching of Black British history.
Teacher and Senior Leader training programmes	We offer interactive, immersive, and challenging industry-leading teacher training. We cover racial literacy, language use and more. Teachers receive 3 hours of training which can be delivered in one day or across two dates.	To support the mindset and cultural changes required to embed Black British history within a school's curriculum and enhance the racial literacy of staff delivering this content.

Future Learn X	<p>This is a free online teacher training course. The Future Learn course allows educators to broaden their pedagogy knowledge and skills on Black British history.</p> <p>Over 4,000 educators have enrolled on the course to date</p> <p>https://www.futurelearn.com/courses/teaching-black-british-history-a-guide-for-teachers</p>	<p>The course supports educators to learn, practice, test and discuss new knowledge about Black British history, whilst moving at their own pace. This free course encourages people to delve further into key concepts such as eurocentrism and ethnocentrism, whilst gaining practical skills surrounding language use and how to embed Black British history into the school curriculum.</p>
Curriculum Consultation Audits (CCA)	<p>Our curriculum audits focus on reforming schemes of work used by teachers. The aim is to provide pragmatic and practical advice for schools to follow on how to embed Black British history and experiences of the Global South into each scheme of work.</p> <p>We have been working on CCAs with Haringey Education Partnership, Merton, Greenwich, and standalone schools (Alleyn, Enfield, Charville, Harris Academy, Hertfordshire). We plan to begin work with Lambeth and Kensington & Chelsea next year.</p>	<p>The objective is to provide a representative curriculum for students being taught to them.</p>
Early Years Programme	<p>This programme was developed as part of Springboard and was designed to target specific schools in Kensington and Chelsea.</p>	<p>The objective is to develop a specific syllabus for teacher training.</p>

<p>DARPL (Diversity and Anti-Racist Professional Learning)</p> <p>DARPL - Diversity and Anti-Racism Professional Learning</p>	<p>We are working in partnership with a number of providers to support educators and people involved in education in Wales. The aim is to help them include, respect, and value a variety of lived racial experiences of antidiscrimination in accessible ways. The project is funded by Welsh Government and is designed as a platform that offers teacher training, and a resources hub, with a Welsh perspective, for raising multi-disciplinary racial consciousness.</p>	<p>TBC's role is to provide training workshops for those working in educational settings to develop their understanding of anti-racism.</p>
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We have, in addition to the above, also delivered and designed a number of initiatives including:

- A Reading Challenge.
- The Black Curriculum and Pearson Partnership Proposal – this involved a racial literacy action training.
- Online resources/Teaching resources.
- Writing a series of books on Black British history.
- Offering Corporate Services in the form of staff training workshops to organisations. The aim is to foster an inclusive environment within these organisations in order to bolster success in an increasingly diverse, professional landscape.

2.3 Service Requirements

Aims and Objectives

Our initial business strategy focused on the design and delivery of initiatives and projects that addressed gaps in Black British history in the national curriculum. We therefore had to deliver at pace in order to cater for the demand in the school sector.

As we are halfway through our initial strategy, and our programmes start to mature, we would now like to commission an evaluation of our four core programmes and activities (Springboard, National Ambassador Scheme, CCAs and Future Learn) to assess progress and impact to date. We would also like the evaluation to assess the impact of our #TBH365 Campaign, including the reach of the campaign. The aim is to use the findings of this evaluation to assess progress towards our current strategy and to inform future business strategies.

TBC, following on from the starter up phase, has developed additional programmes and initiatives which are not reflected in our current Theory of Change (TOC), we would like the successful contractor to review and revise our TOC as part of the evaluation.

Evaluation approach

The approach should cover both process and impact evaluations.

Process Evaluation - The process evaluation should explore how our four core programmes and initiatives are being delivered, and any lessons that can be learnt for the future.

The overarching questions we would like to explore as part of the process evaluation are as follows:

- Are the programmes and initiatives working and being delivered as intended?
- Are the programmes and initiatives being delivered in line with their overarching aims and objectives?
- What is working well, and why? And what is working less well and should be improved?
- Lessons Learnt – what lessons have been learnt from delivering these programmes?

We would like the successful contractor to develop a monitoring framework as part of the process evaluation to help track progress and monitor the delivery of our programmes and initiatives. Whilst this evaluation focuses on our four core programmes and activities, the framework should cover other activities set out in the Table above.

Impact Evaluation – The evaluation should also assess the impact of our programmes and activities. It should explore the extent to which these programmes and activities have generated the following outcomes amongst the following target groups:

- **Young people:** sense of belonging, identity, empowerment, confidence building, self-esteem, integration, love of knowledge and culture, resilience, understanding of the themes covered under the different programmes and moral character to overcome challenges and succeed.
- **Teachers:** knowledge and skills development, improving Teaching of Black History (TBH).
- **Schools:** Capacity building – developing staff, improvement in teaching practices, changes in school policies (including systemic barriers that prevent the teaching of Black British history).
- **Partners** – influencing partners – advocating for TBH, changing policies/systems.

The overarching questions we would like to explore under the impact evaluation are as follows:

- What impact are we making? (including unintended impacts) – attribution vs contribution
- What has worked well and why and what has not? (a level of reflection) - what do we need to do differently?
- Which of the programmes are generating the most impacts or having the best impacts and which initiatives are not?
- Where are the gaps?

We would also like to understand whether we need to broaden our scope, and where we should focus our investment in the future and further increase our impact.

The successful contractor should develop a robust evaluation framework as part of the evaluation, this framework will also be used by us to develop future evaluation tools for our programmes and initiatives.

Methodology

Data Analysis

The methodology for this evaluation should include a comprehensive data gathering and analysis phase covering all outputs held by TBC, in order to build an overall picture of activities delivered to date. This strand of the work should cover **all** programmes and activities delivered.

The contractor will need to liaise closely with our Head of Programmes and his team to help source the information for this strand.

Primary research and analysis

We expect a mixed methods approach will be used, as part of the primary research activities, comprising interviews and a survey with participants of our programmes, and with key stakeholders such as partners we have worked with. In addition, we expect the contractor to interview some internal team members including our Head of Programmes and Director of Operations.

We would also like some case studies which demonstrate the impact we have had; these could be school based and cover the themes that we would like the evaluation to assess impact under.

We are interested in proposals that build and develop on our ideas in this tender and suggest approaches on how to evaluate our programmes and activities.

Reporting

The evaluation should be both *summative* – reporting on what has been achieved – and *formative*, contributing to future programme design.

The formative approach should explore questions such as – *Are our programmes working as intended? Have there been any unintended consequences?*

The summative element should provide evidence on the design, implementation, and outcomes, draw out lessons for the future, and provide an assessment of the overall impact of our programmes to date.

We expect the findings to inform future strategies hence the final report should draw conclusions on our progress with regards to our current business strategy.

The deliverables of the evaluation should include the following:

- A revised TOC.
- A monitoring framework.
- A draft report which should include findings from the primary research activities and an analysis of our monitoring data.
- A comprehensive final report² (executive summary, detailed methodology, findings) in a ready to publish electronic format which should include all of the above.
- Two engaging infographics:
 - one highlighting the key findings of the evaluation; and
 - one summarising the reach and impact of our programmes and activities.
- Full bibliography and glossary of terms.
- A PowerPoint presentation of the above report (max 20 minutes), making good use of visuals, and to be delivered by the supplier to internal stakeholders:

² A complete, proof-read, and formatted document.

Indicative meetings and key milestones

Milestones	Date
Inception meeting	Week beginning 12 th December 2022
Draft Report	Friday 31 st March 2023
Client meeting to discuss draft report	Week beginning 10 th April 2023
Final report	Friday 28 th April 2023
Presentation	Date TBC April 2023

Account management

In carrying out the above services required under this contract the supplier will report to the Head of Research and Evaluation, Elizabeth Kwaw. We will also set up a Steering Group which will consist of members from our Leadership Team.

Please specify in your proposal the named individual who will be responsible for the account management of this contract on behalf of your organisation.

Suppliers may also draw in external experts with relevant knowledge as part of the make-up of their respective project teams. The make-up of the team will form a key part in the assessment process. All tenders must clearly indicate the role and tasks of each member, and joint tenders must additionally specify the organisation that will act as the lead Contractor.

The supplier will be expected to attend fortnightly catch-up meetings with the TBC Steering Group to discuss progress of the study.

Pricing/budget

The budget for this contract is up to **£20,000 exclusive of VAT**.

A full resource schedule including a breakdown of activities, time allocated and daily rate of the project team, including their respective job titles, should be included as part of your fee proposal. Bidders should provide a comprehensive costing schedule detailing all the different elements of the study.

Bidders must produce a schedule of charges estimating the number of days and travel and subsistence costs associated with their bid.

The total price should be inclusive of all expenses, and all other costs incurred.

FORMAT OF RESPONSE

Responses should be set out in the same order as below for clarity in evaluation:

Please note that your responses to these questions should not exceed 25 sides of A4 in total (excluding the Annexes)

Understanding of evaluation aims, the scope of requirement and services to be provided, and the mission and vision of The Black Curriculum. Proposals should demonstrate how our mission aligns with policies and strategies linked to social cohesion and integration (20%)

Please demonstrate your understanding of the evaluation, and how it will meet the requirements specified in this Invitation to Tender document. We expect bidders to build on, rather than reiterate, what has been provided under section 2.3 of the ITT, set out what they see as the challenges for the evaluation, if any, and how these will be addressed.

Relevance and quality of the approach to the evaluation, including how you will address the aims and objectives of the evaluation (40%)

Please provide details of your approach for the delivery of the evaluation. Bidders should demonstrate the relevance and feasibility of the proposed methodology. We will be looking to assess how the methodology addresses the questions set out in the ITT. Bidders should justify the use of specific evaluation concepts/approaches, and how and why these approaches/concepts will address the aims and objectives of the evaluation.

Bidders should also demonstrate in their proposals the systems and processes they have in place to quality assure the process and deliverables from start to finish of the study. Any risks which you foresee should be documented, along with details of how you propose to mitigate them. The quality assurance process should be specific to the tasks at hand.

The composition of the project team, including relevant experience in conducting robust evaluations (20%)

Please provide details of your project team and provide copies of their CVs (limited to two pages per individual). Please also summarise the experience of individual members of the team in conducting evaluations of similar complexity. In addition, please include key examples of work that you have done of similar complexity.

We will assess how the roles and responsibilities of the proposed team are distributed for each task, the allocation of time and resources to the project and to each task or deliverable, and whether this allocation is adequate for the work.

Pricing Submission (Value for Money) (20%)

Our assessment for Value for Money will not necessarily be based on the cheapest tender. It will be assessed on the most economically advantageous based on the offer being presented in line with the aims and objectives of the evaluation.

GDPR

All potential providers should include their GDPR policies as part of their submissions including any Data Security Accreditations (*e.g.*, ISO27001, Cyber essentials *etc.*). Suppliers will need to ensure that processes and procedures are in place for ensuring GDPR obligations are met with regards to the specific data held for this contract.

References

Please provide two references, for contracts for which you provide a relevant set of services, including the name, address, telephone number and email address of the contact for this contract.

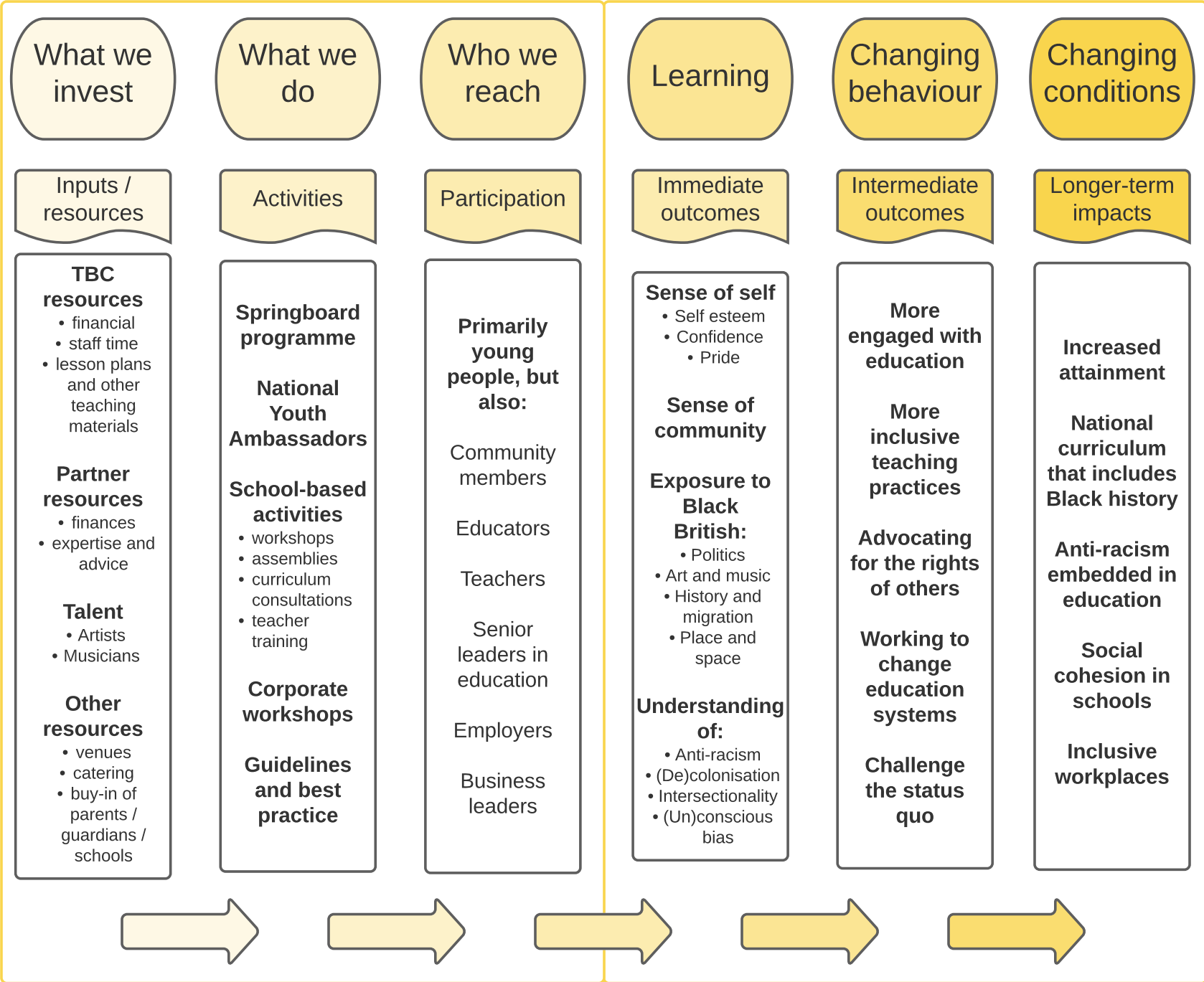
Appendix

Programmes

Results

Current context

- Eurocentric curriculum
- Lack of accessible resources about Black British history
- Education system and institutions that exclude Black children and young people



The future

- Diverse, inclusive curriculum
- Sense of belonging in schools
- Inclusive, anti-racist society