

GREATER LONDON AUTHORITY

[REDACTED]
(By email)

Our Ref: MGLA220621-6445

9 August 2021

Dear [REDACTED]

Thank you for your request for information which the Greater London Authority (GLA) received on 21 June 2021. Your request has been dealt with under the Freedom of Information Act (FOIA) 2000.

You asked for:

*I would like access to a contract awarded to Vocational Skills Solutions, I believe in 2019.
I would also like to have access to their original tender for this contract.*

Our response to your request is as follows:

As you are now aware, the contract awarded to Vocational Skills Solutions has been published and this is available at:

[GLA Adult Education Budget 2019-23 \[Award\] \(bidstats.uk\)](#)

Please also find attached a copy of the ITT response. This is the response to the questions that are in the contract annex and is what the bidders were assessed on (what we hold which falls within scope of the 'tender').

Please note that some of the content within the ITT response is exempt from disclosure under the exemption for Commercial Interests at section 43(2) of the FOIA. Section 43(2) provides that information can be withheld from release if its release would, or would be likely to, prejudice the commercial interests of any person.

A commercial interest relates to a person's ability to participate competitively in a commercial activity and in this instance, the information withheld from disclosure details how strategic methodologies developed by Vocational Solutions are applicable to the contract. If this information is released, then Vocational Solutions will be at a significant commercial disadvantage with regards to any future contracts of this nature and their ability to participate competitively in a commercial activity. The GLA is satisfied that in this instance disclosure of the entire ITT response would be likely to, prejudice or harm the commercial interests of Vocational Solutions.

Section 43(2) constitutes a qualified exemption from our duty to disclose information under the FOIA and consideration has to be given as to whether the public interest favouring disclosure of

the information covered by this exemption outweighs the public interest considerations favouring maintaining the exemption and withholding the information.

In this instance the GLA recognises the legitimate public interest in the transparency of contracts it has agreed with the private sector. In balancing the public interest in disclosure, we consider the greater good or benefit to the community if the information is released or not. The 'right to know' must be balanced against the need to enable effective government and serve the best interests of the public. In this case, it is felt that the public interest would not be met by revealing information such as Vocational Skills approach to business development, risk management, stakeholder engagement, performance management and promotional strategies which can, for example, be detrimental to the way in which Vocational Solutions negotiates on other contracts and procurement activity. The information could be used by competitors to bid against the company in future tendering opportunities

If you have any further questions relating to this matter, please contact me, quoting the reference at the top of this letter.

Yours sincerely


Information Governance Officer

If you are unhappy with the way the GLA has handled your request, you may complain using the GLA's FOI complaints and internal review procedure, available at: [Freedom of information | London City Hall](#)

Question	Value
1.1 (a) Please provide your UK Provider Reference Number (UKPRN) if you have one. If this does not apply to your organisation please explain why. If bidding as a Consortium please provide UKPRNs for all consortium members.	10042819
1.1 (b) Please provide a short summary of your proposed services, setting out the key aims and delivery approach.	<p>We will provide individuals with the opportunities they need to develop their skills by delivering a coherent service of specific vocational training for key sectors, and additional activities to address specific needs, e.g. literacy and numeracy. We will provide relevant training, work related experience and wrap around support, in line with local labour market opportunities, to assist individuals to move from unemployment into sustainable employment. We will complement our services by enhancing provision for those with learning difficulties and/or disabilities, or other vulnerable groups who may require specialist support and training in alternative learning environments.</p> <p>[Redacted Content]</p>
1.1 (c) Please specify in what capacity are you applying.	Sole Deliverer
1.1 (d) Which Lots are you applying for?	Lots 1 and 2
1.1 (e) If you are bidding for both Lots please indicate which Lot you would prefer to deliver if both bids are ranked sufficiently highly to be awarded a contract but you can only be awarded a contract to deliver services for one Lot.	Lot 1
2.1 (a) Please describe your contract management approach to ensure targets are met and the quality of provision is consistently high.	<p>Our current capacity, capability and infrastructure enables quick implementation and go live as per specification. We will deliver 100% of this contract ourselves immediately from the 1st August 2019, to provide a service that is well-coordinated, swift, efficient, and effective in supporting individuals to achieve their desired outcomes. Our Managing Director will implement a clear process for planning transition utilising our Tactical Implementation Plan (TIP) to show step by step activity, timescales and Senior Management Team (SMT) responsibilities. Supported by the Head of Operations, Quality & Compliance (HOQC) who is a Prince 2 qualified practitioner, the TIP will be aligned with the principles of Prince 2 Project management best practice to maintain transparency in transition. Alongside this sits a project risk log to monitor and mitigate all risks and potential risks. The HOQC will be the dedicated project lead and will be responsible for implementing the plan and maintaining the risk log, along with coordinating resource requirements accordingly and carefully managing any other required changes. Our approach is built upon experience and prioritising the larger tasks immediately and drilling down in to the detail of the underlying activity requirements by developing a clear time bound mobilisation plan. The TIP sets out clear timescales, activity, and the allocation of responsible parties showing accountability for the activity at hand. It breaks down all activity to ensure nothing is missed and ensures lead times are clearly monitored by our management team. Below contains an overview leading up until contract commencement: [Redacted Content]</p>
2.2 (a) Please demonstrate how you will resource the proposed delivery of education/training services	<p>Led by the Managing Director, who has overall responsibility for the contractual, qualitative and budgetary delivery of AEB provision, a highly skilled and experienced Senior Management Team (SMT) is in place. Situated at the Head Office in the North West, the Head of Operations Quality & Compliance, Head of Finance, Head of Human Resources and Compliance Manager are supported by three Regional Operations Managers (ROM's) and three Regional Quality Managers (RQM's). The entire SMT is responsible for providing strategic support, guidance and resource allocation to support delivery of high quality services aligned with the ESFA's Funding and Performance Management Rules, whilst monitoring operational systems and ensuring that all contractual requirements are met. We currently operate out of three Regions throughout England, being the North West (Head Office), the Midlands and Greater London. We have in place an existing office infrastructure at the Head Office which supports the Management team to function collaboratively and effectively from one primary location. The compliance team and administration support team administer documentation from each region, including management of learner registration, Management Information Systems (MIS), and paperwork compliance to ensure all ILR data is compliant both as it is completed and prior to submission to the ESFA. The Greater London Region has in place all appropriately trained full time delivery staff, processes and fixed premises to deliver this contract as we are already delivering AEB as a prime ESFA contractor throughout this Region. The business is already delivering Entry Level 1 to Level 2 Maths and English along with Level 1 and Level 2 Technical Certificates to unemployed Adults ages 19 plus, removing the barriers to employment and giving learners the required skills and confidence to source and sustain employment. We have set specific, measurable, achievable and realistic targets using data from previous and existing levels of starts and achievements, and realistic forecasts have been generated in line with organisational history, capacity and capability. We will deliver 100% of this contract ourselves to provide a service that is well-coordinated, swift, efficient, and effective in supporting unemployed individuals to achieve their learning goals and employment aspirations.</p> <p>[Redacted Content]</p> <p>We have never had to cancel training for more than 24 hours in over 4 years of trading. We continually assess and review the needs of each sector that we deliver in to ensure practical equipment is available, supporting learners to build skills. [Redacted Content].</p>

	Subcontracted provision does not currently form any part of our ITT. Should the business look at subcontracting in the future, we would first seek approval from the Greater London Authority and if approved, ensure that there is a legally binding sub-contract in place and that all one level subcontractors are selected fairly, have sufficient capacity, capability, quality and financial standing, and are managed, monitored and quality assured to ensure high quality delivery is taking place in compliance with GLA Adult Education Budget 2019-23 Funding and Performance Management Rules for Procured Providers.
2.2 (b) If you are subcontracting an element of delivery please complete the following table:	See Attachment
2.3 (a) Please explain the processes your organisation will use to report and evidence your management information and ensure audit compliance.	<p>High standards are embedded within our reporting and quality assurance processes. Our Head of Operations, Quality & Compliance provides oversight, with our Quality & Compliance Teams conducting internal audits on our processes and associated systems, aligned to the contractual standards set out in the ESFA Funding and Performance Management Rules. We have robust, tried and tested profile tracking mechanisms in place, and key performance indicators ensure that our profiled performance is managed effectively</p> <p>[Redacted Content]</p> <p>We are currently delivering ESF co-funded provision as a direct contract holder and will continue to adhere to the ESF publicity requirements, in addition to the clauses contained in this contract related to branding, logos and publicity, referring to the Mayor of London or the GLA. We will therefore continue to;</p> <ul style="list-style-type: none"> • display at least one ESF publicity poster with information about the provision funded through our Contract in reception at each office. • ensure that all printed and electronic documents and publications produced acknowledge and reference the funding received by displaying the correct logo at the top of the page. • ensure that the ESF logo is displayed on the footer of all pages on our company website along with being displayed on the landing pages where the AEB Procured provision is being publicised. • ensure that all materials and documents produced for an event, including invitations, exhibition stands, and presentation slides, acknowledge and reference the ESF funding received by displaying the appropriate logo. • ensure that all learners who are taking part in activities associated with the provision funded by our Contract are informed about the support from ESF and the European Union during their induction and continuously throughout their programme of learning. <p>Subcontracted provision does not currently form any part of our ITT and it is our intention to deliver this contract without the need for subcontractors. However, should the business look at subcontracting in the future, we would first seek approval from the GLA and ESFA and if approved, ensure that there is a legally binding sub-contract in place and that all one level subcontractors are selected fairly, have sufficient capacity, capability, quality and financial standing, and are managed, monitored and quality assured in line with our control systems to ensure high quality delivery is taking place in compliance with GLA Adult Education Budget 2019-23 Funding and Performance Management Rules for Procured Providers.</p>
3.1 (a) Diversity & Equality Please explain how you will positively promote and encourage diversity and equality and eliminate unlawful discrimination, harassment and victimisation as outlined in the Equality Act 2010 or equivalent legislation.	<p>The Equality, Diversity & Inclusion (EDI) policy, along with an EDI implementation plan is contained within our 'Policies & Procedures Handbook'. The handbook is widely accessible and is issued in paper format to staff, learners and employers during inductions or following updates to the handbook. The latest version is also available in electronic format so that it can be emailed to other service users and/or stakeholders and/or viewed/downloaded from the company website. It is our aim to help embed 'due regard' to the Public Sector Equality Duty / Equality Act 2010 into our curriculum and help meet EU structural fund regulations to promote gender equality and equal opportunities. We aim to give everyone fair and appropriate access and to make 'reasonable adjustments' where required, to provide a quality service to all service users, staff and other Stakeholders. The handbook is version controlled and is reviewed either annually, or prior to/following change. Legislative policies and procedures are amended by external professional e.g. Legal Advisors and changes to the handbook are signed off by the Managing Director prior to being re-released.</p> <p>[Redacted Content]</p>

<p>3.1 (b) Sustainable Development Please explain how you will integrate social, economic and environmental considerations into the delivery of your proposed delivery of education/training services.</p>	<p>The Sustainable Development Policy (SDP) is contained within our ‘Policies & Procedures Handbook’. The handbook is widely accessible and is issued in paper format to staff, learners and employers during inductions or following updates to the handbook. The latest version is also available in electronic format so that it can be emailed to other stakeholders and/or viewed/downloaded from our website. We are committed to minimising the environmental impact of all our activities through the adoption and implementation of good practice, and a continued ethos of improvement. In conjunction with all staff, service users and Stakeholders, we aim to maintain engagement both internally and externally to ensure that the SDP is implemented through positive and progressive action plans linked to the local and national needs. The SDP will act as a guiding document for all future improvements and aims to:</p> <ul style="list-style-type: none"> • Manage the company and all its activities across the delivery sites with drive and emphasis on reducing the carbon footprint. • Continually strive to integrate social, economic and environmental considerations to obtain maximum social value outcomes • Ensure compliance with, and where possible exceed the minimum legal requirements for reducing the environmental impact. • Continue to work alongside partners and Stakeholders to promote and deliver sustainability. • Develop management systems and regular audits to ensure measurable progression. • Ensure that not only the SDP is disseminated to all staff, service users and Stakeholders, but that the reports and audit results are fully communicated and understood by all. <p>The effectiveness of the SDP is reviewed through the Quality Improvement Plan which enables us to assess the sustainable development impact of all organisational activities while promoting and delivering sustainable development, including:</p> <ul style="list-style-type: none"> • Reduction in energy inclusive of all realistic conservation measures. • Minimisation of waste and energy consumption through sensible purchasing and reduced consumption. • Inclusion of staff training and awareness. • Increased co-operation and communication with external agencies to support both internal and external sustainability issues. • The promotion of recycling • Commitments to the use of public transport where possible <p>Our contribution to regional social value is measured using the following key outcome questions:</p> <ul style="list-style-type: none"> • Have we provided value for money? • Have we made positive contributions to society and the economy? • Have we minimised damage to the environment? <p>To meet economic growth outcomes, we recruit and train staff and learners locally, and purchase necessary equipment from the local suppliers. By investing locally, we directly contribute to that regions wealth, jobs and economic security.</p>
<p>4.1 (a) Please demonstrate how your delivery of education/training services will address the priorities outlined in the Skills for Londoners Strategy.</p>	<p>We are aware that Greater London Industries and Businesses are increasingly reliant on high level skills. The large number of people disadvantaged in the Greater London labour market has a knock-on effect to this, as these people do not normally have access to the skills and qualifications needed to improve self-confidence and secure sustainable employment. This activity seeks to make learners more employable and will support economic growth within the Greater London regions we are targeting. We will ensure that all 19+ unemployed/economically inactive individuals, but particularly those from disadvantaged backgrounds, those individuals who face multiple barriers to participating in adult learning, those with low levels of skills and those cycling in and out of low-paid work, have the information, advice and guidance they need to help them to make informed choices about their future study and career options, and to demonstrate their developing skills sets, so that they are fully supported to fulfil their aspirations and potential. We will meet the needs of London’s economy and employers, now and in the future by offering a strategic city-wide basic skills and technical adult education offer to all learners, with an increased focus on the most disadvantaged groups, so that they are better equipped to access education and work. We will deliver basic skills throughout Greater London, which will include Maths, English and Digital skills as a minimum and we will offer Level 1 & 2 vocational qualifications in Construction, Retail and Health throughout. Throughout each region, we will target those learners who are long-term unemployed, economically inactive, homeless, ex-offenders, lone parents, BAME, care leavers, disabled, or have poor mental health and offer development programmes to help them gain the skills and confidence they need to participate in society and progress in education and work. On completion of the pre-employment training and after attaining a Job outcome, we will support sustainable employment and promote in-work progression of employed individuals with low skills through the delivery of work-related skills training and apprenticeships to raise the level of attainment achieved by these individuals, enabling them to improve their employment status and to progress into further / higher-level learning, work or an apprenticeship.</p> <p>[Redacted Content]</p>

4.1 (b) Please demonstrate how you will tailor your delivery of education/training services to meet the skills needs of people out of work and employers in the local area(s) you plan to deliver in.	<p>With the rising cost of living and the soaring cost of childcare in London, many 19+ unemployed and economically inactive individuals are finding it increasingly difficult to access adult education and gain the skills and qualifications needed to improve self-confidence and secure sustainable employment. This activity seeks to make learners, especially those disadvantaged; including SEND people, homeless people, ex-offenders, NEET and hidden NEET, people from BAME backgrounds, people aged over 50, lone parents, people without basic skills, and people impacted by sudden changes in employment circumstances more employable; and will support economic growth within the sub-regions we are targeting. We are aware that unemployment rates are above the national average, with young people, disabled adults, BAME groups and women being disproportionately under-represented in the labour market, especially in higher-skilled, better-paid jobs. Low levels of qualifications and skills are holding many Londoners back, particularly in literacy, English language, numeracy and digital skills, and this along with the lack of coherent, effective careers information, advice and guidance, which does not give learners the required knowledge and desire to be the best that they can be, results in already disadvantaged learners being more disadvantaged and disheartened to improve their skill sets and build their careers. Many of our learners will present on the programme with specific needs that may have prevented them participating in adult education in the past, and we feel it is important to address these within our supply chain. Issues include; language and communication difficulties; disabilities; drug, alcohol and gambling dependencies; lone parent responsibilities, and homelessness, to name a few. [Redacted Content]</p> <p>We have met specific needs of learners by enhancing provision for those with learning difficulties and/or disabilities, or other hard to reach vulnerable groups who may require specialist support/training in alternative learning environments. [Redacted Content]</p> <p>Business Development Managers will continue to promote our services to employers in key priority sectors within each sub-region and meet identified employers in operational capacity to roll out sector-based work academy skills programmes and pre-employment vocational courses. Subject area routes are measured through future number forecasts, enquiries, starts and achievements, all of which, provide a picture of demand and performance to ensure that local priorities are aligned, avoid duplication of existing education and skills provision, and add value to regional issues and learners by delivering the type of programmes that are being sought after. We will continue to meet the needs of employers and support local economic development by continuing to provide subject area routes that remove barriers to employment and will advise our external stakeholders and employers of any changes in direction or focus.</p>
4.1 (c) Please demonstrate how you will identify, reach out to and recruit eligible participants for the programme under ESF Priority 1.1.	<p>We will deliver 100% of this Devolved Adult Education Budget contract ourselves, to provide a service that is well-coordinated, swift, efficient, and effective in recruiting unemployed and economically inactive individuals to undertake basic skills and vocational pre-employability courses and give them the skills required to achieve their desired outcomes. We will recruit circa 200 learners per Month to undertake the curriculum offer illustrated in this Lot.</p> <p>[Redacted Content]</p>
4.1 (d) Please demonstrate how you will provide additional support to disadvantaged and/or SEND learners to enable them to overcome barriers to learning.	[Redacted Content]
4.1 (e) Please demonstrate how you will identify participant skills needs and support them to achieve their learning aims and outcomes.	[Redacted Content]
4.2 (a) Please complete and upload a copy of Annex 2 – Funding Volumes and Values Template for Lot 1. For further information, please see Appendix 1.	See Attachment
4.2 (b) Please explain why your proposed targets, as outlined in the Funding Volumes and Values Template you have submitted in answer to question 4.2(a), are realistic.	<p>We have benchmarked specific, measurable, achievable and realistic targets using data from previous and existing levels of starts and achievements, and realistic forecasts have been generated in line with organisational history over the last 3 years, along with current capacity and capability. We will deliver 100% of this contract ourselves to provide a service that is well-coordinated, swift, efficient, and effective in supporting unemployed individuals to achieve their learning goals, employment aspirations and desired outcomes. [Redacted Content]</p>
5.1 (a) Please demonstrate how your provision will address the priorities outlined in the Skills for Londoners Strategy.	<p>We are aware that Greater London Industries and Businesses are increasingly reliant on high level skills. The large number of people in low paid jobs and stuck in poverty without the required skills to progress in their careers and gain a better future is an area that desperately needs to be addressed in line with the Skills for Londoners Strategy. With Employers historically not investing in workforce training and Apprenticeships, increased skills shortages, changes to skills requirements with advancements in technologies, and the risk of Brexit threatening access to talent from the European Union, low skilled employees must be given access to the skills and qualifications needed to improve their futures; and Businesses must attain higher skilled employees to enable them to compete in global markets. [Redacted Content]</p>

<p>5.1 (b) Please demonstrate how your provision will be tailored to meet the skills needs of people in work and employers in the local area(s) you plan to deliver in</p>	<p>We are aware that industries and businesses are increasingly reliant on high level skills. The large numbers of people disadvantaged in the labour market has a knock-on effect to this, as these people do not normally have access to the skills and qualifications needed to grow businesses. We are also aware that many employees throughout Greater London are stuck in low paid jobs; and this, along with the continued and persistent gender, race and disability pay gaps, wages struggling to keep pace with the rising costs of living, one in five employees being paid below the London Living Wage, the highest proportion of people living in poverty of any UK region and low levels of qualifications, particularly in literacy, English language, numeracy and digital skills, leaves these individuals with little chance to progress in to better-paid jobs and/or more secure work.</p> <p>[Redacted Content]</p>
<p>5.1 (c) Please demonstrate how you will identify, reach out to and recruit eligible participants for the programme under ESF Priority 2.1.</p>	<p>We will deliver 100% of this AEB contract ourselves, to provide a service that is well-coordinated, swift, efficient, and effective in recruiting eligible employed individuals to undertake basic skills and first level 2 and 3 vocational qualifications; and to give them the skills and knowledge required to progress in to better-paid jobs and/or more secure work. [Redacted Content]</p> <p>Our current employer demand, local capacity and capabilities for this type of provision is in line with the volumes specified, therefore we have sufficient pipeline, resources and capacity to deliver the volumes we intend to recruit. We have in place the required number of Business Development Managers (BDM's) and marketing materials to fulfil this Lot Bid</p> <p>[Redacted Content]</p> <p>Our dedicated BDM's are embedded within our employer client community, ensuring we remain partner of choice for our employers. The relationship management that our BDM's have created with our employers, along with the additional services we offer has resulted in circa 25% of our profiled starts coming from repeat business, e.g. progression on to higher training and apprenticeships, which demonstrates our success in recruitment and retention of our employers. Our communication approach stretches across a range of platforms and mediums to ensure easy accessibility to our employers. [Redacted Content]</p> <p>By upskilling already employed individuals, businesses soon realise that the impact is positive, and they soon see tangible business benefits on many different levels; such as: #1. Improved effectiveness Making more efficient and effective use of employees they already have is one of the cornerstones of boosting their competitive advantage. Customising our training and development solutions helps them get the best performance from their employees. Upskilling their staff, means improving the competence of each player within their organisation, raising the overall calibre of their existing staff. #2. Improved morale When they invest in their employee's personal and professional education and development the employee feels valued. Employees will then feel empowered to be the best they can be in their company. That boosts employee morale which has a ripple effect that permeates their entire organisation. #3. Improved employee retention Staff turnover is a real and very costly problem for many employers. Investing wisely in the right training and development for their staff reduces the problem significantly. When employees have the opportunity to grow and develop within an organisation, they feel more loyal towards that organisation, and include it in their personal growth goals. #4. Improved quality and productivity of work Improving basic skills, and learning new ones, means employees can do their jobs more competently, and ultimately delivers higher quality to their employer's customers. The enhanced empowerment of employees will feed into their interactions with our employer's products and their customers, and their workflow becomes more productive. #5. Increased longevity of staff and business Upskilling staff has benefits that stretch far beyond just having more satisfied and productive staff – it is often essential to the long-term success and survival of our client's businesses. Whatever their industry, skilled staff will always be crucial to their business longevity – whether they have 1 or 100 employees, or even if they are a sole trader. If them and their staff keep their skills current, they'll be able to stay ahead of industry changes and continue moving forward. Our recruitment strategy involves us putting ourselves into the mindset of the types of employers we are trying to reach. [Redacted Content]</p>
<p>5.1 (d) Please demonstrate how you will provide additional support to disadvantaged and/or SEND learners to enable them to overcome barriers to learning.</p>	<p>We will provide additional support to disadvantaged and/or SEND learners in the workplace to enable them to overcome barriers to learning by following the SEND Code of Practice. [Redacted Content]</p>

5.1 (e) Please explain how you will identify learner skills needs and support learners to achieve their learning aims and outcomes.	<p>We pride ourselves on developing our learners and have progressed circa 40% of our low skilled employed learners who have undergone basic skills and/or first Level 2 & 3 qualifications (funded through our current ESFA AEB contract) into a higher paid positions or higher Apprenticeships upon completion of their initial qualification. Empowering our learners to make their own decisions is vital to them feeling engaged, as well as being a key to successful work-related activities and progression. The structure of our delivery allows for a significant amount of interaction between our assessors/trainers, Employer Engagement team, partners and employers, encouraging the learner as much as possible to take direction of their career progression action plan. We identify when learners have the potential to progress and ensure that this is brought to the learner and employer's attention.</p> <p>[Redacted Content]</p>
5.2 (a) Please complete and upload the Funding Volumes and Values Template for Lot 2. For further information, please see Appendix 1.	See Attachment
5.2 (b) Please explain why your proposed targets, as outlined in the Funding Volumes and Values Template you have submitted in answer to question 5.2(a), are realistic.	<p>We have benchmarked specific, measurable, achievable and realistic targets using data from previous and existing levels of starts and achievements, and realistic volume forecasts have been generated in line with organisational history over the last 3 years, along with current capacity and capability. We will deliver 100% of this contract ourselves to provide a service that is well-coordinated, swift, efficient, and effective in supporting low skilled employed individuals to achieve their learning goals, career aspirations and desired outcomes. [Redacted Content]</p>
6.1 (a) A Certificate of Incorporation	Yes
6.1 (b) Audited accounts for the past 2 years.	N/A
6.1 (c) Accounts for the past 2 years signed by an Independent qualified accountant (if your organisation is exempt from audit).	Yes
6.1 (d) A statement of the turnover, Profit and Loss Account/Income Statement, Balance Sheet/Statement of Financial Position and Statement of Cash Flow for the most recent year of trading for this organisation (if your organisation, due to its legal form, is not required to produce statutory financial statements)	Yes
6.1 (e) Full accounts of your organisation's ultimate parent company if you are part of a wider group of companies and are reliant on them to demonstrate your financial health.	N/A
6.1 (f) Management accounts to date, showing activity, along with forecast figures for the remaining period of at least 1-year. These include a profit & loss account / income & expenditure, end of period forecast balance sheet, a 12 month rolling cash flow statement and detailed narrative supporting assumptions for the management accounts and forecast information (if your organisation has not traded for a sufficient period to supply statutory financial statements)	N/A
6.1 (g) Each consortium member has provided the documents noted above (wherever applicable).	N/A
6.1 Depending on your organisational status and whatever is applicable from the list below, please confirm whether you have submitted the mandatory financial information to demonstrate your Economic & financial standing.	Yes
4.1 (c) Has your company been prosecuted for a breach of health and safety legislation in the past 5 years?	No
4.1 (d) Has your organisation's previous activities resulted in significant repayment to or withdrawal of funding by a funder or contracting organisation within the last three years (£50,000 or 5% of contract value, whichever is the higher)?.	No
4.1 (e) Has your organisation failed to repay funding due to a funder or contracting organisation in excess of £50,000 in the last three years?	No
4.1 (f) Have significant irregularities in your organisation's award of qualifications been identified within the last three years?	No

4.1(a) Is your organisation compliant with the requirements contained within Section 54 of the Modern Slavery Act 2015.	Yes
4.1(b) Do you (or will you on 1 August 2019) hold the necessary accreditations for the courses you will deliver, if required?	Yes
5.1 (a) Do you have experience delivering education or training services to the unemployed, economically inactive or people in work?	Yes
5.1 (b) Please complete the following tables in Annex 1 – Qualification Achievement Rate Provider Data Template. Statistics should include adult provision for learners aged 19 and above only.	See Attachment
5.1 (c) Please describe how you developed your approach to deliver the highest possible achievement rates.	<p>[Redacted Content]</p> <p>Our robust quality assured Initial Assessment procedures and processes identify specialist-training needs; this also assists the learner in choosing which qualification is right for them. All learners are initially assessed through effective recruitment and induction processes so that delivery staff have a very clear understanding of learner’s starting points, aspirations and individual learning needs. Continuous monitoring and evaluation of the learner’s learning journey enables progress to be measured, the effectiveness of the program to be assessed and new goals to be developed. Learners complete individual reviews throughout their programmes so that any required learner needs and/or support can be identified quickly. Where a learner’s progress does not seem to be occurring within the time frame allowed for, or planned, our trainers adopt problem-solving strategies to reassess goals, targets, activities and methods; and implement a new plan to bring the learner back on track, which would also include any required reasonable adjustments.</p>
5.1 (e) Please describe how your organisation has successfully engaged with and supported SEND learners and learners from other disadvantaged groups including, but not restricted to, over 50, disabled, without basic skills, at risk of NEET, lone parents and BAME.	[Redacted Content]
5.1 (g) Please provide evidence of how you have previously used quality process(es) and/or tools to ensure you successfully delivered high quality services.	Our Quality Assurance Framework is aligned to the Ofsted Framework, including: Effectiveness of leadership and management; Quality of teaching, learning and assessment; Personal development, behaviour and welfare; and Outcomes for children and learners. We continue to maintain our annual Self-Assessment Report and Quality Improvement Plan in line with the Ofsted Framework to ensure our delivery procedures align with industry best practice and remain compliant with specific regulations within Further Education. [Redacted Content]
5.1(d) Please describe how you have supported learners to progress into further learning or a job on completing their learning aim.	<p>We are aware that industries and businesses are increasingly reliant on high level skills. The large number of people disadvantaged in the labour market has a knock-on effect to this, as these individuals do not normally have access to the skills and qualifications needed to improve self-confidence and skills; and to secure sustainable employment. Our AEB activity seeks to make learners more employable and supports economic growth within the deprived areas we operate in throughout Greater London. We deliver our provision to a very high standard and comply with the Adult Education Budget Funding and Performance Management Rules published by the ESFA.</p> <p>[Redacted Content]</p>
5.1(f) Please describe how your organisation has previously aligned the scope and delivery of services with the needs of the local economy.	We have forged strong links with Local Enterprise Partnerships and other local employment partnerships. [Redacted Content]
Please upload additional completed Part 1 and Part 2 documents from your group of economic operators (e.g. a consortium) and/or relied upon subcontractors (where applicable)	See Attachment
1.1(a) Full name of the potential supplier submitting the information	Vocational Skills Solutions Limited
1.1(b) - (i) Registered Office Address (if applicable)	VSS House 60 Bury New Road Heap Bridge Bury Lancashire BL9 7HR
1.1(b) - (ii) Registered website address (if applicable)	www.vocationalsolutions.co.uk
1.1(c) Trading Status	b) limited company
1.1(d) Date of registration in country of origin	23/01/2012
1.1(e) Company registration number (if applicable)	7918836
1.1(f) Charity registration number (if applicable)	N/A
1.1(g) Head office DUNS number (if applicable)	218196716

1.1(h) Registered VAT number	N/A
1.1(i) - (i) If applicable, is your organisation registered with the appropriate professional or trade register(s) in the member state where it is established?	Yes
1.1(i) - (ii) If you responded yes to 1.1(i) - (i), please provide the relevant details, including the registration number(s).	UK Register of Learning Providers UK Provider Reference Number - 10042819
1.1(j) - (i) Is it a legal requirement in the state where you are established for you to possess a particular authorisation, or be a member of a particular organisation in order to provide the services specified in this procurement?	No
1.1(j) - (ii) If you responded yes to 1.1(j) - (i), please provide additional details of what is required and confirmation that you have complied with this.	N/A
1.1(k) Trading name(s) that will be used if successful in this procurement	VSS
1.1(l) Relevant classifications (state whether you fall within one of these, and if so which one)	d) N/A
1.1(m) Are you a Small, Medium or Micro Enterprise (SME) ?	Yes
1.1(n) Details of Persons of Significant Control (PSC), where appropriate: Name; Date of Birth; Nationality; Country, state or part of the UK where the PSC usually lives; Service address; The date he or she became a PSC in relation to the company (for existing companiesthe 6 April 2016 should be used); Which conditions for being a PSC are met. Over 25% up to (and including) 50%; More than 50% and less than 75%, 75% or more. (Please enter N/A if not applicable)	[Redacted Content] Greater Manchester, England VSS House, 60 Bury New Road, Heap Bridge, Bury, Lancashire, BL9 7HR 6 April 2016 75% or more
1.1(o) Details of immediate parent company	N/A
1.1(p) Details of ultimate parent company	N/A
1.2(a) - (i) Are you bidding as the lead contact for a group of economic operators?	No
1.2(a) - (ii) Name of group of economic operators (if applicable)	N/A
1.2(a) - (iii) Proposed legal structure if the group of economic operators intends to form a named single legal entity prior to signing a contract, if awarded. If you do not propose to form a single legal entity, please explain the legal structure.	N/A
1.2(b) - (i) Are you or, if applicable, the group of economic operators proposing to use sub-contractors?	N/A
1.2(b) - (ii) If you responded yes to 1.2(b)-(i) please provide additional details for each sub-contractor in the attached table	See Attachment
1.3 Contact details and declaration	See Attachment
2.1(a) Please indicate if, within the past five years you, your organisation or any other person who has powers of representation, decision or control in the organisation been convicted anywhere in the world of any of the offences as checkboxes or listed on the website below	None of the above apply
2.1(b) If you have answered yes to question 2.1(a), please provide further details.Date of conviction, specify which of the grounds listed the conviction was for, and the reasons for conviction, Identity of who has been convicted. If the relevant documentation is available electronically please provide the web address, issuing authority, precise reference of the documents. If state if not applicable.	N/A
2.2 If you have answered Yes to any of the points in 2.1(a) have measures been taken to demonstrate the reliability of the organisation despite the existence of a relevant ground for exclusion ? (Self Cleaning)	N/A

2.3(a) Has it been established, for your organisation by a judicial or administrative decision having final and binding effect in accordance with the legal provisions of any part of the United Kingdom or the legal provisions of the country in which the organisation is established (if outside the UK), that the organisation is in breach of obligations related to the payment of tax or social security contributions?	No
2.3(b) If you have answered yes to question 2.3(a), please provide further details. Please also confirm you have paid, or have entered into a binding arrangement with a view to paying, the outstanding sum including where applicable any accrued interest and/or fines.	N/A
3.1 Please indicate if, within the past three years, anywhere in the world any of the following situations have applied to you, your organisation or any other person who has powers of representation, decision or control in the organisation	None of the above apply
3.2 If you have answered Yes to any of the points in 3.1 have measures been taken to demonstrate the reliability of the organisation despite the existence of a relevant ground for exclusion ? (Self Cleaning)	N/A