

**Below-Threshold Tender**

Manual Handling Training for Registered Nurse and Physiotherapy Students (non-apprenticeship)

The University of Chichester

**Latest date for Return – 22nd July 2024 at 10am (GMT)**

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**Contents**

[0 Introduction and general background 1](#_Toc170303546)

[0.1 Purpose of this tender document 1](#_Toc170303547)

[0.2 Background to this tender 1](#_Toc170303548)

[0.3 High level requirements 2](#_Toc170303549)

[0.4 Contractual Arrangements 3](#_Toc170303550)

[0.5 The bidding process 3](#_Toc170303551)

[0.6 Seeking clarification 3](#_Toc170303552)

[0.7 Procurement timetable 3](#_Toc170303553)

[0.8 Submission details 4](#_Toc170303554)

[0.9 The assessment process 4](#_Toc170303555)

[0.10 Confidentiality and Freedom of Information 4](#_Toc170303556)

[0.11 The template for your bid/quote 4](#_Toc170303557)

[1 Questions 5](#_Toc170303558)

[1.1 Coherence and clarity to the University’s requirement 5](#_Toc170303559)

[1.2 Organisational experience and capability 5](#_Toc170303560)

[1.3 Compliance with the Social Value Model 6](#_Toc170303561)

[1.4 Exclusions Grounds 6](#_Toc170303562)

[1.5 Costed Proposal 6](#_Toc170303563)

[2 The technical requirements 7](#_Toc170303564)

[Appendix 1: Social Value Model: Model Award Criteria 8](#_Toc170303565)

1. Introduction and general background
	1. Purpose of this tender document

The purpose of this tender is to enable suppliers to demonstrate expertise and compliance with the University’s requirements, and to enable the University to assess the most economically advantageous solutions to its requirements, using the prescribed tendering methodology for requirements of this size and nature.

* 1. Background to this tender

The University of Chichester is seeking to appoint an experienced provider of Statutory Manual Handling training to Nursing and Physiotherapist students (non-apprenticeship) who undertake their placement learning in the NHS.

It is a legal requirement that the University ensures that all pre-requisite Statutory training is completed prior to entering the clinical environment and that this is in line with expectations of local NHS cares providers and following regulations:

* The Health and Safety at Work etc Act 1974: <http://www.hse.gov.uk/legislation/hswa.htm>
* The Management of Health and Safety at Work Regulations 1999: <http://www.hse.gov.uk/legislation/hswa.htm>
* The Manual Handling Operations Regulations 1992 (MHOR)
* The Workplace (Health, Safety & Welfare) Regulations 1992: <http://www.hse.gov.uk/legislation/hswa.htm>
* Core skills Training framework, 2021. <https://www.skillsforhealth.org.uk/wp-content/uploads/2021/07/CSTF-Eng-Subject-Guide-v1.1.pdf>

Overall demand is to meet these standards:

**Level 1:** The learner will be able to identify:

 a) moving and handling risk factors

 b) employers and employees’ responsibilities under relevant national Health & Safety legislation

c) the principles of safer moving & handling

d) the principles of using an ergonomic approach for moving and handling activities to support musculo-skeletal health

e) the factors to consider when undertaking a dynamic risk assessment prior to carrying out a moving and handling activity

f) suitable risk control strategies and resources to facilitate good practice following a risk assessment appropriate to the activity and individual’s role.

The following Context Specific Learning Outcomes must be delivered locally and specific to the setting: The learner will be able to:

g) identify their own organisation’s risk management processes to inform safe systems of work h) identify the support available to facilitate good practice

 i) demonstrate application of safer moving and handling principles when using the range of equipment relevant to the individual’s job role and setting. Load Handling Staff All staff involved with the handling of inanimate loads, which involve a risk of injury, will require practical instruction in safer handling techniques.

The following Context Specific Learning Outcomes must be delivered locally and specific to the setting. The learner will be able to: j) demonstrate safer handling strategies relevant to them and their role.

**Level 2:** Patient Handling Staff In addition to the Level 1 learning outcomes listed for all employees, staff identified as being involved in patient handling activities will be required to meet the following:

The learner will be able to:

a) demonstrate safe, dignified approaches for moving and handling activities that promote patient independence and functional mobility

b) demonstrate an awareness of normal human movement patterns when moving and handling people

c) demonstrate an understanding of person-centered risk assessment to determine safer patient handling techniques, using the multidisciplinary team where appropriate

The following Context Specific Learning Outcomes must be delivered locally, specific to the setting: The learner will be able to:

d) demonstrate a range of practical skills relevant to the needs of the patients in their care and the individual’s job role

e) demonstrate the safe use of the range of equipment relevant to the needs of the patients in their care, the individual’s job role and the setting. All practical moving and handling training should be supervised appropriately in the workplace by a competent person according to the skill level of the learner. NB: Additional learning outcomes, or specific training, may be necessary to meet the particular needs or function of individual organisations. These should be determined by local risk assessment and policy.

The Core Skills training framework indicate that the minimum for manual handling and training is level 2 to delivered every two years. The Physiotherapy students and any other Allied Health Students will require an afternoon as an induction and refresher every 2 years. To meet local NHS requirements Nursing students require an enhanced one-day induction with update every 2 years. This acknowledges the requirements for additional training for local need.

* 1. High level requirements
* To deliver all manual handling training to identified students as follows on an annual basis

Year one and Year three Nursing students and Post Graduate Dip Students (approximately 90 per year)

Year two Physiotherapy students and MSC Physiotherapy students (approximately 70 per year)

* Level 1 training can be delivered via E-learning, Face to Face, Blended learning
* Level 2 training needs to be face to face to include practical assessment. Groups should be no more than 1 trainer:8 participants, in line with NBE Standards (2010).
* The programme element which has to be delivered face to face with practical assessment using University or own training equipment (which has been legally maintained)
* Moving and Handling education or training should be provided by facilitators who ideally have, or are working towards:
	+ A relevant current professional / healthcare qualification e.g. nurse, physiotherapist, ergonomist or extensive knowledge and experience of Moving and Handling within a health or social care setting
	+ A recognised qualification (e.g. Back Care Management) based on the National Back Exchange (NBE) Interprofessional Curriculum or proof of an equivalent qualification • Current Advanced Membership of NBE / Membership of NBE
	+ A recognised teaching / training qualification including the ability to meet the competencies expected for Skills for Health LSILADD04 (Plan and prepare specific learning and development opportunities)
	+ A current and thorough knowledge of Moving and Handling / Manual Handling including Risk Management and Assessment and experience of application to practice. A designated Competent person should oversee the delivery of the Moving and Handling programme however responsibility for maintaining standards in education and training provision remains with the organisation.
* Student Nurse delivery will need to occur before the end of November for BSc and end of March for PG DIP students
* Student Physiotherapy delivery will need to occur before February of each year
* Student Physiotherapy delivery will be four hours
* Student Nurse Delivery will be seven hours
* Content will include the following with practical assessment in line with local NHS requirements.
	+ Manual Handling assessment
	+ Bed Mobility
	+ Hoisting/Assisting a fallen person
	+ Sliding board transfers
	+ Sit to stand
	+ Other equipment
	1. Contractual Arrangements

The training provision is expected to commence in time for the academic year 24/25 and will be in place for a period of 3 years until August 2027, with the option for the University to extend for a period of up to 24 months, subject to contract performance and agreement by both parties. The University proposes to use its standard terms and conditions.

* 1. The bidding process

Whether through our tendering advertisements, or where we have contacted you directly to ask for a quotation, we ask that you contact us only through the email account tenders@chi.ac.uk. This includes for your submission, and any questions you may have. We are obliged by the Public Contacts Act (2015) and by our own financial regulations to undertake a competitive process. In this case the perceived value of the tender, process requires us to obtain 3 quotations. To help us assess quotations we have added a questionnaire, and ask that you complete this to help us understand the value your company can achieve.

We have allowed 25 days for the return of quotations, and have set a closing date and time of **10am on 22 of July 2024**. Submission is through tenders@chi.ac.uk

* 1. Seeking clarification

For all queries please contact us by email tenders@chi.ac.uk. Please note that during the tender period you should not contact University staff directly, as this might be considered canvassing, and in which case the University might need to exclude your organisation from the tender process.

Please note that dependent upon the nature of the enquiry, and in so much as it does not identify your organisation, the answers to any questions you raise may be circulated to all suppliers who have expressed interest in this tender.

* 1. Procurement timetable

The procurement project is working to the following timescale:

|  |  |
| --- | --- |
| Stage | Key Dates |
| Publication of Tender Notice  | 27 June 2024 |
| Closing Date for submission | 22 July 2024 |
| Clarifications  | 1 June 2024 through to 15 July 2024 |
| Award  |  Appointment Notice + 10 Days |

* 1. Submission details

You are welcome to notify the University with your ‘Expression of Interest’ but please do send your completed submission (including a completed version of this document) to the University by the closing date (time and date), to tenders@chi.ac.uk. Submissions received after the closing time will be disqualified and not considered. A response to your submission will be sent upon successful receipt.

* 1. The assessment process

The University awards contracts on the basis of most economically advantageous tender, (quote) assuming that there is nothing that excludes the tenderer. All documents submitted are assessed by a panel to ensure fairness and understanding. The panel reviews the quotation for;

|  |  |  |  |
| --- | --- | --- | --- |
| Section Number | Criteria | Maximum Marks Available | Maximum Weighting Available |
| 1.1 | Coherence and clarity to the University’s requirement | 25 | 35% |
| 1.2 | Organisational experience and capability | 20 | 20% |
| 1.3 | Compliance with the Social Value Model\* | 5 | 10% |
| 1.4 | Exclusion grounds \*see ([link](https://assets.publishing.service.gov.uk/media/6603fef791a320001182b066/PPN_03_24_Standard_Selection_Questionnaire_2024_Update.pdf)) | - | Pass / Fail |
| 1.5 | Costs | 100 | 35% |
| Total | 150 | 100% |

* Within your proposal, please draw attention to your environmental sustainability policies and the activities you take in minimising climate damage, including for example energy minimisation,
	1. Confidentiality and Freedom of Information

All tendering documentation and correspondence are treated as strictly confidential. However, the University is subject to UK Data Protection Legislation, and the Freedom of Information Act 2000. This means that the University can be asked to disclose procurement and contracting information. Please indicate any areas of your submission that you consider should be exempted from any disclosure requests and identify why they should not be disclosed.

* 1. The template for your bid/quote

We have set out a template below, and ask that you use this to help us understand your bid, in a way that allows us to compare its benefits against others. This anticipates question we / you may have.

You are welcome to submit other information, but please do help us by identifying what you can do, in relation to our requirements, and do please answer the questions below where it is possible to do so.

We have deliberately avoided overloading the quotations process with the rigors of (for example) the Crown Commercial Service’s ‘reason for exclusion’, but please note there are a number of requirements we have to ensure before finalising any subsequent contracts. These range from the ownership of the companies we work with, to environmental sustainability and key questions such as your policies and approach to Modern Slavery and equal opportunity.

1. Questions

There is no limit to word count for the questions, but please bear in mind the need for clarity etc.

5 marks are available for each question and are weighted accordingly as per the table in 0.9.

* 1. Coherence and clarity to the University’s requirement

|  |  |
| --- | --- |
| 1 | Please describe how you would propose to deliver the training requirements.  |
|  |

|  |  |
| --- | --- |
| 2 | Please describe any requirements you would have for the University.  |
|  |

|  |  |
| --- | --- |
| 3 | Please advise on any equipment you would require us to provide. |
|  |

|  |  |
| --- | --- |
| 4 | Please describe any additional training (beyond minimum) you would recommend to be provided to students to comply with NHS requirements.  |
|  |

|  |  |
| --- | --- |
| 5 | Please describe any additional capacity/ flexibility to provide training to students who were unable to attend their scheduled session.  |
|  |

* 1. Organisational experience and capability

|  |  |
| --- | --- |
| 6 | Please describe any previous projects similar to this which you have been involved with.  |
|  |

|  |  |
| --- | --- |
| 7 | Please advise on Insurances held and your processes in place to deal with accidents should they occur during a session. |
|  |

|  |  |
| --- | --- |
| 8 | Please describe any previous work done within a higher education setting. |
|  |

|  |  |
| --- | --- |
| 9 | Please provide details and qualifications of the proposed person/ team to deliver the training. |
|  |

* 1. Compliance with the Social Value Model

|  |  |
| --- | --- |
| 10 | Please tell us something about you and your organisation, for example in relation to the social value model. |
|  |

* 1. Exclusions Grounds

|  |  |
| --- | --- |
| 11 | Please confirm that you would be happy to supply the necessary information and that there would not any reasons why you would be excluded under the Crown Commercial Services’ Standard Selection Questionnaire, (details of which can be found at the following link ([SSQ](https://assets.publishing.service.gov.uk/media/5a74be17e5274a3f93b48726/PPN_8_16_StandardSQ_Template_v3.pdf)) |
| *\*You do not need to complete the SSQ at this stage.*  |

* 1. Costed Proposal

|  |  |
| --- | --- |
| 12 | Please set out your plan and costs for the training requirements  |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Per Level 2 Session |  |  |  |  |  |
| Per Induction Session |  |  |  |  |  |
| Per Refresher Session |  |  |  |  |  |
| Per Additional Session (if proposed) |  |  |  |  |  |
| Net Cost of Years Sessions |  |  |  |  |  |
| VAT (if applicable) |  |  |  |  |  |
| Total for Year |  |  |  |  |  |

Notes/ Assumptions: |

1. The technical requirements

To comply with the Public Contracts Regulations 2015 and our own financial regulations, before it makes any final decisions, the University is required to ensure that any supplier meets the standards set out in the Crown Commercial Services’ Standard Selection Questionnaire. In addition to ensuring suitability and value the University will only award, where it is assured that any partner or supplier y fully supports the Modern Slavery Act and actively incorporates the various aspects of the Social Value Model into its ways of working.

Please note that during the contacting phase of this procurement, we will ask short-listed candidates questions from the Crown Commercial Services’ Standard Selection Questionnaire about;

* The status and formation of your company
* The ownership of your company, and any exclusion grounds (for example convictions)
* Any sub-contractors that you might use
* Economic and financial standing
* Technical and professional ability (potentially to access references of relevant existing customers)
* Compliance with statutory obligations (Modern Slavery Act)
* Liabilities Insurance

How your company supports the Social Value Model (including recovering from Covid 19, tackling inequality, fighting climate change, equal opportunity and wellbeing). Principles of the SVM are described in **Appendix 1**

Appendix 1: Social Value Model: Model Award Criteria

|  |  |  |
| --- | --- | --- |
| SVM Theme | SVM Policy Outcome | SVM Model Award Criteria  |
| Tackling economic inequality | Create new businesses, new jobs and new skills[[1]](#footnote-2) | Effective measures to deliver any/all of the following benefits through the contract:* Create opportunities for entrepreneurship and help new organisations to grow, supporting economic growth and business creation.
* Create employment and training opportunities particularly for those who face barriers to employment and/or who are located in deprived areas, and for people in industries with known skills shortages or in high growth sectors.
* Support educational attainment relevant to the contract, including training schemes that address skills gaps and result in recognised qualifications.
 |
| Increase supply chain resilience and capacity | Effective measures to deliver any/all of the following benefits through the contract:* Create a diverse supply chain to deliver the contract including new businesses and entrepreneurs, start-ups, SMEs, VCSEs and mutuals.
* Support innovation and disruptive technologies throughout the supply chain to deliver lower cost and/or higher quality goods and services.
* Support the development of scalable and future-proofed new methods to modernise delivery and increase productivity.
* Demonstrate collaboration throughout the supply chain, and a fair and responsible approach to working with supply chain partners in delivery of the contract.
* Demonstrate action to identify and manage cyber security risks in the delivery of the contract including in the supply chain
 |
| Fighting Climate Change | Effective stewardship of the environment | Effective measures to deliver any/all of the following benefits through the contract:* Deliver additional environmental benefits in the performance of the contract including working towards net zero greenhouse gas emissions.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support environmental protection and improvement.
 |
| Equal opportunity | Reduce the disability employment gap | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to increase the representation of disabled people in the contract workforce.
* Support disabled people in developing new skills relevant to the contract, including through training schemes that result in recognised qualifications.
 |
| Tackle workforce inequality | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to identify and tackle inequality in employment, skills and pay in the contract workforce.
* Support in-work progression to help people, including those from disadvantaged or minority groups, to move into higher paid work by developing new skills relevant to the contract.
* Demonstrate action to identify and manage the risks of modern slavery in the delivery of the contract, including in the supply chain.
 |
| Wellbeing | Improve health and wellbeing | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate action to support health and wellbeing, including physical and mental health, in the contract workforce.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support health and wellbeing, including physical and mental health.
 |
| Improve community integration | Effective measures to deliver any/all of the following benefits through the contract:* Demonstrate collaboration with users and communities in the co-design and delivery of the contract to support strong integrated communities.
* Influence staff, suppliers, customers and communities through the delivery of the contract to support strong, integrated communities.
 |

1. The University will welcome the opportunity to develop degree apprenticeships, internships and placements, Continuous Professional Development, as well as collaborative programmes and career pathways with suppliers. [↑](#footnote-ref-2)