1. Scoring Methodology

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| **0** | **Unacceptable** | The response does not demonstrate that the supplier understands and/or does not demonstrate that the proposal will deliver the requirements in relation to the services.  No supporting information provided to evidence understanding and/or deliverability of the proposal. |
| **1** | **Unsatisfactory** | There are major reservations that the supplier understands and/or that the proposals will deliver the requirements in relation to the services. Limited or irrelevant supporting information provided to evidence understanding and/or deliverability of the proposal. |
| **2** | **Weak** | There are some minor reservations that the supplier understands and/or that the proposals will deliver the requirements in relation to the services. Limited supporting information is provided to evidence understanding and/or deliverability of the proposal. |
| **3** | **Meets the requirement** | The response demonstrates that the supplier understands and will deliver the requirements in relation to the services.  Satisfactory supporting information is provided to evidence understanding and deliverability of the proposal. |
| **4** | **Good** | A good response which demonstrates that the supplier has a good understanding and demonstrates that the proposal will deliver the requirements in relation to the services as well as delivering added value.  Good supporting information is provided which demonstrates good and relevant evidence of the supplier’s understanding and the deliverability of the overall proposal. |
| **5** | **Outstanding** | An outstanding response which demonstrates that the supplier has an exceptional and in depth understanding and demonstrates that the proposal will deliver the requirements as well as delivering significant added value and continuous improvement in relation to the services.  Exceptional supporting information is provided which demonstrates outstanding and relevant evidence of the supplier’s understanding and the deliverability of the overall proposal. |