Open Procedure OJEU

Request for tenders (RFT) to design, develop, manage and support a new elearning platform for the National Adult Literacy Agency (NALA)

Issue date:	**Thursday 20 September 2018**
Deadline for questions:	**5pm GMT Wednesday 3 October 2018**
Deadline for submission of tenders:	**5pm GMT Saturday 20 October 2018**
Please note:	All information about this request for tenders will be published on www.etenders.gov.ie and https://ted.europa.eu/TED/main/HomePage.do

Contents

Details for this tender are set out in this document which is divided as follows:

Summary

The National Adult Literacy Agency (NALA) invites tender submissions from experienced elearning providers to design, develop, manage and support a new elearning platform for NALA. The platform will be used by members of the public who want to improve and develop their reading, writing, numeracy and basic digital skills.

It is expected that the new platform will build on the success of NALA's existing platform www.writeon.ie (WriteOn) by using the best of new and emerging technologies to:

   a) improve the user experience for continued engagement
   b) support detailed reporting and analysis so NALA can improve the service offering and response

NALA has an extensive library of SCORM content on the existing platform and it is essential that the new platform can import and present that content in a meaningful way to learners. The platform can be a custom build or an existing LMS customised to fit NALA's needs, but it is important that the provider provides a solution that is a cohesive service including design, hosting, maintenance and consulting, working closely with NALA to meet user needs.

Our objective

Our objective is to ensure that users have a successful experience when they interact with us online, and to work more effectively to support user needs.

Our elearning platform users	Our goals to meet user needs
People with low literacy and numeracy, and existing learners	To provide an easy-to-use elearning system to allow a user to have a successful learning journey to gain skills and achieve certification.
Adult literacy tutors and teachers	To provide access to free resources and a platform of exercises that can be used in a blended learning context.

Adult literacy and other training centres	To provide an easy-to-use registration process in order to allow the centre to become an accredited centre, and access the platform to support learners' submission of work for certification.

Duration of contract

12 month contract starting in December 2018 and ending in December 2019, with the option to extend the contract for a further two years.

Budget

The estimated total value of the contract is in the range of €100,000 to €200,000 (excluding VAT).

Geographic location

As NALA requires a cloud-based solution, the provider can be based outside of Ireland, however online and phone support must be available within the GMT time zone of 9am to 6pm Monday to Friday.

Part 1: Background information

About the National Adult Literacy Agency (NALA)

The 2012 OECD Survey of Adult Skills shows that almost 18%, or about one in six, Irish adults are at or below level 1 on a five level literacy scale. The survey showed that people with the lowest skill levels have low educational attainment, earn less income and are more likely to be unemployed. They also risk being trapped in a situation in which they rarely benefit from adult education, and their skills remain weak or deteriorate over time.

The National Adult Literacy Agency (NALA) is a registered charity that works to ensure people with literacy and numeracy difficulties can fully take part in society and have access to educational opportunities that meet their needs. For our part, we have put literacy on the political agenda and secured funding for adult literacy services. Currently there are 60,000 adults attending Education and Training Boards (ETB) adult literacy courses nationwide. NALA also provides a distance learning service where we tutor people over the phone. Learners can also learn online using NALA's current interactive elearning platform called WriteOn. Further details on NALA are available at www.nala.ie and **Appendix J.**

NALA's current elearning platform

The UNESCO Institute for Lifelong Learning case study (2014)[1] highlights the challenge in reaching out to adults with low literacy skills due to a stigma about their difficulties and for some, negative experiences of school in the past which may act as a barrier to returning to learning. NALA's current elearning platform WriteOn (www.writeon.ie) was launched in 2008 to provide a free, confidential and flexible learning platform for independent adult learners. The platform was designed to support learners in overcoming barriers to learning by providing a facility for learning at home at any time for those without means of transport or childcare facilities, and to provide a free service to encourage participation from lower income groups.

---

[1] https://uil.unesco.org/case-study/effective-practices-database-litbase-0/write-ireland

To date the platform has supported almost 6,000 learners to receive over 35,000 awards on the National Framework of Qualifications (NFQ) and has over 70,000 learner accounts. Learners may use the platform at home as 'independent learners' but the platform is also used by tutors in training centres to provide blended learning. WriteOn has been adopted by over 180 training centres who use the platform to support learners to receive national qualifications.

These centres have a diverse range of learners and include:

- Adult literacy services

- Community training centres

- Youthreach centres

- Disability services

- Probation services

- Migrant support centres

The majority of these centres come from the Education and Training Boards (ETBs)[2] in Ireland and all of NALA's work with these centres is guided by the Department of Education's Further Education and Training Strategy 2014-2019[3] and the Strategy for Technology Enhanced Learning in Further Education and Training 2016-2019[4] from SOLAS.

---

[2] https://www.etbi.ie/
[3] https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf
[4] http://www.solas.ie/SolasPdfLibrary/TEL_Strategy.pdf

Part 2: Our requirements

Elearning platform and service requirements

NALA's strategic plan 2017-2019[5] sets out NALA's objective to lead innovation in the teaching and learning of adult literacy, numeracy and basic digital skills. A key component of this strategy is the development of a new elearning platform and provision of associated services.

Key platform requirements	
1.	An intuitive user interface to help learners with low levels of literacy and digital literacy skills engage with an interactive elearning platform.
2.	Provision of an eportfolio system, authoring system, user-friendly back-end administrative system that includes a portal for tutors to logon and see their learners' progression.
3.	Ability to import and present existing SCORM content in an optimum way to allow self-directed learning.
4.	A high-tech solution designed to meet standards for EU GDPR[6] and Web Content Accessibility Guidelines (WCAG) 2.1[7].
5.	Flexibility to be interoperable with other systems such as www.fetchcourses.ie to allow Single Sign On between multiple domains.
6.	Ability to adopt and build on existing learning logic (see **Appendix L** for information) to allow learners to fast-track through content to receive certification based on successful initial assessment results or present content to the learner to practise skills where learners are not successful in an initial assessment.
7.	Ability to accommodate a growing number of learner accounts.

---

[5] https://www.nala.ie/sites/default/files/publications/nala_strategic_plan_2017-19.pdf
[6] https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en
[7] https://www.w3.org/TR/WCAG21/

Key service requirements	
1.	**Design and usability** Creation of a user-friendly interface designed with the needs of learners with low levels of literacy and digital literacy in mind, meeting a minimum of WCAG 2.1 AA requirements.
2.	**Information architecture** Ability to understand NALA's need to map content to QQI standards and present information in an easy to access manner.
3.	**Development and testing** Implementation and User Acceptance Testing (UAT) of NALA's requirements in a cost-effective and timely manner using standardised project management procedures.
4.	**Content migration** Support NALA in migrating existing SCORM content into a new authoring system and elearning platform using structured, efficient processes.
5.	**System integration** Ability to integrate with external systems as designated by NALA and carry out full interoperability tests.
6.	**Security management** Penetration testing and security management of the platform ensuring compliance with EU GDPR.
7.	**Hosting and system administration** Hosting, DNS management, backups and updates on behalf of NALA.

| 8. | Client success management

Appointment of a central point of contact for escalations, performance monitoring and regular consultation with NALA on how to optimise the learner's experience in response to evolving needs. |
|----|----|
| 9. | Maintenance and support

Online ticketing system and phone support for NALA staff, plus introductory training and documentation. |

NALA does not require content creation services but does require an authoring system to allow our own in-house developers to edit existing content based on changes to QQI award standards as well as creating new content for tutors and learners based on research and feedback.

For more details on requirements please see **Appendix F Specification of requirements**.

Our target audience

The target audience for the new platform are members of the public who wish to use the platform to develop their skills as well as learners from education and training centres and their tutors. To understand the challenges and needs of learners please see our youtube channel (https://www.youtube.com/user/Takethefirststepnala).

It is expected that the number of accounts on the new platform will grow from 1,000 in the first year to up to 10,000 accounts over a 5 year period.

Expected timelines

It is expected that the contracted service provider can provide a project plan to include content migration, design and implementation of the new solution. Important aspects to note are:

- Existing user data and accounts will not be migrated.

- Existing content can be migrated in a phased approach starting with the most popular awards/courses highlighted below

Level 2 most popular awards	Level 3 most popular awards
Reading	Mathematics
Writing	Communications
Listening and speaking	Computer literacy
Quantity and number	Personal and interpersonal skills
Using technology	Internet skills
Pattern and relationship	Personal effectiveness

Mapping of NALA's current elearning content

NALA's current content maps to awards at levels 1 to 4 on the National Framework of Qualifications (NFQ) awarded by Quality and Qualifications Ireland (QQI), the state agency responsible for promoting quality in education and training services in Ireland. Figure 1 illustrates the NFQ.

Any new platform must accommodate a) edits to content to meet new QQI requirements and b) additional content created in response to feedback from learners and tutors.
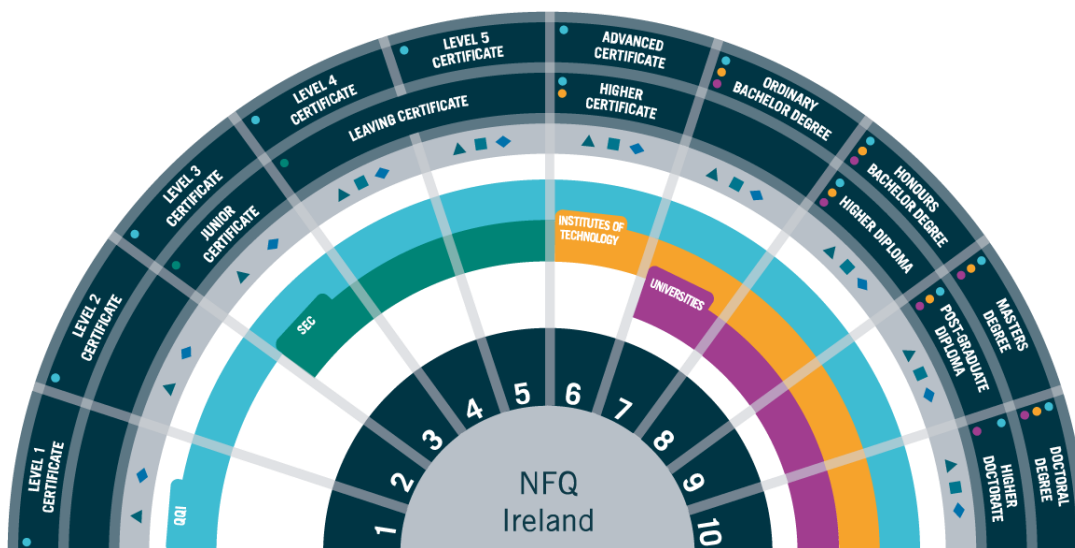
Figure 1 Irish national framework of qualifications from www.nfq-qqi.com

Each award within this framework has a specific set of learning outcomes. For example the award Level 3 Communications 3N0880[8] has 14 learning outcomes so NALA has created 14 modules within the course/award called Communications where each module corresponds to a learning outcome.

The content for each award is used in one of two ways:

a) Learners work through interactive exercises within modules to practise skills in areas such as reading, writing and computer skills.

b) Learners complete assessments and portfolio work within modules at levels 2 and 3 to receive certification. The assessments are presented as a Recognition of Prior Learning (RPL) tool, where learners can fast-track to complete an award in an area where they have previous knowledge, but never received formal certification. If the learner does not have the necessary knowledge they can follow the interactive exercises to practise their skills and work towards an award.

---

[8] https://www.qqi.ie/sites/docs/AwardsLibraryPdf/3N0880_AwardSpecifications_English.pdf

Table 1 lists the awards at level 2 and 3 and the number of modules per award.

Level 2 13 courses/awards	No. of Modules	Level 3 14 courses/awards	No. of Modules
Words		**Communications**	
Reading	5	Communications	14
Writing	5	Personal and interpersonal skills	8
Listening and speaking	5	Personal effectiveness	7
		Self advocacy	8
		Event participation	9
Numbers		**Maths**	
Quantity and number	7	Mathematics	21
Pattern and relationship	4	Application of number	12
Shape and space	4	Functional mathematics	20
Data handling	5		
Quantitative problem solving	5		
Technology		**Technology**	
Using technology	3	Computer literacy	9
Computer skills	6	Digital media	11
		Internet skills	10
Learn to Learn		**Life Skills**	
Setting learning goals	7	Career preparation	10
Personal decision making	5	Health and safety awareness	8
		Managing personal finances	15
61		**162**	

Table 1 QQI awards at Levels 2 and 3 on WriteOn

To give a sense of the overall size and type of content that NALA seeks to move to a new platform, WriteOn currently houses:

- 49 courses/awards from levels 1 to 4 and a total of 356 modules of content

- Each module contains 9 to 15 screens where each screen is either a) information with text, images or videos or b) interactive exercises.

- Each course at level 2 and 3 contains initial and summative assessments. Randomisation is used so that the learner will only see one question per learning outcome out of a bank of three questions per learning outcome for initial assessments and six questions per learning outcome for summative assessments. With two assessment types across 26 awards, this results in the development of 1,900 assessment screens.

- In addition level 2, 3 and 4 content is available as one of seven topics (six topics at level 4) namely family, environment, health, money, sport and leisure, technology, and work, to support learning in different contexts.

- The combination of assessments and content under different topics results in over 27,000 screens of content which NALA intends to reuse on a new platform.

- All content is SCORM 1.2 and 2004 compatible and SCORM packages typically range from 6MB for a Level 2 module to 60MB for a level 1 module depending on the media within the content such as video which is used extensively at level 1.

Part 3: Tender process (two parts – a proposal and a presentation)

Part one

Interested parties are invited to submit the completed Appendices A-J (page 18) on or before **5pm GMT Saturday 20 October 2018** using the postbox facility on eTenders.

All documentation must be uploaded in accordance with the instructions on eTenders prior to the deadline. Please allow sufficient time to upload documents prior to the deadline as it is not possible to upload material after the given deadline.

All queries regarding the tender process can be sent via the messaging facility on eTenders. All responses to questions will also be sent via the messaging facility on eTenders. The closing date for receipt of **questions is 5pm Wednesday 3 October 2018**.

Note: Minimum selection requirements

NALA is using an open procedure for this tending process. While all interested parties may submit a tender, only those demonstrating that they have the required level of financial and management capacity outlined in appendix A-E will have their tender considered.

Part two

Following submissions NALA intends to meet with a selection of respondents either onsite in the NALA offices in Ranelagh, Dublin 6 or online using GoToMeeting or Skype. NALA will provide a sample of existing content to providers to use within their platform as part of a 45 minute demonstration of the workflows from the point of view of the four personas (see **Appendix K**).

Respondents should ensure their availability for this **meeting during the week commencing 5 November.** NALA may not enter into discussions with all respondents and submission of a response does not guarantee further participation in this process.

Award criteria

The contract will be awarded on the basis of the following award criteria and marks.

	Criteria	Weighting	Marks
1.	Company details, financial information and other signed documents in **Appendix A to E.**		Pass/fail
2.	Requirements Delivery of the contract addressing the scope of the service. Tenders should provide responses for each requirement listed in **Appendix F Specification of requirement** including screenshots to showcase provision.	40%	400
3.	Experience Tenders should provide comprehensive information on previous contracts awarded indicating how particular components were delivered as listed in **Appendix G Experience**.	15%	150
4.	Project plan and service level agreement Tenders should provide comprehensive information on the proposed, implementation plan, how resources will be allocated and a draft Service Level Agreement (SLA) which will describe in detail how they propose to address the execution and performance monitoring of the service provision see **Appendix H – Project plan and SLA**	15%	150
5.	Costs Tenders should provide an outline of costs to develop the solution including hourly/daily rates for staff as found in **Appendix I – Cost proposal**	30%	300

Checklist

a) Company details – see **Appendix A**

b) Confirmation of financial stability for the most recent years of operation up to a maximum of 3 years – see **Appendix B**

c) Sign and return tenders' statement – see **Appendix C**

d) Completion of European Single Procurement Document – see **Appendix D**

e) Declaration as to personal circumstance of the tenderer – see **Appendix E**

f) Completion of Specification of requirements – see **Appendix F**

g) Completion of details of three reference contracts – see **Appendix G**

h) Completion of a project plan and service level agreement – see **Appendix H**

i) Completion of cost proposal over 5 years including daily rates – see **Appendix I**

Terms and conditions of this request for tenders

Confidentiality

The distribution of this document is for the sole purpose of obtaining offers. The distribution does not grant permission or licence to use the documents for any other purpose. Tenders are required to treat the details of all documents supplied in connection with this process as private and confidential.

Freedom of information

Tenderers should be aware that, under the Freedom of Information Act 2014, information provided by them during this exercise may be liable to be disclosed. Tenderers are asked to consider if any of the information supplied by them in response to this tender should not be disclosed because of its sensitivity. If this is the case, tenderers should specify the information that is sensitive and the reasons for its sensitivity.
NALA cannot guarantee that any information provided by tenderers, in response to this tender, will not be released pursuant to NALA's obligations under law, including the Freedom of Information Act 2014, EU and Irish Government Procurement Procedures or in response to questions, debates or other parliamentary procedures in or of the Oireachtas (the Irish Parliament).

NALA accepts no liability whatsoever in respect of any information provided which is subsequently released or in respect of any consequential damage suffered as a result of such disclosure.

Cost of preparation of response

The issue of this RFT in no way commits NALA to awarding any contract. NALA will not be liable for any costs, charges or expenses incurred by tenderers in the preparation of proposals or any associated efforts. It is the responsibility of the tenderer to ensure that they are fully aware and understand the requirements as laid down in this document. Tenderers will be responsible for any costs incurred by them in the event of making a presentation of their proposal.

Appendix A: Company details

Full legal name of company or service provider:	
Address :	
Address of registered office (if different):	
VAT number:	
Contact person name and role:	
Address:	
Telephone:	
E-mail address:	
Company website:	
Briefing overview of the company including services offered and markets served:	

Appendix B: Financial information

Tenderers will either pass OR fail this qualification criterion.

Tenderers must declare that they satisfy the financial and economic standing requirements set out below and that they are able, upon request and without delay, to provide the supporting documentation specified below to the National Adult Literacy Agency (NALA).

These requirements include:

1. Minimum Turnover Levels	Confirmation that the tendering party turnover exceeded €500,000.00 during one of the last three years or pro-rata if more recently established firms are tendering – however the firm must have been in existence for at least 2 years.
2. Tax Clearance Certification	Confirmation that the tenderer / all parties associated with the tenderer are fully tax compliant in accordance with the rules of the Irish Revenue Commissioners.
3. Insurance Levels	The successful Tenderer shall be required to hold for the term of the Services Contract the following insurances: • Employer's Liability - €12 million • Public Liability - €6.5 million • Product Liability – €110,000 • Professional Indemnity - €110,000 [Other relevant insurances if applicable]

Please provide a statement of turnover for the last 3 financial years

	Year 1	Year 2	Year 3
Value €			

Note the financial capabilities of the successful tenderer may need to be reviewed before tender award. NALA reserves the right to assess the financial stability of the identified successful tenderer at any time prior to the award decision.

Appendix C: Tenderers' Statement

TENDERERS' STATEMENT

TO: The National Adult Literacy Agency (NALA)

RE: Request for Tenders for the Supply of Request for tenders (RFT) for elearning platform provision including design, maintenance and support for the National Adult Literacy Agency (NALA).

Having examined your Request for Tenders (the "RFT") including the Instructions to Tenderers, the Selection and Award Criteria, the Requirements and Specifications, and the Terms and Conditions, we hereby agree and declare the following:

1.   We understand the nature and extent of the Services required to be delivered as described in the RFT.

2.   We accept all of the Terms and Conditions of the RFT and agree if awarded a Services Contract to sign a Services Contract with NALA.

3.   We accept all the Selection and Award Criteria as set out in the RFT.

4.   We agree to provide the Contracting Authority with the Services in accordance with the RFT and our Tender.

5.   We agree that, if awarded any Services Contract, we shall, in the performance of such contract, comply with all applicable obligations in the field of environmental, social and labour law.

6.   We confirm that we have complied with all requirements as set out in the RFT.

7.   We confirm that all prices quoted in our Tender will remain valid for the period of time commencing from the Tender Deadline, as specified in the RFT.

8.   We shall, if awarded any Services Contract under the RFT, have in place on the Effective Date of the Services Contract all insurances as required in Appendix B of the RFT.

SIGNED   **Company**

(Authorised Signatory)

Print name: **Address:**

Date:

Appendix D: European Single Procurement Document (ESPD)

Part I: Information concerning the procurement procedure and the contracting authority

> The information in Part 1.A must be filled in by the Contracting Authority.

	Information about the Procurement Procedure and the Contracting Authority	Answer
1.A.1	Name of the contracting authority ([1])	National Adult Literacy Agency (NALA)
1.A.2	Title of the competition	Request for tenders (RFT) for elearning provision including design, maintenance and support for the National Adult Literacy Agency (NALA).
1.A.3	Short description of the competition ([2])	The National Adult Literacy Agency (NALA) invites tender submissions from experienced elearning providers to design, develop and maintain a new elearning platform for NALA.
1.A.4	File reference number attributed by the contracting authority or contracting entity (if applicable)([3])	**NALA RTF**

> All other information in all sections of the ESPD to be filled in by the economic operator.

---

[1] Information to be copied from Section 1, point I.1, of the relevant notice. In case of joint procurement, please indicate the names of all involved procurers.
[2] See points II.1.1 and II.1.3 of the relevant notice
[3] See point II.1.1 of the relevant notice

Part II: Information concerning the economic operator

II.A: INFORMATION ABOUT THE ECONOMIC OPERATOR

	Identification	Answer
2.A.1	Name	[Click here and insert details]
2.A.2	VAT number, if applicable If no VAT number is applicable, please indicate another national identification number, if required and applicable	[Click here and insert details]
2.A.3	Postal Address	[Click here and insert details]
2.A.4	Contact person or persons(**4**)	[Click here and insert details]
2.A.5	Telephone	[Click here and insert details]
2.A.6	E-mail	[Click here and insert details]
2.A.7	Internet address (web address) (if applicable)	[Click here and insert details]
	General Information	**Answer**
2.A.8	Is the economic operator a Micro, a Small or a Medium-Sized Enterprise (**5**)?	Yes No
2.A.9	If the answer to 2.A.8 is **yes,** please confirm the size of the enterprise	Micro Small Medium

---

4 *Please repeat the information concerning contact persons as many times as needed.*

5 *Commission Recommendation of 6 May 2003 concerning the definition of micro, small and medium sized enterprises, (OJ L 124, 20.5.2003, p36) This information is required for statistical purposes only*
Micro enterprises: *enterprise which **employs fewer than 10 persons** and whose annual turnover and/or annual balance sheet total does **not exceed EUR 2 million**.*
Small enterprises: *an enterprise which **employs fewer than 50 persons** and whose annual turnover and/or annual balance sheet total does not exceed EUR10 million*
Medium enterprises: *enterprises **which are neither micro nor small and** which **employ fewer than 250 persons** and which have an **annual turnover not exceeding EUR 50million, and/or an annual balance sheet total not exceeding EUR 43 million.***

2.A.10	**Only in case the procurement is reserved** ([6]), is the economic operator a sheltered workshop, a 'social business'([7]), or will it provide for the performance of the contract in the context of sheltered employment programmes?	Yes ☐ No ☐
2.A.11	If the answer to 2.A.10 is **yes,** please complete (a) and (b) below:	
	(a) What is the corresponding percentage of disabled or disadvantaged workers?	[Click here and insert details]
	(b) Please specify which category or categories of disabled or disadvantaged workers the employees concerned belong to?	[Click here and insert details]
2.A.12	If applicable, is the economic operator registered on an official list of approved economic operators or does it have an equivalent certificate (e.g. under a national (pre)qualification system)?	Yes ☐ No ☐ Not Applicable ☐
2.A.13	If the answer to 2.A.12 is **yes,** please complete (a) to (e) below and answer the remaining parts of this Section 2.A, Section 2.B and, where relevant, 2.C, complete Part V, where applicable, and, in any case, fill in and sign Part VI.	
	(a) Please provide the name of the list or certification and the relevant registration or certification number, if applicable	[Click here and insert details]
	(b) If the certificate of registration or certification is available electronically, please state the web address, issuing authority or body and precise reference of the documentation	[Click here and insert details]

---

6 *See contract notice point III.1.5*
7 *i.e. its main aim is the social and professional integration of disabled or disadvantaged persons.*

	(c) Please state the references on which the registration or certification is based, and, where applicable, the classification obtained in the official list (⁸)	[Click here and insert details]
	(d) Does the registration or certification cover all of the required selection criteria? If the answer in this 2.A.13 (d) is **no,** please complete the missing information in Part IV.	Yes ☐　　No ☐
	(e) **ONLY if this is required in the relevant notice or procurement documents:** Will the economic operator be able to provide a certificate with regard to the payment of social security contributions and taxes or provide information enabling the contracting authority or contracting entity to obtain it directly by accessing a national database in any Member State that is available free of charge? If the documentation in this 2.A.13 (e) is available electronically, please indicate the web address, issuing authority or body and precise reference of the documentation	[Click here and insert details] [Click here and insert details]

	Form of Participation	**Answer**
2.A.14	Is the economic operator participating in the procurement procedure together with others (⁹)?	Yes ☐　　No ☐
	If the answer to 2.A.14 is **yes,** please ensure that the others concerned provide a separate ESPD form.	
2.A.15	If the answer to 2.A.14 is **yes,** please also complete (a) to (c) below:	
	(a) Please indicate the role of the economic operator in the group (leader, responsible for specific tasks)	[Click here and insert details]

---

8 *The references and the classification, if any, are set out on the certification.*
9 *Notably as part of a group, consortium, joint venture or similar.*

	(b) Please identify the other economic operators participating in the procurement procedure together	[Click here and insert details]
	(c) Where applicable, name of the participating group	[Click here and insert details]
	Lots	**Answer**
2.A.16	Where applicable, indication of the lot(s) for which the economic operator wishes to tender	Not applicable

II.B: INFORMATION ABOUT REPRESENTATIVES OF THE ECONOMIC OPERATOR

Where applicable, please indicate the name(s) and address(es) of the person(s) empowered to represent the economic operator for the purposes of this procurement procedure:

	Representation, if any	Answer
2.B.1	Full Name	[Click here and insert details]
2.B.2	Position/Acting in the capacity of	[Click here and insert details]
2.B.3	Postal Address	[Click here and insert details]
2.B.4	Telephone	[Click here and insert details]
2.B.5	E-mail	[Click here and insert details]
2.B.6	If needed, please provide detailed information on the representation (its forms, extent, purpose...)	[Click here and insert details]

II.C: INFORMATION ABOUT RELIANCE ON THE CAPACITIES OF OTHER ENTITIES

	Reliance	Answer
2.C.1	Does the economic operator **rely on** the capacities of other entities in order to meet the selection criteria for this Competition as set out in part 3.2 of the RFT?	Yes ☐ No ☐
2.C.2	If the answer to 2.C.1 is **yes,** please:	
	(a) List the entities concerned	[Click here and insert details]
	(b) **Please also provide a separate ESPD form for each of the entities concerned**, setting out the information required under Parts 2.A and 2.B, all of Part III and Part IV of the ESPD, **duly filled in and signed by the entities concerned**. Please note that this should also include any technicians or technical bodies, not belonging directly to the economic operator's undertaking, especially those responsible for quality control and, in the case of public works contracts, the technicians or technical bodies upon whom the economic operator can call in order to carry out the work.	

II.D. INFORMATION CONCERNING SUBCONTRACTORS ON WHOSE CAPACITY THE ECONOMIC OPERATOR DOES NOT RELY

	Subcontracting	Answer
2.D.1	Does the economic operator intend to subcontract any share of the contract to third parties, **but does not rely** on those third parties in order to meet the selection criteria for this Competition as set out in part 3.2 of the RFT?	Yes ☐ No ☐
2.D.2	If the answer to 2.D.1 is **yes and in so far as known**, please:	
	(a) List the subcontractors	[Click here and insert details]
	(b) **Please also provide a separate ESPD form for each of the subcontractors concerned**, setting out the information required under Parts 2.A, 2.B and all of Part III of the ESPD **duly filled in and signed by the subcontractors concerned**.	

Part III: Exclusion grounds

III.A: GROUNDS RELATING TO CRIMINAL CONVICTIONS

> *Regulation 57 (1) of S.I. No. 284 of 2016 , the European Union (Award of Public Authority Contracts) Regulations 2016, sets out the following reasons for exclusions:*
>
> 1. *Participation in a criminal organisation ([10);*
> 2. *Corruption ([11]);*
> 3. *Fraud([12]);*
>
> 4. *Terrorist offences or offences linked to terrorist activities ([13]);*
>
> 5. *Money laundering or terrorist financing ([14]);*
>
> 6. *Child labour and other forms of trafficking in human beings ([15]).*

	Grounds relating to criminal convictions	Answer
3.A.1	Has the **economic operator itself** or **any** person who is a member of its administrative, management or supervisory body or has powers of representation, decision or control therein been the **subject of a conviction** for any of the following, either within the last 5 years, or where an exclusion period set out directly in the conviction continues to be applicable: 1. *Participation in a criminal organisation ([16]);* 2. *Corruption ([17]);* 3. *Fraud([18]);*	Yes ☐ No [If the relevant documentation is available electronically, please indicate the web address, issuing authority or body, precise reference of the documentation. Click here and insert details] ([22]). ▢

---

10 *As defined in Article 2 of Council Framework Decision 2008/841/JHA of 24 October 2008 on the fight against organised crime (OJ L 300, 11.11.2008, p. 42).*
11 *As defined in Article 3 of the Convention on the fight against corruption involving officials of the European Communities or officials of Member States of the European Union, OJ C 195, 25.6.1997, p. 1, and in Article 2(1) of Council Framework Decision 2003/568/JHA of 22 July 2003 on combating corruption in the private sector (OJ L 192, 31.7.2003, p. 54). This exclusion ground also includes corruption as defined in the national law of the contracting authority (contracting entity) or the economic operator.*
12 *Within the meaning of Article 1 of the Convention of the protection of the European Communities' financial interests (OJ C 316, 27.11. 1995, p. 48).*
13 *As defined in Articles 1 and 3 of Council Framework Decision of 13 June 2002 on combating terrorism (OJ L 164, 22.6.2002, p.3). This exclusion ground also includes inciting or aiding or abetting or attempting to commit an offence, as referred to in Article 3 of that Framework Decision.*
14 *As defined in Article 1 of the Directive 2005/60/EC of the European Parliament and of the Council of 26 October 2005 on the prevention of the use of the financial system for the purpose of money laundering and terrorist financing (OJ L 309, 25.11.2005, p. 15).*
15 *As defined in Article 2 of Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims and replacing Council Framework Decision 2002/629/JHA (OJ L 101, 15. 4.2011 p. 1).*
16 *As defined in Article 2 of Council Framework Decision 2008/841/JHA of 24 October 2008 on the fight against organised crime (OJ L 300, 11.11.2008, p. 42).*
17 *As defined in Article 3 of the Convention on the fight against corruption involving officials of the European Communities or officials of Member States of the European Union, OJ C 195, 25.6.1997, p. 1, and in Article 2(1) of Council Framework Decision 2003/568/JHA of 22 July 2003 on combating corruption in the private sector (OJ L 192, 31.7.2003, p. 54). This exclusion ground also includes corruption as defined in the national law of the contracting authority (contracting entity) or the economic operator.*
18 *Within the meaning of Article 1 of the Convention of the protection of the European Communities' financial interests (OJ C 316, 27.11. 1995, p. 48).*

	4. *Terrorist offences or offences linked to terrorist activities* ([19]); 5. *Money laundering or terrorist financing* ([20]); 6. *Child labour and other forms of trafficking in human beings* ([21]).	
3.A.2	If the answer to 3.A.1 is **yes,** please ([23]):	
	(a) Indicate the date of conviction, specify which of points 1 to 6 in 3.A.1 is concerned and the reason(s) for the conviction	date, point(s), reason(s)
	(b) Identify who has been convicted	[Click here and insert details]
	(c) Insofar as established directly in the conviction, please insert the length of the period of exclusion and the point(s) concerned	[Click here and insert length of the period of exclusion and the point(s) concerned] [If the relevant documentation is available electronically, please indicate the web address, issuing authority or body, precise reference of the documentation. Click here and insert details] ([24])
3.A.3	In case of convictions, has the economic operator taken measures to demonstrate its reliability despite the existence of a relevant ground for exclusion ([25]) ('Self Cleaning')	Yes ☐ No ☐
3.A.4	If the answer to 3.A.3 is **yes,** please describe the measures taken ([26])	[Click here and insert details]

---

22 *Please repeat as many times as needed.*
19 *As defined in Articles 1 and 3 of Council Framework Decision of 13 June 2002 on combating terrorism (OJ L 164, 22.6.2002, p.3). This exclusion ground also includes inciting or aiding or abetting or attempting to commit an offence, as referred to in Article 3 of that Framework Decision.*
20 *As defined in Article 1 of the Directive 2005/60/EC of the European Parliament and of the Council of 26 October 2005 on the prevention of the use of the financial system for the purpose of money laundering and terrorist financing (OJ L 309, 25.11.2005, p. 15).*
21 *As defined in Article 2 of Directive 2011/36/EU of the European Parliament and of the Council of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims and replacing Council Framework Decision 2002/629/JHA (OJ L 101, 15. 4.2011 p. 1).*
23 *Please repeat as many times as needed.*
[24] *Please repeat as many times as needed.*
25 *In accordance with Regulation 57(12) of S.I. No. 284 of 2016, the European Union (Award of Public Authority Contracts) Regulations 2016.*
26 *Taking into account the character of the crimes committed (punctual, repeated, systematic....) the explanation should show the adequacy of the measures to taken.*

III.B: GROUNDS RELATING TO THE PAYMENT OF TAXES OR SOCIAL SECURITY CONTRIBUTIONS

	Payments of taxes or social security contributions	Answer	
3.B.1	Has the economic operator met all **its obligations relating to the payment of taxes or social security contributions**, both in the country in which it is established and in the Member State of the contracting authority if other than the country of establishment?	Yes ☐ No	
3.B.2	If the economic operator has **not** met all the obligations in 3.B.1 relating to the payment of taxes or social security contributions, please indicate in respect of each breach of such obligations:	**Taxes:**	**Social Contributions:**
	(a) Country or Member State concerned	[Click here and insert details]	[Click here and insert details]
	(b) What is the amount concerned?	[Click here and insert details]	[Click here and insert details]
	(c) How has this breach of obligations been established:	[Click here and insert details]	[Click here and insert details]
	(c)(1) Through a judicial or administrative decision		
	• Is this decision final and binding?	Yes ☐ No ☐	Yes ☐ No ☐
	• Please indicate the date of conviction or decision	[Click here and insert details]	[Click here and insert details]
	• In case of a conviction, insofar as established directly therein, the length of the period of exclusion	[Click here and insert details]	[Click here and insert details]
	(c)(2) By other means? Please specify	[If Yes, click here and insert details]	[If Yes, click here and insert details]
	(d) Has the economic operator fulfilled its obligations by paying or entering into a binding arrangement with a view to paying the taxes or social security contributions due, including, where applicable, any interest accrued or fines?	Yes ☐ No ☐	Yes ☐ No ☐

	(e) If the answer to 3.B.2 (d) above is **yes**, please provide details.	[If Yes, click here and insert details]	[If Yes, click here and insert details]
3.B.3	If the relevant documentation concerning payment of taxes or social contributions is available electronically, please indicate the web address, issuing authority or body and precise reference of the documentation	[Click here and insert details]	

III.C: GROUNDS RELATING TO INSOLVENCY, CONFLICTS OF INTEREST OR PROFESSIONAL MISCONDUCT ([27])

	Information concerning possible insolvency, conflict of interest or professional misconduct	Answer
3.C.1	**Has the economic operator, to its knowledge, breached its obligations in the fields of environmental, social and labour law ([28])?**	Yes ☐ No ☐
3.C.2	If the answer to 3.C.1 is **yes,** please complete (a) and (b) below:	
	(a) Has the economic operator taken measures to demonstrate its reliability despite the existence of the grounds for exclusion specified in 3.C.1 ('Self Cleaning')?	Yes ☐ No ☐
	(b) If it has taken Self Cleaning measures, please describe the measures taken	[Click here and insert details]
3.C.3	**Is the economic operator in any of the following situations:** (a) Bankrupt, or (b) The subject of insolvency or winding-up proceedings, or (c) In an arrangement with creditors, or (d) In any analogous situation arising from a similar procedure under national laws and regulations ([29]), or (e) That its assets are being administered by a liquidator or by the court, or (f) That its business activities are suspended?	Yes ☐ No ☐

---

27 *See Regulation 57(8) of S.I. No. 284 of 2016, the European Union (Award of Public Authority Contracts) Regulations 2016*
28 *As referred to for the purposes of this procurement in national law, in the relevant notice or the procurement documents or in Regulation 18(4) of S.I. No. 284 of 2016, the European Union (Award of Public Authority Contracts) Regulations 2016.*
29 *See national law, the relevant notice or the procurement documents*

3.C.4	If the answer to 3.C.3 is **yes,** please complete (a), (b) and (c) below:	
	(a) Please provide details of the situation(s) in 3.C.3 which apply to the economic operator	[Click here and insert details]
	(b) Please provide the reasons for being able nevertheless to perform the contract, taking into account the applicable national rules and measures on the continuation of business in those circumstances ([30])	[Click here and insert details]
	(c) If any relevant documentation is available electronically, please indicate the web address, issuing authority or body and precise reference of the documentation	[Click here and insert details]
3.C.5	**Is the economic operator guilty of grave professional misconduct ([31])?**	Yes ☐ No ☐
3.C.6	If the answer to 3.C.5 is **yes**, complete parts (a) and (b) below:	
	(a) Has the economic operator taken self-cleaning measures?	Yes ☐ No ☐
	(b) If the economic operator has taken self-cleaning measures, please describe the measures taken	[Click here and insert details]
3.C.7	**Has the economic operator entered into agreements with other economic operators aimed at distorting competition?**	Yes ☐ No ☐
3.C.8	If the answer to 3.C.7 is **yes**, complete parts (a), (b) and (c) below:	
	(a) Please provide details of the agreements with other economic operators aimed at distorting competition.	[Click here and insert details]
	(b) Has the economic operator taken self-cleaning measures?	Yes ☐ No ☐
	(c) If the economic operator has taken self-cleaning measures, please describe the measures taken	[Click here and insert details]
3.C.9	**Is the economic operator aware of any conflict**	Yes ☐ No

30 *This information need not be given if exclusion of economic operators in one of the cases listed under letter a to f has been made mandatory under the applicable national law without any possibility of derogation where the economic operator is nevertheless able to perform the contract.*
31 *Where applicable, see definitions in national law, the relevant notice or the procurement documents.*

	of interest (^{32}) due to its participation in the procurement procedure?	
3.C.10	If the answer to 3.C.9 is **yes**, please provide details	[Click here and insert details]
3.C.11	**Has the economic operator or an undertaking related to it advised the contracting authority or contracting entity or otherwise been involved in the preparation of the procurement procedure?**	Yes ☐ No ☐
3.C.12	If the answer to 3.C.11 is **yes**, please provide details	[Click here and insert details]
3.C.13	**Has the economic operator experienced that a prior public contract or a prior concession contract was terminated early, or that damages or other comparable sanctions were imposed in connection with that prior contract?**	Yes ☐ No ☐
3.C.14	If the answer to 3.C.13 is **yes**, please complete parts (a), (b) and (c) below:	
	(a) Please provide details of the prior public contract or a prior concession contract that was terminated early, or the damages or other comparable sanctions that were imposed in connection with that prior contract	[Click here and insert details]
	(b) Has the economic operator taken self-cleaning measures?	Yes ☐ No ☐
	(c) If the economic operator has taken self-cleaning measures, please describe the measures taken	[Click here and insert details]
3.C.15	Can the economic operator confirm that:	

---

32 As indicated in national law, the relevant notice or the procurement documents.

(a) It has not been guilty of serious misinterpretation in supplying the information required for the verification of the absence of grounds for exclusion or the fulfilment of the selection criteria,	(a) Yes ☐	No ☐
(b) It has not withheld such information,	(b) Yes ☐	No ☐
(c) It has been able, without delay, to submit the supporting documents required by a contracting authority or contracting entity, and	(c) Yes ☐	No ☐
(d) It has not undertaken to unduly influence the decision making process of the contracting authority or contracting entity, to obtain confidential information that may confer upon it undue advantages in the procurements procedure or to negligently provide misleading information that may have a material influence on decisions concerning exclusion, selection or award?	(d) Yes ☐	No ☐

Part IV: Selection Criteria

Concerning the selection criteria the economic operator declares that:

GLOBAL INDICATION FOR ALL SELECTION CRITERIA

Meeting all required selection criteria	Answer
It satisfies the required selection criteria for this Competition as set out in part three of the RFT	Yes ☐ No ☐

Part V: Reduction of the number of qualified candidates

Not applicable

Part VI: Concluding statements

The undersigned formally declare that the information stated under Parts II – IV above is accurate and that it has been set out in full awareness of the consequences of serious misrepresentation.

The undersigned formally declare to be able, upon request and without delay, to provide the certificates and other forms of documentary evidence referred to, except where:

    (a) The contracting authority has the possibility of obtaining the supporting documentation concerned directly by accessing a national database in any Member State that is available free of charge([33]), or

    (b) As of 1 September 2018 at the latest, the contracting authority or contracting entity already possesses the documentation concerned.

The undersigned formally consent to the **National Adult Literacy Agency,** *gaining access to documents supporting the information, which has been provided in this European Single Procurement Document for the purposes of* **Request for tenders (RFT) for elearning platform provision including design, maintenance and support for the National Adult Literacy Agency (NALA).**

Date, place and signature(s):

Signed: (Authorised Signatory)	
Block Capitals	[Click here and insert name]
Position	[Click here and insert details]
Company	[Click here and insert details]
Registered Office	[Click here and insert details]
Date	[Click here and insert details]

---

[33] *On condition that the economic operator has provided the necessary information (web address, issuing authority or body, precise reference of the documentation) allowing the contracting authority or contracting entity to do so. Where required, this must be accompanied by the relevant consent to such access.*

Appendix E: Declaration as to Personal Circumstances of Tenderer

Re: Request for tenders (RFT) for elearning platform provision including design, maintenance and support for the National Adult Literacy Agency (NALA).

NAME: [Click here and insert name]

ADDRESS: [Click here and insert address]

I, [Click here and insert name of Declarant], having been duly authorised by [Click here and insert name of entity] sincerely declare that [Click here and insert name of entity] itself or any person who has is a member of the administrative, management or supervisory body of [Click here and insert name of entity] or has powers of representation, decision or control in [Click here and insert name of entity]*:*

(a) Has never been the subject of a conviction for participation in a criminal organisation, as defined in Article 2 of Council Framework Decision 2008/841/JHA.

(b) Has never been the subject of a conviction for corruption, as defined in Article 3 of the Convention on the fight against corruption involving officials of the European Communities or officials of Member States of the European Union and Article 2(1) of Council Framework Decision 2003/568/JHA as well as corruption as defined in the national law of the Contracting Authority or [Click here and insert name of entity].

(c) Has never been the subject of a conviction for fraud within the meaning of Article 1 of the Convention on the protection of the European Communities' financial interests.

(d) Has never been the subject of a conviction for terrorist offences or offences linked to terrorist activities, as defined in Articles 1 and 3 of Council Framework Decision 2002/475/JHA respectively, or for inciting or aiding or abetting or attempting to commit an offence, as referred to in Article 4 of that Framework Decision.

(e) Has never been the subject of a conviction for money laundering or terrorist financing, as defined in Article 1 of Directive 2005/60/EC of the European Parliament and of the Council.

(f) Has never been the subject of a conviction for child labour and other forms of trafficking in human beings as defined in Article 2 of Directive 2011/36/EU of the European Parliament and of the Council.

(g) Is not in breach of its obligations relating to the payment of taxes or social security contributions.

(h) Has, in the performance of all public contracts, complied with applicable obligations in the field of environmental, social and labour law that apply at the place where the works are carried out or the services provided, that have been established by EU law, national

law, collective agreements or by international, environmental, social and labour law listed in Schedule 7 of the European Union (Award of Public Authority Contracts) Regulations 2016 (Statutory Instrument 284 of 2016).

(i) Is not bankrupt or the subject of insolvency or winding-up proceedings, its assets are not being administered by a liquidator or by the court, it is not in an arrangement with creditors, its business activities are not suspended nor is it in any analogous situation arising from a similar procedure under national laws and regulations.

(j) Is not guilty of grave professional misconduct.

(k) Has not entered into agreements with other economic operators aimed at distorting competition.

(l) Is not aware of any conflict of interest due to its participation in the Competition;

(m) Has not had any prior involvement in the preparation of the Competition.

(n) Is not guilty of significant or persistent deficiencies in the performance of a substantive requirement under a prior public contract, a prior contract with a contracting entity, or a prior concession contract, which led to early termination of that prior contract, damages or other comparable sanctions.

(o) Is not guilty of serious misrepresentation in supplying the information required for the verification of the absence of grounds for exclusion or the fulfilment of the Selection Criteria for this Competition and did not withhold such information and did not fail or is not able to submit supporting documents in respect of this Competition as required under Regulation 59 of the European Union (Award of Public Authority Contracts) Regulations 2016 (Statutory Instrument 284 of 2016).

(p) Has not undertaken to unduly influence the decision-making process of the Contracting Authority in respect of the Competition, or obtain confidential information that may confer upon it undue advantages in respect of the Competition; or negligently provided misleading information that may have a material influence on decisions concerning exclusion, selection or award.

I understand and acknowledge that the provision of inaccurate or misleading information in this declaration may lead to my business/firm/company/partnership being excluded from participation in this or future tenders, and I make this solemn declaration conscientiously believing the same to be true and by virtue of the Statutory Declarations Act, 1938. This declaration is made for the benefit of the Contracting Authority.

_____
Signature of Declarant

Name of Declarant in print or block capital

Declared before me by_____**who is personally known to me at date** _____

Appendix F: Specification of requirements

Please read through each of the requirements on the following pages and

i)   provide a comment on the requirements listed on the following pages

ii)   indicate if this would be a a) standard (STD) b) customized (CUS) or c) third-party aspect of the solution (and name of third-party) where applicable, for example if a client community is <u>not</u> part of your operations please tick 'CUS' as it is not a standard offering. Note that sets of requirements are divided into a) core requirements which are necessary and b) desirable requirements.

Specification		Provision
1.1 General requirements - core requirements		
Solution provision	Outline how you intend to host a solution for NALA that provides a) user interface/website b) authoring system c) administration system d) eportfolio.	
Cloud provision	Describe your cloud offering and how this platform is managed, for example what teams have access and for what purpose.	
SCORM compliance	Describe how your solution adheres to SCORM 1.2 and 2004 compliance and outline adherence to any other relevant compliance standards.	STD ☐ CUS ☐ 3rd party ☐ _____
Quality management	Does your organisation meet any international quality management standards such as ISO?	
Screen resolution	Describe the optimum screen resolution for a) laptops b) tablets.	
Broadband requirements	Describe broadband requirements needed to use your solution (minimum download and upload rates).	
Native apps	Describe your mobile solution and outline what kind of content is available via apps through smartphones and tablets.	STD ☐ CUS ☐ 3rd party ☐ _____

Resources	NALA has a bank of over 1,000 resources[9] (pdfs and videos) which are used by learners and tutors alike. Describe how your solution might allow NALA to tag these resources to existing SCORM content so that learners receive a recommended list of resources as they work through interactive exercises[10].	STD ☐ CUS ☐ 3rd party ☐ ———	
Easy-to-edit home page	Describe how NALA could edit the home page of the elearning platform to add in links to www.nala.ie and other NALA resources.	STD ☐ CUS ☐ 3rd party ☐ ———	
Bookmarks	Describe how your solution allows learners to bookmark interactive exercises for review at a later stage. Describe other bookmark features available in your platform.	STD ☐ CUS ☐ 3rd party ☐ ———	
Learner collaboration	Describe how learner collaboration could be achieved in your solution and how this space may be moderated as necessary.	STD ☐ CUS ☐ 3rd party ☐ ———	
Additional features	Describe any additional features which are part of your solution, for example the ability to link to news feeds from RTE[11] news, reading texts and videos. Describe also the ability to add features such as hints, a dictionary, a calculator or print screen.	STD ☐ CUS ☐ 3rd party ☐ ———	
1.2 General requirements – desirable			
Offline content	Describe how your solution could provide offline content, for example for users in areas with poor broadband connectivity.	STD ☐ CUS ☐ 3rd party ☐ ———	
Chatbot	Describe how learners might receive online support using a chatbot for example, and if it is possible to use microphone[12] input as well as typed text.	STD ☐ CUS ☐ 3rd party ☐ ———	
Webinars	Describe how webinars or live online learning could be delivered or recorded.	STD ☐ CUS ☐ 3rd party ☐ ———	

---

[9] https://www.nala.ie/tutors/writeon/resources
[10] Review of the teaching and learning content on WriteOn 2015
[11] https://www.rte.ie/news/
[12] Technology Workshop 1 Student Subcommittee 2018

Games	Describe what kind of games are available in the solution and how they can be used by learners with literacy challenges.	STD ☐ CUS ☐ 3rd party ☐ _____

2.1 Set up and content migration - core requirements

Content migration experience	Describe your experience in migrating a large amount of content for another two clients and outline the extent of content involved and the timelines used.	STD ☐ CUS ☐ 3rd party ☐ _____
SCORM upload	Describe your system processes for upload of NALA's existing SCORM content into your system.	STD ☐ CUS ☐ 3rd party ☐ _____
Content update	Describe who in your organisation would work with NALA to migrate the content and describe their role.	STD ☐ CUS ☐ 3rd party ☐ _____

3.1 User interface – core requirements

Interface design	Describe the design of the learner user interface including the home page, login sequence, overview of courses available and how to get started on an interactive course. Please provide screenshots to support your response.	
Intuitive interface	Describe how the learner user interface might support learners with low levels of literacy, including digital literacy to get started with online learning. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Account creation	NALA has three different types of user accounts: learners (members of the public), tutors and accredited training centres. Describe the process where a training centre that wishes to use NALA's elearning platform can create an account and assign learners to that account.	STD ☐ CUS ☐ 3rd party ☐ _____
Password generation	NALA currently uses a simple method to provide learners with a password to log in to the system, that doesn't require an email address, designed to encourage learners with low levels of digital literacy. Describe your method of password provision with this learner group in mind.	STD ☐ CUS ☐ 3rd party ☐ _____

Content overview	Describe the extent to which a learner can get an overview of all the content in the site for example from QQI levels 1 to 4 and describe how the learner can navigate between levels.	STD CUS 3rd party	☐ ☐ ☐ _____
Recommended content	Learners can currently access a skills checker on NALA's existing platform to help learners determine their skill level and receive recommendations on where they should start learning on the platform. Describe how your solution could provide a similar skills checker and recommend content.	STD CUS 3rd party	☐ ☐ ☐ _____
Topic changes	NALA has developed interactive exercises that map to QQI learning outcomes. Each exercise at level 2, 3 and 4 has been further developed so that learners can choose a bank of exercises from the following topics: technology, sport and leisure, family, health, environment, money and work. Describe how your solution might provide a way for learners to 'change topic' from one area such as family to another area such as health as they work through interactive content.	STD CUS 3rd party	☐ ☐ ☐ _____
Learner dashboard	Describe how a learner can view their learning progress visually within the system including viewing assessment results. Please provide screenshots to support your response.	STD CUS 3rd party	☐ ☐ ☐ _____
Giving feedback	Describe how learners can give feedback in the system. Please provide screenshots to support your response.	STD CUS 3rd party	☐ ☐ ☐ _____
3.2 User interface – desirable requirements			
Built-in wizards	Describe the availability of wizards or other supports to guide a learner through particular processes such as creating a new account (self-registration), starting a course, submitting portfolio work.	STD CUS 3rd party	☐ ☐ ☐ _____
Gamification	Describe the extent of gamification in your solution to keep learners engaged. Please provide screenshots to support your response.	STD CUS 3rd party	☐ ☐ ☐ _____
Search feature	Describe how the user can search for content within the platform.	STD CUS 3rd party	☐ ☐ ☐ _____

Learner requests	Describe the ability for users to make appointments with tutors and refer to guidance counsellors[13] using your solution.	STD ☐ CUS ☐ 3rd party ☐ _____
Learner personalisation	Describe the ability for users to personalise their experience.	STD ☐ CUS ☐ 3rd party ☐ _____

4.1 Accessibility – core requirements

Accessibility experience	Please give your current experience providing accessibility controls including adaptable content, use of colour schemas, voice control/input, resizing text, screen readable content, use via keyboard or non-keyboard, ease of navigation and learner assistance, and please indicate if and when accessibility features of your solutions have ever been independently verified. Please provide links and/or screenshots to solutions that provide evidence of the above.	
Meeting standards	Describe how your solution meets accessibility requirements at AA of WCAG 2.1. NALA may choose to have accessibility requirements independently verified.	STD ☐ CUS ☐ 3rd party ☐ _____
Meeting specific needs	Describe how the interface meets accessibility requirements of particular user groups with a) visual impairment and b) hearing impairment.	STD ☐ CUS ☐ 3rd party ☐ _____
Easy-to-follow sequences	Anna is a 22 year old learner attending a day service for learners with a mild intellectual disability who wishes to use NALA's platform to get an award in maths at level 2. Describe how your solution would help Anna create an account, login and work through a course to achieve an award. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Text-To-Speech (TTS)	Describe the extent to which the platform provides a TTS or other read aloud solution and the extent to which users can set preferences such as speed of speech or choice of voice.	STD ☐ CUS ☐ 3rd party ☐ _____

---

[13] https://www.ncge.ie/

4.2 Accessibility – desirable requirements		
Client partner	Describe how you would work with NALA as a client partner and advise on how to lead and continuously improve in the area of accessibility. Outline how you have worked with other clients in this way.	STD ☐ CUS ☐ 3rd party ☐ _____
5.1 Authoring system – core requirements		
Authoring provision	Describe how authoring occurs in your solution? Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Range of interactive exercises	Currently NALA uses an authoring system that provides a range of exercise types such as drag-and-drop, fill-in-the-blank, proofing exercises and crosswords. Please provide an outline of the range of exercise types available in your solution. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Range of templates	Describe the extent to which a range of templates are available to allow different screen layouts.	STD ☐ CUS ☐ 3rd party ☐ _____
Media selection and manipulation	Is there a library of sample media available for NALA to use? Describe how the authoring system might allow creation or manipulation of media such as a video and images.	STD ☐ CUS ☐ 3rd party ☐ _____
6.1 Learner path logic – core requirements		
Recognition of Prior Learning (RPL) – initial assessment logic	NALA currently uses a system of RPL for courses at QQI level 2 and 3. This means that learners do an initial assessment and a summative assessment to complete a course. If a learner successfully complete *all* questions in the initial assessment, they advance to the summative assessment automatically. If they fail *some* questions, they can progress to blocks of exercises that they can work through to advance to the summative assessment. If they fail *all* questions, they must complete all blocks of exercises in a pathway to advance to the summative assessment. Describe the extent to which your system allows learners to skip over content based on the results of an initial assessment.	STD ☐ CUS ☐ 3rd party ☐ _____

Recognition of Prior Learning (RPL) – summative assessment logic	In the case of summative assessment, if learners pass *all* questions, they can progress to do portfolio work or complete a form that allows them to submit for an award. If they fail *some* questions, they are pointed to blocks of content that correspond to the questions failed. Describe the extent to which your system points learners to content that correspond with questions failed in a summative assessment.	STD CUS 3rd party ――――――	☐ ☐ ☐
Holding scores	NALA does not require learners to complete assessments within a given time. This means that learners can exit exercises and assessments and resume at a later stage. Their previous scores should be stored so they can continue their learning journey where they left off. Describe how your solution fits this need.	STD CUS 3rd party ――――――	☐ ☐ ☐
Randomised questions	Describe the extent to which your system can randomise questions from a bank of questions within initial and summative assessments. Is randomisation of distractors within questions possible, so that upon a repeat try of a question, the learner receives answers in a different order from the first attempt?	STD CUS 3rd party ――――――	☐ ☐ ☐
Award submission forms	Describe the extent to which your system can provide forms for learners to complete for example upon successful completion of summative assessments and portfolio work. This data then needs to be extracted as an XML file for submission to the QQI database.	STD CUS 3rd party ――――――	☐ ☐ ☐
Link to eportfolio	Describe how learners could receive instructions to move from successful completion of a summative assessment to start on portfolio work.	STD CUS 3rd party ――――――	☐ ☐ ☐

6.2 Learner path logic – desirable requirements

Digital badges	Describe the extent to which your system can offer digital badges upon completion of a module.	STD CUS 3rd party ――――――	☐ ☐ ☐
Certificate generation	Describe how learners can access and print a certificate of completion at the end of a course.	STD CUS 3rd party ――――――	☐ ☐ ☐

Personalised approach	Describe the extent to which your solution provides individualised learning paths adapted to the needs of each learner based[14].	STD ☐ CUS ☐ 3rd party ☐ _____
7.1 Interoperability – core requirements		
Experience	Describe your experience of acting on behalf of the client providing and receiving integration advice to other third party system providers.	
Plugins	Describe how third party providers plug in to your solution. Indicate in your response how plugins might be applied for one of the desired requirements listed here such as chat bots.	
Multiple browsers	Describe the level of multi-browser compatibility with your solution.	STD ☐ CUS ☐ 3rd party ☐ _____
SSO	NALA requires integration with www.fetchcourses.ie so that the same account details can be used on both this and the new elearning platform. Describe your integration experience to create solutions which use Single Sign On (SSO)?	STD ☐ CUS ☐ 3rd party ☐ _____
Database integration	NALA has an extensive network of individuals who are members of NALA and use NALA's main website www.nala.ie to become members. Describe your ability to integrate an elearning platform with a membership database and to provide a learning record for members who interact with the platform.	STD ☐ CUS ☐ 3rd party ☐ _____
Renewal alerts	NALA has a number of training organisations who become members via the website and pay a fee online. Organisations also have to fill out a form to become a registered centre and renew their membership each year. Describe your experience to support this type of operation.	STD ☐ CUS ☐ 3rd party ☐ _____
7.2 Interoperability – desirable requirements		
CPD event recording	As part of NALA's offering, we schedule several conferences and classroom based training events a year. Describe your ability to support recording of attendance at these and non-platform events against a learner's profile.	STD ☐ CUS ☐ 3rd party ☐ _____

---

[14] NALA WriteOn Platform Report 2018

Event signup	Describe the process of allowing users to view a calendar of events and sign up to events online provided by your solution. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____

8.1 ePortfolio – core requirements

ePortfolio provision	Describe the portfolio offering in your solution and how learners can fill out online forms and upload examples of work such as photos. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Internal verification	Describe how tutors can access the portfolio offering in your solution to validate work and provide feedback to learners.	STD ☐ CUS ☐ 3rd party ☐ _____
System notifications	Describe the extent to which your system could provide the following system notifications a) prompt a user to complete portfolio work b) notify NALA staff that a learner has started portfolio work and needs to be assigned a tutor to verify their work c) notify a learner that the work has been verified d) notify a learner that they have successfully completed a course[15]. For learners under 18, email notifications must go to parents or guardians.	STD ☐ CUS ☐ 3rd party ☐ _____
Self-verification	Describe the ability to allow learners to verify that the work submitted in their portfolio is their work and only their work. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Digital signature	Describe how external tutors in centres could add a digital signature to a learner's portfolio work to give their approval that the work submitted is that of the learner and only the learner.	STD ☐ CUS ☐ 3rd party ☐ _____

8.2 ePortfolio – desirable requirements

Export of eportfolio	Describe the process for exporting portfolio work, or providing an external URL so that learners can showcase their work to potential employers or tutors.	STD ☐ CUS ☐ 3rd party ☐ _____

---

[15] Usability Report for WriteOn 2011

9.1 Administration system – core requirements		
Administration provision	Describe your administration system offered to clients, including the ability to assign tutors to learners, view system reports and manage learner accounts. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Varied access levels	Describe access levels offered in an administration interface for example super-user, NALA administrator, NALA tutor. For example is there a possibility to have a NALA tutor portal to view pools of learners? How can external tutors view pools of learners?	STD ☐ CUS ☐ 3rd party ☐ _____
Customised reporting	Describe the ability to produce customised reports based on user interactions such as numbers who have completed courses, numbers started on course, percentages for progress (half-way through, one-third through) and number of inactive accounts (not logged-in in one year). Describe the format of reports for example spreadsheet, pie chart or other format. Please provide screenshots to support your response.	STD ☐ CUS ☐ 3rd party ☐ _____
Training centre reports	Describe the ability to produce snapshots of training centre statistics such as number of new accounts, learner completion rates and how such reports can be exported.	STD ☐ CUS ☐ 3rd party ☐ _____
10.1 GDPR and security – core requirements		
EUGDPR compliant	Describe your experience with EU GDPR compliance. Please provide screenshots to support your response.	
Learner account management	Describe how learner accounts can be edited or deleted through the administration system as a result of a user 'opt-out' request or by users themselves.	STD ☐ CUS ☐ 3rd party ☐ _____
Learner account authentication	Describe authentication options for learner login and how passwords may be recovered.	STD ☐ CUS ☐ 3rd party ☐ _____
Data storage	Describe what data, how and where data is stored including backups of personal data vs. learner interactions and who potentially has access to this data for example DevOps teams.	STD ☐ CUS ☐
Data protection statements	Describe or provide a link to your organisation's data protection statements, privacy policies, cookie policy and risk management strategy.	STD ☐ CUS ☐

Learner data requests	Describe how learners can access their data via subject access requests.	STD CUS	☐ ☐
Security breach procedure	Describe how you respond to security breaches including personal data breach.	STD CUS	☐ ☐
Security management	Describe the provisions in place to provide security such as https, penetration testing, encryption and security updates.	STD CUS	☐ ☐
11.1 Maintenance and support – core requirements			
Support system	Describe your support structures, for example ticketing system or phone support and how NALA receives support during GMT office hours.	STD CUS	☐ ☐
Updates	Describe in detail the patch update process that would be in place for the solution for example are all updates mandatory and who is responsible for testing updates? Describe also how system updates are applied and periodicity in which they are applied.	STD CUS	☐ ☐
Downtime schedule	Describe the average down time that occurs for clients during system upgrade. When does downtime typically happen? It would be ideal for NALA if this happened outside of 9am to 5pm GMT.	STD CUS	☐ ☐
Backup and restore	Describe your procedures for a) backup b) system restore and your process for redundancy in the event of a failure in the system.	STD CUS	☐ ☐
Third party providers	List any other third party providers implicated in the solution and describe their role and data they hold where applicable.		
Client performance management	Describe how you support clients to improve usage and quality of their elearning provision.	STD CUS	☐ ☐
Communication processes	What are your processes for communication for a) system updates b) system outages c) new release information d) training or information sharing events	STD CUS	☐ ☐
Onboarding	Describe the onboarding provision for clients.	STD CUS	☐ ☐

Documentation	Describe the range of user documentation that will be available to a) NALA staff and b) platform users.	STD CUS	☐ ☐
Training	Describe details of further training available to NALA staff such as yearly training updates or webinars. Where refresher training is needed in the event of new staff joining NALA, please give an indication of associated costs a) per session b) per day.	STD CUS	☐ ☐

12.1 Future proofing and scalability – core requirements

R&D	Describe your organisation's research and development function and the extent of investment in R&D.		
Scalability	Describe the extent to which your solution is scalable to take increased number of users, or decreasing numbers where applicable. Describe cost implications where applicable.	STD CUS	☐ ☐
Concurrent users	Describe how your system services a large number of concurrent users (for example 500 users).	STD CUS	☐ ☐
Roadmap	Describe if your feature/development roadmap is available to clients and/or the public and if so, please provide a link here. How do clients influence the roadmap and how would NALA incorporate these features going forward?	STD CUS	☐ ☐
Service termination	What happens to NALAs elearning provision and data if your organisation ceases to function?		

13.2 Future proofing and scalability – desirable requirements

Client community	Describe opportunities for clients to meet or receive updates, for example annual conventions, online blogs or client forum.	STD CUS	☐ ☐
Further development	For any requirements listed here either core or desirable which are not part of your solution, please indicate whether/ how these requirements could be provided at a later stage if possible.	STD CUS 3rd party _____	☐ ☐ ☐

Appendix G: Experience

Please provide details of three contracts successfully delivered in the last three years of a similar nature and scale in excess of €80,000 per annum and involving the provision, design, maintenance and support of an elearning platform.

Reference one	
Client name	
Contact name	
Contact number	
Contact email	
Annual contract value	
Delivery date(s)	
Detailed contract description	
Did the contract involve delivery of the following components (use aspects similar to those required under this contract, provide details)?	
UX design to meet target audience needs	
Provision of an elearning system with an authoring system	
Project management of the implementation	
Content migration	
Maintenance and support	
Reports derived from learner records	
Resolution of issues	
Outline how this contract is comparable with the subject matter of the contract being tendered.	

Reference two	
Client name	
Contact name	
Contact number	
Contact email	
Annual contract value	
Delivery date(s)	
Detailed contract description	
Did the contract involve delivery of the following components (use aspects similar to those required under this contract, provide details)?	
UX design to meet target audience needs	

Provision of an elearning system with an authoring system	
Implementation of the system	
Project management of the implementation	
Content migration	
Maintenance and support	
Reports derived from learner records	
Resolution of issues	
Outline how this contract is comparable with the subject matter of the contract being tendered.	

Reference three	
Client name	
Contact name	
Contact number	
Contact email	
Annual contract value	
Delivery date(s)	
Detailed contract description	
Did the contract involve delivery of the following components (use aspects similar to those required under this contract, provide details)?	
UX design to meet target audience needs	
Provision of an elearning system with an authoring system	
Project management of the implementation	
Content migration	
Maintenance and support	
Reports derived from learner records	
Resolution of issues	
Outline how this contract is comparable with the subject matter of the contract being tendered.	

Appendix H: Project Plan and Service Level Agreement

Project Plan

Please provide a detailed response to the proposed project plan that you would put in place to support the implementation and rollout of the elearning platform for NALA.

This would include but is not limited to:

- Timelines for the proposed implementation, including content migration
- Resource allocation plan naming personnel responsible for design, content migration, implementation, User Acceptance Testing (UAT) and support
- Roadmap for rollout of features desired by NALA
- Communications plan
- Training for NALA staff including super-users

Service Level Agreement (SLA)

Please provide a draft SLA for NALA which will describe in detail how your organisation proposes to address the execution and performance monitoring of the service provision.

At a minimum the proposed SLA should provide a detailed strategy for handling the following aspects of service delivery:

- How the business relationship with NALA will be managed and by whom.
- Details of the ticketing system used and process for reporting issues.
- The processes to be used to ensure clarity of requirements, authorise activity and resolve conflicts, including routes for incident escalation.
- The helpdesk availability for NALA staff including standard response times to requests including urgent queries.
- Access to a Client Success Manager and performance management feedback including samples of management reports.
- Key performance indicators that will be measured and reported including frequency of reporting.
- Process for handling change requests.
- Service credits for non-performance of agreed service levels.
- Formal complaints procedure.

Appendix I: Cost proposal

Tenderers shall provide a clear outline of all costs (in Euros) involved in the provision of an elearning platform and associated services. Please indicate potential costs over a 5-year period.

	Items	Year 1 cost (excl. VAT)	Year 2 cost (excl. VAT)	Year 3 cost (excl. VAT)	Year 4 cost (excl. VAT)	Year 5 cost (excl. VAT)
A	Cost of supply of the elearning platform	€	€	€	€	€
B	Cost of implementation of the elearning platform including customisation to meet core requirements (Appendix I)	€	€	€	€	€
C	Cost of content migration	€	€	€	€	€
C	Cost of management (per annum) of the elearning platform	€	€	€	€	€
D	Cost of licences (if applicable)	€	€	€	€	€
E	Additional licence requests (where applicable)	€	€	€	€	€
F	Cost of customisation to meet desirable requirements (Appendix I) not already met	€	€	€	€	€
G	Additional costs for product upgrades if applicable	€	€	€	€	€
H	Any other items	€	€	€	€	€
	Total	€	€	€	€	€

Please provide daily rates for the following:

Daily rates	Rates (excl. VAT) €	Rates (incl. VAT) €
Support and maintenance		
Customisation		
Access to senior developer		
Access to graphics designer		
Access to senior tester		
Training		

Appendix J – Literacy and NALA

What do we mean by literacy?

In the past literacy was considered to be the ability to read and write. Today the meaning of literacy has changed to reflect the skills needed by individuals to participate fully in society. It involves listening, speaking, reading, writing, numeracy and using everyday technology to communicate and handle information.

Also, the literacy skills demanded by society are constantly changing and evolving. Increasingly, we require complex digital literacy skills to navigate and access services, and make informed choices.

Why do people have literacy and numeracy difficulties?

There are many reasons why people have literacy and numeracy difficulties.

Within the one in six figure there are people who are not able to write their own name. However most adults with low skills can read something but find it hard to understand official forms and instructions. More often than not, people with low basic skills left school early or have been in a job for a number of years where they haven't had to use these skills. For example, if a person left school before the junior or leaving certificate and didn't have to use reading and writing skills in work, they could easily get out of practice and lose confidence in their ability to use those skills.

There is also a stigma attached to low literacy and numeracy skills. Often people feel too embarrassed to return to learning and go to great extremes to hide their difficulties from their friends and family, which exacerbates the problem for them.

Information on literacy – see www.nala.ie/literacy

NALA website – see https://www.nala.ie/sitemap

Information about NALA – see www.nala.ie/what-we-do

Our customers	What we do and our services
Adults with literacy difficulties, family and friends	We raise awareness of adult education services and help people improve their literacy and numeracy skills. Awareness campaigns; freephone information and referral service; distance learning service; online accredited programmes.
Further Education and Training (FET) tutors	We help to improve the quality of teaching. Online and offline resources and courses; professional development events; workshops and webinars; research and industry guidelines.
Organisations	We work with organisations to help make their services more accessible to people with literacy needs. Plain English writing, editing and training service; resources and supports for public, health, financial, legal and other sectors.
Students	We represent the views of students and support their learning. Student days; student development fund; student subcommittees.
Members	We work to represent the views of, and serve our members. Funding, grants; consultations, ezines, magazines, events, AGM.
Public - policy makers, researchers, media	We work to make sure the views of adults with literacy and numeracy needs are heard by policy makers and others. Research; policy submissions; national strategies; steering groups.
Parents	We help parents support their children's literacy and numeracy. Digital campaigns; working with DEIS schools and other agencies.

Appendix K – Elearning personas

Following submission of tenders, a shortlist will be created where a select number of providers will be asked to present their solution to NALA during the week of **5 November**. As part of this presentation, NALA will provide a sample of existing content in the format of a SCORM package to providers to use within their platform as part of a 45-minute demonstration from the point of view of the following four personas:

a) a 22 year-old learner who would like to develop maths skills, likes using computers and is motivated to improve maths skills by using an online learning platform.

b) a 54 year-old learner who left school early with reading and writing difficulties and who wants to get certification at level 3 in order to apply for a job in the local hospital.

c) a 50 year-old tutor who has been working in further education for over 15 years and uses the platform to view, mark and give feedback on learner work.

d) a 35 year-old administrator who works for NALA and extracts reports of user course usage and completion rates for funders as part of her job.

NALA would like to see the following workflows as part of the demonstration.

Typical workflows to demonstrate
A new learner (learner a) creates an account, logs in and seeks to start learning using the provided content.
A learner (learner a) is logged in and wants to get certification at level 2 and needs to complete an initial assessment to work towards achieving their certificate.
A learner (learner b) is logged in and needs to know where to get help with a query.
A learner (learner b) is uploading an image to their portfolio request a tutor to validate the work.

A tutor (persona c) logs in to view, mark and provide appropriate feedback on a piece of portfolio work to a designated learner
A tutor (persona c) logs in to view, mark and provide appropriate feedback on a piece of portfolio work to a designated learner. An administrator (persona d) logs in and assigns a tutor to validate a learner's portfolio work.
An administrator is logged in and needs to pull a report on how many learners have completed courses and how many have started on a course.

The meeting will take approximately one to two hours and will provide respondents with an opportunity to demonstrate their solution and expand on answers provided in the appendices.

Appendix L – Current logic sequence

The following flows are provided as information. The first flow shows the existing login sequence while the second flow shows the learning logic to allow recognition of prior learning.
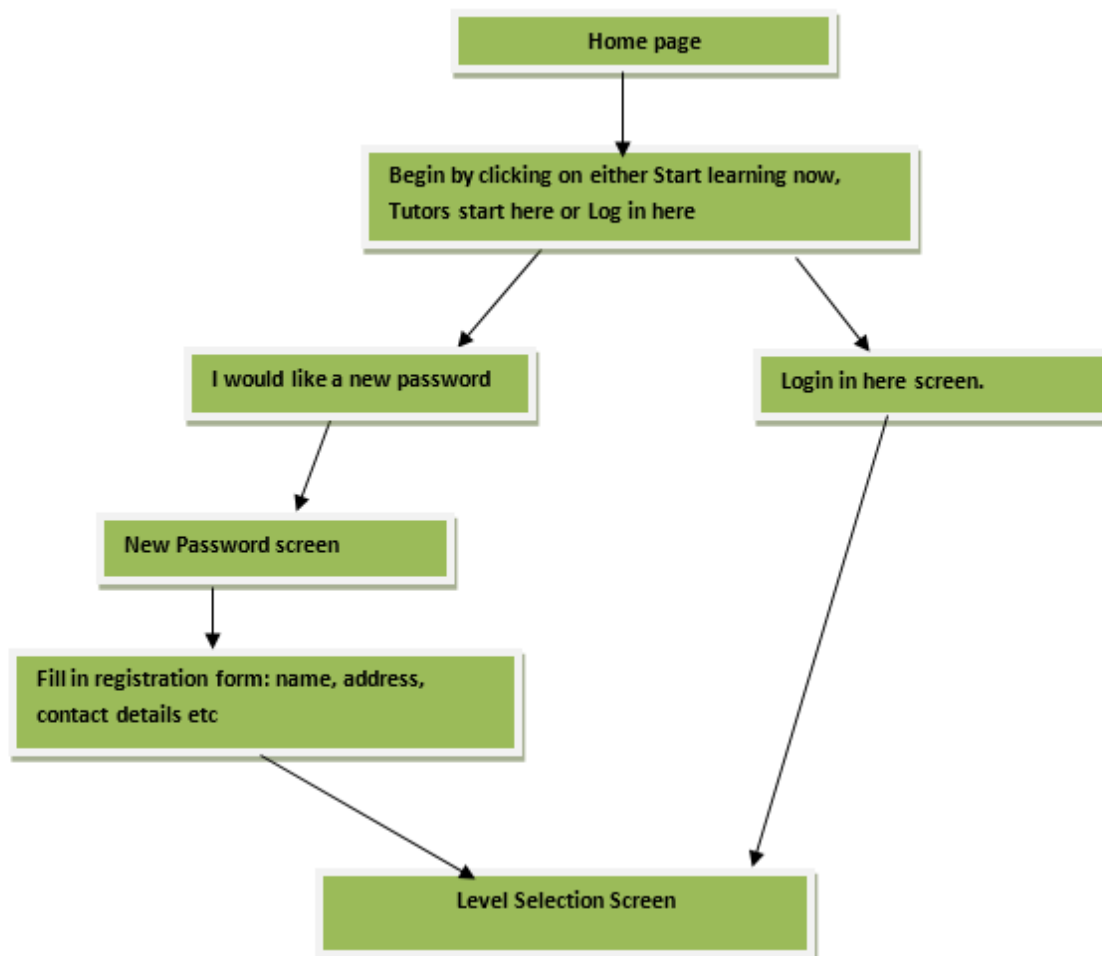
```
                        ┌──────────────────┐
                        │    Home page     │
                        └──────────────────┘
                                 │
                                 ▼
              ┌──────────────────────────────────────────┐
              │ Begin by clicking on either Start learning now, │
              │ Tutors start here or Log in here          │
              └──────────────────────────────────────────┘
                      │                         │
                      ▼                         ▼
        ┌──────────────────────────┐   ┌──────────────────────────┐
        │ I would like a new password │   │ Login in here screen.    │
        └──────────────────────────┘   └──────────────────────────┘
                   │                                  │
                   ▼                                  │
        ┌──────────────────────────┐                 │
        │  New Password screen      │                 │
        └──────────────────────────┘                 │
                   │                                  │
                   ▼                                  │
        ┌──────────────────────────────┐             │
        │ Fill in registration form: name, address, │ │
        │ contact details etc          │             │
        └──────────────────────────────┘             │
                      │                               │
                      ▼                               ▼
              ┌──────────────────────────────────────┐
              │        Level Selection Screen         │
              └──────────────────────────────────────┘
```

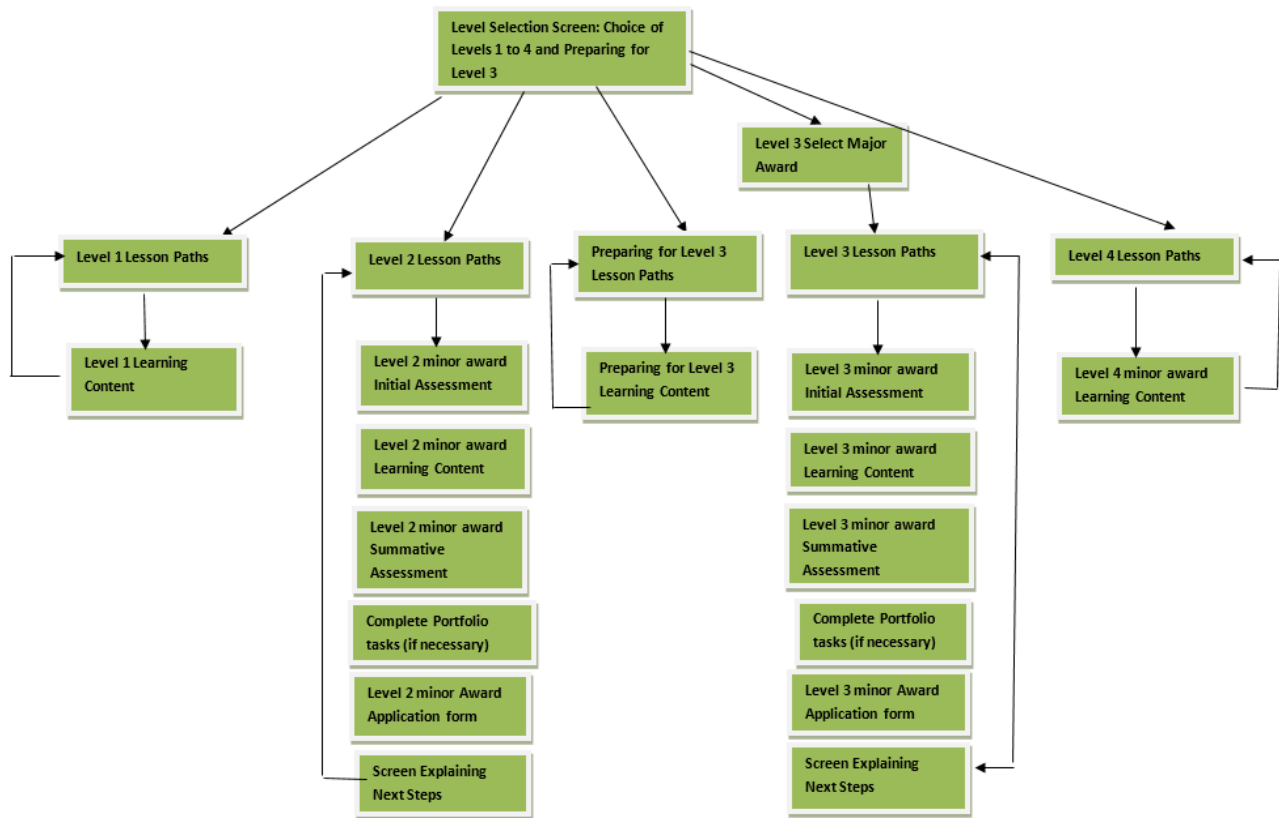*Figure 2 Log in sequence*

Figure 3 Learning logic

The National Adult Literacy Agency

Sandford Lodge

Sandford Close

Ranelagh

Dublin 6

Ireland DO6 YF65

Phone: 01 4127900 | **Fax:** 01 4976038 | **Email:** info@nala.ie
Company No: 342807 | **CHY:** 8506