

## Senate Standing Committee on Education, Employment and Workplace Relations

### QUESTIONS ON NOTICE Budget Estimates 2010-2011

#### Outcome 3 –Higher Education

DEEWR Question No.EW0068\_11

Senator Hanson-Young provided in writing.

#### Question

#### LANGUAGE LITERACY AND NUMERACY PROGRAM (LLNP) TENDERS

"Please provide a detailed description of how the competitive process for determining offers to deliver the Language Literacy and Numeracy Program (LLNP) tenders were determined?

- (a) Were they determined on price competitiveness alone?  
(b) Were factors such as audited quality of existing training delivery of providers, qualifications of teachers, and student satisfaction factors in assessing tenders? To what extent were these factors taken into account?"

#### Answer

The Department of Education, Employment and Workplace Relations has provided the following response.

- (a) No, the Language, Literacy and Numeracy Program (LLNP) services tender outcome was not determined on price competitiveness alone.  
(b) The evaluation methodology for the tender was outlined in the LLNP services Request for Tender (RFT) documentation which was publicly released on Wednesday, 18 November 2009.

Schedule 4 of the RFT indicated that the evaluation process would consist of two separate steps:

- an evaluation of each individual tender against the relevant evaluation criteria; and
- on the basis of that evaluation, a decision as to which tender represents best value for money for the Australian Government.

In the first step the quality of each tender was assessed against the following evaluation criteria which were set out in the RFT:

- Criterion 1 – Capability (Expertise): Demonstrated experience and expertise in the provision of LLNP services and/or in the provision of similar services.
- Criterion 2 – Capacity (Organisational Infrastructure and Operational Capacity): Demonstrated (either existing or proposed) organisational infrastructure and capacity to deliver pre-training assessment, nominated language and/or literacy and numeracy training and assessment and associated administrative services.
- Criterion 3 – Proposal (Strategies): Ability to plan for and deliver LLNP services in the tendered Business Service Area (BSA). Including a detailed holistic service delivery framework for the BSA that identifies the strategies that will be used to deliver the tendered range of LLNP services.

All three criteria included sub-criteria which were used to assess the quality of a tenderer's training delivery, including past performance and future delivery strategies. For example:

- Criterion 1 of the RFT required tenderers to provide details of where a tenderer has previously successfully delivered LLNP or similar services. A maximum of three written references could be provided by tenderers to support their claims;
- Criterion 2 required tenderers to provide information on the quality assurance mechanisms that a tenderer has in place, including their complaints handling processes. Tenderers were able to provide evidence of student satisfaction such as retention statistics and the outcomes of any student satisfaction surveys that they may have conducted, and
- Criterion 3 required tenderers to provide strategies to ensure consistency and quality in the delivery of the program. Tenderers were also required to outline their organisation's strategy to identify, select, induct and retain necessary and sufficient academic staff of the required standard and to provide development opportunities for staff.

Schedule 4 of the RFT stated that the three evaluation criteria would be given a weighting of 40 per cent, 20 per cent and 40 per cent respectively. Tendered fees were not weighted and were not considered in the first step. A consideration of price was only made after the qualitative criteria had been assessed to determine which tender represented best value for money.