Department for Education

DRAFT - Business case

(This business case template should be used for proposals above £100k. The completed business case should be as succinct as possible as and no longer than a maximum of 30 pages. A short business case template is available for proposals for low level of spends – below £100k)

Programme:	COVID-19 Devices, Connectivity and Digital Infrastructure Delivery Programme
Business Case Author:	NR
Division/Directorate:	DfE Operations - Capital, Teaching Workforce Directorate, Qualifications, Curriculum and Extra-Curricular Directorate
Business Case Stage:	Strategic Outline Business Case
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CLEARANCE			
Function	**Name**	**Role**	**Date**
Senior Responsible Owner (SRO)	Michelle Dyson	Director	
Finance Business Partner	NR	Finance Adviser	19/05/2020
Commercial & Legal Assurance[1]	NR	Commercial Adviser (Devices and Connectivity)	11/06/2020 18/06/2020

[1] To note: LAO have cleared the programme options submission to HMT and the associated Equalities Impact Assessment.

	NR	Commercial Business Partner (Teacher Workforce Directorate) Legal	18/06/2020
Data, Digital & Technology (DDaT)	NR	Head of DDAT Governance and Assurance	15/05/2020
Devolved GDS	NR	Cabinet Office – GDS	Approval not required

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1. Business Case Summary

1.1 Executive Summary:

As a result of the current Covid-19 pandemic school premises have remained partially closed to the majority of pupils for the summer term. There is concern across the sector about how prolonged absence from school will impact pupils' attainment. There is broad academic consensus that school closures will have a stronger negative effect on disadvantaged children. The Education Endowment Foundation (EEF) estimates that the attainment gap between disadvantaged children and their peers will grow by between 25% and 75%, compared to what it would have been by the end of the term, if schools remain closed[2]. The same research concluded that continuing to provide remote access to teaching, via technology, has the potential to make a positive overall impact on pupil attainment.

Social distancing presents a separate risk to the safety and wellbeing of vulnerable children since Children's Social Care services have reduced face-to-face contact with families. This creates a need for remote safeguarding measures, but these are reliant on digital infrastructure which is not available in every household. Families that require Children's Social Care services are put at greater risk if they cannot be seen virtually and/or be monitored by safeguarding services online. Vulnerable care leavers also risk social isolation and associated mental health problems.

The programme has been established to support:

- Access to children's social care services and educational services via devices and connectivity
- Remote education via digital education platforms

There are three elements to the programme:

- Devices (the hardware that provides access to communications and content).
- Internet connectivity (ensuring that devices have the necessary access to online educational resources and children's social care services).
- Digital education learning platforms (through which curriculum content is communicated and pupil/teacher interactions enabled, peer to peer support, with teaching and learning being provided with some continuity).

The programme has identified 2 priority end user groups:

- Group 1 – 'Children in Need' (those on a children in need plan, child protection plan or care plan), and 'care leavers' that do not currently have access to a device and/or an internet connection.
- Group 2 - Disadvantaged pupils in year 10 that do not currently have access to a device and/or an internet connection.

In delivering the devices and internet connectivity, DfE will be contracting with Computacenter for the devices and connectivity delivery. Computacenter will use a number of manufacturers for the devices, including Dell and Hewlett-Packard. For internet connectivity Computacenter will source the MIFI routers from Huawei and have sub-contracted the delivery of the roaming sims and data through Abzorb.

In delivering the education learning platforms, the DfE will be partnering with members of an Industry Coalition for the digital education platforms. **The Industry Coalition** is comprised of

[2] https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

representatives from Microsoft, Google, Joskos, RM and The Key. A core part of this partnership is to secure the ability of the sector to support delivery at the scale and pace required. The platforms being provided are Google G-Suite for Education and Microsoft Office365 for Education. Both companies work with accredited implementation partners, from which they assign work packages to meet school requests for support. The Department has no direct contractual relationship with Microsoft, Google, or any of their accredited partners. Responsible bodies (those in charge of schools, including Local Authorities, multi-academy trusts and dioceses) will act as the aggregation point for delivery of devices, before these responsible bodies then distribute to priority end user groups.

1.2 Recommendation

To proceed with option 2c, which provides devices and connectivity for the priority end user groups set out in section 1.1 and digital education platforms (including peer-to-peer support through the EdTech Demonstrator Programme). The total package is £110.78 million.

The 16 to 19 devices and connectivity package (of £16m exc. VAT) is funded out of the 16 to 19 Bursary, as 'business as usual' spend. This element is also captured in the Financial Risk Register.

To deliver this package to this emergency timeframe, we recommended:

Devices and connectivity

Direct Award two contracts with Computacenter who have the scope, capacity and capability to deliver the required end-to-end solution – Option 2c.

A supplier has confirmed through the Industry Coalition that they are willing and able to deliver on these contracts through direct award, securing the equipment, and minimising the lead time for delivery to pupils and vulnerable children at the earliest opportunity. Direct award is our preferred approach to both device and connectivity procurements.

Digital Education Platforms

The two digital education platforms were chosen as these two products are free to education customers. Any costs relate to platform set-up, which varies depending on the type of service requirement from schools; refer to Section 3.8 below. Grant payments will be paid directly to Responsible Bodies and schools, precluding the need for DfE to procure and contract with either Google or Microsoft.

2 STRATEGIC CASE

2.1 The strategic context

This section describes how the proposed intervention aligns with the political and strategic direction of government and fits with the Secretary of State's principles and priorities.

During this time of crisis, the department's priority objectives include:

- Keep children safe at home
- Safeguard vulnerable children and young adults
- Support an interim learning environment
- Support wider economic goals, making the best use of the UK's skills and facilities
- Financial: keep providers solvent and support students
- Create a recovery plan to return to normal as soon as possible

A new Infrastructure programme has been established within this wider portfolio, focusing on equity of access, to support continuation of education and children's social care services, and the Departmental goals detailed above.

There are three elements to the programme: devices (the hardware on which content is received); internet connectivity (so that devices can connect to platforms and other online resources and social care services); education platforms (through which curriculum content is communicated, and pupil/teacher and child/social worker interactions achieved).

2.2 Existing arrangements

The existing arrangements are a fragmented and inconsistent form of the proposed solution. The current availability of learning platforms in schools is not universal, and there are significant gaps in provision of devices and connectivity that, in the current circumstances, are likely to impact most on those who are the most deprived (and have the least access to devices and/or a reliable internet connection).

2.3 Rationale for intervention

As a result of the current Covid-19 pandemic school premises have remained partially closed to the majority of pupils for the summer term. There is concern across the sector about how prolonged absence from school will impact pupils' attainment. An estimated 11,500 primary schools and 1,000 secondary schools do not have access to a cloud-based platform through which to deliver education.

School closures and social distancing measures will have adverse impacts on all children, but most significantly on disadvantaged children (in households without access to devices and/or the internet). Teacher Tapp's polling of teachers showed that in the most deprived schools, 15% of teachers reported that more than a third of their students would not have access to an adequate device for learning from home.[3]

Schools can reduce the impact of closures by using technology to provide remote education. However, this requires equitable access to the right technology in order to minimise the widening of the attainment gap between advantaged and disadvantaged children. The Education Endowment Foundation (EEF) estimates that without intervention the attainment gap between disadvantaged children and their peers will grow while schools are closed, leading to it being 25% to 75% bigger than what it would have been by the end of the summer term.

[3] https://teachertapp.co.uk/learning-or-not-from-afar-the-first-week-of-school-closures/

There are a number of benefits to virtual learning for disadvantaged pupils that have been researched and evidenced. They include:

- Increasing communication between pupils and teachers. Less confident or struggling students may be more likely to share their ideas and less afraid to ask questions in a virtual environment. This is because they might be able to do so anonymously or one-on-one with a teacher.
- Accommodating different learning styles and bringing in different teacher approaches. While one teacher might use a learning technique that is less effective for some children, virtual learning can allow pupils to try out a number of different approaches to problems and learn from different teachers. Pupils who are more visual, audio or kinaesthetic learners can also access materials that are better suited to their learning style.
- Increasing flexibility for learning. Pupils are able to learn at a time that suits them and to change their own learning environment to fit them better. Pupils with special needs can be more able to approach work in their own way and feel more comfortable.
- Frequent opportunities for assessment. There are many learning tools which offer regular assessments on progress, which are more difficult when in the classroom.
- Increasing school attendance[4]

Social distancing presents a separate risk to the safety and wellbeing of vulnerable children since Children's Social Care services have reduced face-to-face contact with families. This creates a need for remote safeguarding measures, but these are reliant on digital infrastructure which is not available in every household. Families that require Children's Social Care services are put at greater risk if they cannot be seen virtually and monitored by safeguarding services online. Vulnerable care leavers, who do not have access to family support networks, also risk social isolation and associated mental health problems; and need internet access in order to access support from mainstream services, for example making a claim for Universal Credit.

2.4 Objectives

The programme has been established to support effective continuation of remote education and ensuring that schools and Responsible Bodies (who understand their pupils best) have the necessary tools to achieve this.

This programme of support and new digital infrastructure has a part to play in maintaining access to children's social care services, including social worker contact with vulnerable children, young people and families, and support to care leavers, both now and into the future.

There are three elements to the programme:

1. devices (the hardware on which content is received);
2. internet connectivity (so that devices can connect to online resources and social care services);
3. education platforms (through which curriculum content is communicated, and pupil/teacher interactions achieved).

2.5 Main risks, constraints and assumptions
Risks and Mitigations:

[4] https://www.researchgate.net/publication/319432541_Promoting_Educational_Opportunity_and_Achievement_Through_11_iPads&sa=D&ust=1586193011512000&usg=AFQjCNEL48QeSfckzQ88hxMh5CUHFUkmKQ

		LOW	MEDIUM	HIGH	VERY HIGH
LIKELIHOOD	VERY LOW	1	2	3	4
	LOW	2	4	6	8
	MEDIUM	3	6	9	12
	HIGH	4	8	12	16

MAJOR RISKS	Probability/Impact	MITIGATION	RAG
The supply chain unable to meet the demand for equipment and services.	Low/Very High	Phase the deployment of the end to end solution. Devices sourced via one supplier who has access to an extensive supply chain. We are actively monitoring delivery. The letter from SoS to manufactures has helped ensure that they prioritise our order. We are working with Border Force, calls with manufacturers directly where needed.	8
The Responsible Bodies do not have sufficient capacity and capability to deliver at the point of local delivery.	Medium/High	Phase the deployment of the end to end solution. Prioritise deployment to deliver maximum benefit.	9
The political imperative as well as environmental factors (Covid-19) may change quickly, meaning that delivery and requirement for the programme may change.	Medium/Medium	Longer-term need of learning platforms. Devices and connectivity build resilience for future (e.g. COVID returning in winter). Any contracts let will also have suitable break clauses to accommodate such changes.	6
The target groups for much of the programme's scope are often difficult to reach and	Medium/Medium	Parent engagement options being explored, including use of nudge messages.	6

engage, which could negate the value and benefits.		This is drawing on user research with over 100 teachers and parents.	
Device failure: Integration and configuration of device components/software	Medium/High	Testing taking place. Until this is complete, there remains a risk that the different components cannot be integrated and configured, resulting in device failure.	9
Fraud, reselling and/or improper use	Low/Very High	We have added Mobile Device Management software to the devices, allowing them to be wiped remotely, reducing any incentive to resell. We are delivering the devices through schools and LAs on the basis of understanding of individual need, significantly reducing fraud risk. Safeguarding software installed on devices to prevent improper use.	8
Raised expectation	High/Medium	People expect more devices than we can provide and expect them more quickly. Our communications make clear that schools may need to wait several weeks before Y10 devices are made available. Expectations are high nonetheless and we are working with our RDD network to manage expectations.	8
[redacted]	Medium/Medium	[redacted]	6
Telecommunications Companies negotiation is unsuccessful, announced support is not able to be delivered	Low/High	To work with the telcos via DCMS. Working through ways to provide the telcos with details of individuals eligible for data exemptions.	6

Delivery issues, particularly for edge cases, not yet identified or mitigated due to the speed of the programme	Low/Very High	Policy team to work through potential delivery issues and to ensure that new policies are developed and lines to take are updated for the helpline. Where new challenges emerge through helpline inquiries, policy will be updated accordingly.	8
Numbers of schools requesting peer to peer support, risks poor value for money and missed opportunity	Low/High	Programme to be developed through a 'Soft' launch, to build capacity. Though now embedding the national offer in broader 'learning platform' comms and ensuring the direct support offer is advertised directly to those taking up the platform offer.	6
Mifi devices do not work on delivery.	Medium/High	To test the 4G coverage of devices. In practice, if the households are unable to receive 4G signal at all and do not have fixed-line broadband, they will be reliant on the offline DfE offers (including the BBC televised support and offers from publishers).	9
Lack of take up for digital education platforms	Medium/Medium	Extensive PR and comms plan in place and re-visited regularly; greater exposure to Demo Schools programme with hosted link to platforms programme; amending eligibility criteria to bring in other schools.	6
Digital education platforms: Capacity of suppliers to provision volume of schools	Low/Low	Scheduling across MS and Google suppliers is being monitored and discussed weekly with Industry Coalition. Currently no issue and capacity is sufficient.	2
Digital education platforms: External forces resulting in low take up	High/High	Further comms encouraging take up to be issued after 1st June to avoid over-burdening schools and emphasising long term benefit of the platforms.	12

Digital education platforms: Timely payment of grants to schools to pay invoices	Medium/Medium	Extra resource sought within cap ops and elsewhere to support payments and assurance. Surfacing of scheduling data to inform management decisions. Liaison with cap ops payments colleagues to streamline the process.	6
There is an additional risk in that some schools may have already supplied devices to vulnerable children through the PPG and some Social Services Departments provide laptops to care leavers so there may be a (small) risk of duplication leading to waste of public resource.	Low/Medium	We are providing clear communications, to explain the purpose of the department providing devices to priority user groups	4

Constraints and Assumptions

Constraints

- Covid-19 pandemic requires a novel delivery approach with much of the work being done remotely.
- Financial benefits may be difficult to accurately quantify.
- Capturing the needs and requirements, as well as delivery to the end-user, will require input from the Responsible Bodies who are facing a range of pressures and constraints.
- Historic and recent evidence suggests that the target groups for the programme are difficult to reach and the success of the programme may be constrained by the ability of Responsible Bodies to fully engage and support the target groups.
- Capacity of the market, supply chain and Responsible Bodies to deliver.

Assumptions

ID	Assumption	Importance	Impact if false
1	The supply chain can meet the demand for equipment and services.	High	Project does not fully meet its objectives and benefits not fully realised.
2	Sufficient budget is available to deliver the programme of work.	High	Project does not fully meet its objectives and benefits not fully realised.
3	The Responsible Bodies have sufficient capacity and capability to deliver locally.	High	Project does not fully meet its objectives and benefits not fully realised.

4	An affordable connectivity solution is available	Medium	Project does not fully meet its objectives and benefits not fully realised.
5	Political imperative remains and does not change or reduce.	High	Project no longer required in its current format.
6	A realistic and achievable timeline for delivery is agreed.	Medium	Products fails to meet expectations and the quality of products is reduced
7	The approach to delivering the solution has the support and buy-in of the Responsible Bodies	Medium	Without RB support deployment of the solution on the ground will be difficult and the benefits will not be fully realised
8	Responsible Bodies and schools are able to effectively support and engage with the target child/young person/family group in the use and operation of the end user devices and learning platform.	High	It is likely that the solution delivered will not be used effectively and the programme will not deliver the value and benefits anticipated.
9	Responsible Bodies and schools are able to effectively support and engage with the target groups in the use and operation of the devices and learning platforms	High	It is unlikely that the programme will achieve its full potential and benefits.
10	Devices have longer term benefits both in the classroom and providing resilience if remote education/social care service are required	High	Benefits not fully realised.

3 Economic Case

3.1 Summary

Effective virtual teaching requires a cloud-based platform, access to a device and an internet connection. Those children who are unable to access one or more of these during social distancing will have their ability to learn significantly reduced. The impact of the loss for both the individuals and the wider macro impact of the long-term loss in productivity will be significant. We believe that an investment of £116m to minimise this impact is justified.

This is not a short-term investment. The EdTech transformation in English schools is already underway, and this will help expedite it. Devolved Administrations, most notably Wales, are further advanced in the way they deliver digital and remote education and are seeing the benefits. Schools who use up-to-date technology in the classroom are able to demonstrate better outcomes for their students and better wellbeing of their teachers.

The availability of devices and internet connectivity also has important wider benefits beyond education. For vulnerable and disadvantaged children, digital infrastructure provides a route to accessing social services and wider support. This is particularly important in the current context, where social distancing measures have restricted face-to-face visits by social workers to families where children may be at a safeguarding risk; and meant that vulnerable care leavers require internet access to access mainstream services.

We first address the economic case for the educational aspects of our programme, which focus on continuity of education during social distancing. Second, we assess the need to offer remote access to children's social care, since the safeguarding need is a separate, but very important, justification for intervention.

Spend to meet the education needs of 16 to 19 year olds, will be met from the 16 to 19 Bursary.

3.2 The scale of the challenge

DfE estimates that there are 1.3 million children aged under 19[5] who lack access to an appropriate device that they could use for their continued education and/or social care support. This is in line with the Institute for Public Policy Research's estimate that 1.1 million children under the age of 16 lack adequate access to a device or connectivity at home.[6]

Beyond just device and connectivity access, 12,500 schools (1,000 secondary and 11,500 primary) do not have access to a cloud-based education platform (such as Google Classroom or Office 365) that would allow them to teach virtually at scale. This means that they are unable to take advantage of the fact that a majority of school children will have access to an appropriate device to facilitate home learning.

3.3 The impact of supporting remote education

The impact for the individual of accessing effective virtual learning is significant. Assuming that schools remain closed during the summer term, evidence suggests the attainment gap between the most deprived children and their peer will grow more than it would have been were all

[5] Unpublished DfE analysis

[6] https://www.ippr.org/files/2020-03/1585586431_children-of-the-pandemic.pdf

children able to learn in school. Addressing these children's attainment needs is critical - individuals who achieve 5+ good GCSEs including English and Maths as their highest qualification, have estimated lifetime productivity returns in excess of £100,000 more than those with below level 2 or no qualifications.[7]

There is also an overall economic impact of ensuring that all children can continue to learn virtually. Department for Education analysis suggests that lifetime lost tax revenues resulting from all school age children being unable to learn during a three-month school closure are £209 billion. In practice, we know that the majority of children would be able to learn to some degree but even just focusing on the c.12% of children and young people without a device, we would still expect this three month learning loss to cost £11.5 billion in lost wages over their collective lifetimes.

3.4 The case for providing targeted access to devices and connectivity

This universal offer does not, however, address the fact that those who are most likely not to have access to a private device are also vastly more likely to be from a lower socioeconomic background and are starting from a position of being disadvantaged within the education system. Improving virtual learning for the majority of children without giving the most deprived children access would further widen the attainment gap.

The targeted aspect of our intervention will support the minority of children who lack access to an appropriate device and/or internet connection to learn virtually. As above, we believe that there are approximately 1.3 million children and young people under 19 who lack adequate access to an appropriate device or connectivity. We estimate that approximately 25% of these children will get access to a device through their school. Of those who remain without a device and/or internet connection, we are proposing to support the approximately 230,000 who are Children in Need, care leavers, or disadvantaged pupils in year 10, alongside disadvantaged young people in 16 to 19 education.

We are providing support for those in exam years (Year 10 and 16 to 19) since the summer term represents 20% of their exam preparation time.

The case for supporting Children in Need and care leavers is on the basis of their safeguarding requirements. This is set out separately.

3.5 The case for our devices proposals

- total estimated cost I&S (excl. VAT) for 230,000 laptops & tablets, and 10,000 iPad's. There will be a further programme cost of I&S plus VAT for Microsoft Intune Licenses up until 31st March.

We are seeking to predominately provide children and young people with laptops. The decision to provide laptops, in favour or tablets was on the basis of the broader range of activities that can be completed on a keyboard enabled device.

Alternative, and superficially lower cost, options to laptops have been considered. Smartphone ownership is higher than tablet and/or laptop ownership (although less than 50% of 10 year olds

[7] EEF Attainment Gap Report 2018

and less than 80% of 13 year olds have their own smartphone)[8]. However, smartphones are an inferior device to learn on (given their screen size and lack of keyboard) and children on a private smartphone will also be receiving private messages while they're trying to learn. Just as we do not give disadvantaged students a desk that is significantly smaller and less functional than their peers, we should not contravene this principle when it comes to their virtual learning.

Additionally, we have considered second hand or refurbished devices. While these *may* be cheaper to acquire, they will need to be set up on a device-by-device basis (unlike new devices which can be factory configured) and could not be provided in our timeframes. These devices are also unlikely to offer the same longevity to schools as a new device, meaning that schools may be required to replace them much sooner.

3.6 The case for our connectivity proposals

- total estimated cost: I&S (excl. VAT) for 55,000 4G routers with e-safety package for 6 months

For households where there is no fixed line broadband, but they do have smartphone access, we are working with DCMS to negotiate with the telecommunications industry to provide additional mobile data. This is a significant ask of the telecommunications industry and we will need to be judicious about the scale of this exercise. We believe that this is the most scalable and lowest cost way to provide education connectivity to those without it. It is reliant on the child having access to a smartphone, even if a parent's smartphone with the hotspot turned on.

We expect secondary students to work independently without parental supervision meaning that they will not always have access to their parent's mobile data. For these children, we also do not think that it is responsible for government to provide them with an unfiltered connection to the internet. For this small group of secondary school children in Y10 without an internet connection, we propose to provide them with access to a 4G router protected by a web-filtering solution that will prevent access to illegal or inappropriate web content. We propose providing a 4G data allowance for the routers for six months. Thereafter, the router will continue to belong to the local authority or trust, but they will be responsible for data charges. There will also be a support service for local authorities and trusts of the devices to report when they have access to content that they should not, so that the web-filtering solution can be updated.

3.7 The case for our delivery model

A critical aspect of prioritising support will be ensuring that government-funded devices are only provided to those vulnerable and disadvantaged children without access through other means. The delivery model that we are proposing will require the targeting of devices and connectivity to be done through the school or local authority. This means that, while national-level proxies are used for costing the exercise, device distribution will be done on the basis of case-by-case assessment undertaken by local institutions. These institutions will have set allocations, which will allow them to target gaps in provision (which have not been filled by existing equipment).

The fact the volume of devices provided to schools and local authorities will be on the basis of the number of disadvantaged children in priority years and vulnerable children with a social

[8] Ofcom - children's digital use by age - 2019

worker means that this EdTech investment will be weighted towards the most deprived communities who stand to gain the most through greater access to technology.

3.8 The case for providing universal access to cloud-based platforms and guidance –

- Total estimated cost: I&S for 10,000 schools

The most cost effective intervention that we can make is to ensure that all schools have access to an appropriate cloud-based education platform that allows children to:

- access their school's educational content through their own private devices;
- to continue to achieve learning outcomes and not 'fall behind';
- provide assignments back to teachers for assessment or more informal feedback;
- benefit from continued, meaningful engagement with teachers;
- work collaboratively with their peers on virtual projects;
- receive broadcasts form teachers (e.g. virtual assemblies or classes);
- receive ongoing support for learning even when schools begin a phased return to 'normal' school opening

Doing so grants access to virtual teaching and learning opportunities to the majority of children who have a private device.

We have worked with Google and Microsoft, the two biggest free education platform providers, so that they will prioritise the capacity required to approve English schools who sign up to their platforms at a collective rate of 2,000 schools a month. Once a school is registered, they may need additional support to move their existing network onto a new platform. To expedite this process, we are proposing to offer I&S per Primary, I&S per Secondary and max I&S per MAT to fund accredited providers who will provide the set up service to get schools up and running in the shortest possible time frame. Again, we have worked with industry to create the capacity required to achieve this.

In addition to the platforms, the second part of our universal offer is to provide schools with best practice guidance to enable them to quickly develop the capabilities required to deliver effective virtual teaching. These will be developed in collaboration with Google and Microsoft who have developed the platforms and have seen their most effective usage around the world. We are also developing a network of demonstrator schools in England who are already experienced in using these platforms and can offer peer-to-peer support to other schools.

London Grid for Learning have provided a website for access to Demonstrator Schools, who can share best practice in development, design of online learning and exemplar practice with the two learning platforms on offer. Some of these Demonstrator schools are already providing series of well attended webinars on best practice.

Additionally, a number of the country's leading school trusts are working with the DfE and Google (amongst other technology partners) to create a 'virtual school', the Oak National Academy. This platform hosts a carefully structured suite of filmed online lessons (with associated curriculum materials) for all school-aged pupils, designed and delivered by the leading teachers and school trusts in the country. This provides further resources to support those schools with less virtual teaching experience, ensuring that they drive value from their platforms sooner.

3.9 The benefits following the end of social distancing

The Department's Education Technology strategy, Realising the potential of technology in education was published in April 2019. The key themes of this strategy are to support schools': connectivity and access; move to cloud-based platforms; and digital confidence/sharing of best practice. The interventions defined in this business case have been selected as they not only support schools, staff, children and young people (and Children in Need and care leavers) during this crisis, but because they also deliver our strategy for education up to and beyond the point of returning to normal operations.

Providing schools and local authorities with access to devices and a cloud-based education platform - as well as training staff, students and parents to improve their ability to teach and learn virtually - has long term benefits, well beyond the end of social distancing. These include improved staff efficiencies and associated acquisition of digital skills, greater operational benefits and savings for schools and MATs, especially those moving towards increased Cloud solutions, and more effective, blended learning solution for students.

Student access to devices will be an important part of supporting them to recover the education loss which will occur as an inevitable consequence of social distancing. Several charities and social enterprises have already approached the department to offer online tutoring to support deprived children and minimise growth in the attainment gap. Investing in this technology now will ensure that those who would benefit most from this offer are able to benefit from this remote support.

Schools who have introduced digital technologies have found that teacher workload decreases. Evidence from the Teacher Workload Survey shows that teachers attribute effective computer software to a decrease in hours spent on administration. This time saved by teachers could have second-round benefits on teacher retention (DfE research has found that for many teachers, workload was the main reason for their decision to leave the profession), as well as reducing stress-levels and improving general wellbeing.

Moving schools to a cloud-based education platform also makes them more secure. Cyber security breaches have a direct impact on organisations including reputational damage, implications for safeguarding and operational impacts (including lost staff time, lost data and coursework, and disruption to teaching). DCMS (2016) cite the average direct costs of a breach estimated at £36,000 for large businesses and £3,100 for micro/small businesses. In June 2018 STAR academies (24 school MAT) "suffered a sophisticated cyber attack, targeting a supplier's and the trust's email systems" resulting in the transfer of over £77,000 into a fraudulent account.

Cloud-based platforms are also significantly cheaper for schools to run and upgrade in the longer term than operating their own local network with private servers. For a large school (840 pupils +) replacing an outdated, computer system like-for-like would cost approximately £87,500. However, replacing it with a serverless system and cloud devices would cost just £30,000.

In relation to children's social care, local authorities will be targeting support on care leavers who do not currently have a device and/or internet connectivity. While this is particularly important during the period when social distancing is in place (because they are not able to meet friends face to face or access services in person), ensuring these young people have access to a device/connectivity in the longer-term will have a number of benefits. For care leavers these include the ability to keep in touch more regularly with their LA Personal Adviser; the ability to access advice and support online; improved jobsearch ability; and access to care leaver forums. Similarly, ensuring children in need and the families they live with can continue to have digital access to social workers may be an important part of the recovery process, building

on LAs capacity to contact families and children at risk. Post-social distancing this will also help reduce the digital divide for this particularly vulnerable group and improve opportunities to engage in online learning and address the attainment gap long-term.

The delivery model that we are proposing means that the devices will be owned by schools and local authorities and this contributes towards that EdTech transformation.

3.10 Social Care

In addition to the case above, social distancing has reduced social worker face-to-face contact with families. While LAs should risk assess every child face-to-face content is typically to only the highest risk families. This poses a critical safeguarding issue for children in need, as without a device and internet connectivity, children and families (including pre-school children) cannot be seen and monitored by social workers online. Vulnerable children who have social care provision and lack a device are therefore currently at risk at a time when intra-familial risks, including domestic violence are likely to have increased, and external sight of children is reduced by the lockdown and limited attendance at school.

Care leavers are also at increased risk if they are unable to contact their local authority personal advisor and access mental health and other support services online. Even prior to Covid-19, social isolation and mental health problems were common issues for care leavers, who often do not have the family and support networks their peers have and who are 4 times more likely than their peers to commit suicide. Social distancing is likely to exacerbate this if care leavers are not able to access the support they need online.

With regards to connectivity, the necessary face-to-face interactions between social workers and vulnerable children and families requires the use of video streaming services. These services are dependent on a good internet connection and are demanding on family data allowances. For care leavers who do have a have a device, it is often on a contract with limited data access, which is insufficient for their needs to contact services, as above, but also to engage with their social network and use online services as other young people do. The connectivity plan included in this case will ensure that vulnerable children and families both have the ability to use the streaming service required to interact with their social worker and will not face additional data charges. The department is also coordinating with DCMS to agree on the whitelisting of streaming services for social care interactions.

Due to the safeguarding concern related to social care, children in need and care leavers will be the first priority for device provision and internet connectivity. We will coordinate with LAs who will distribute devices and routers as needed. They will be given a guideline quota and be asked to identify children in need and care leavers without devices and then order the devices and routers required.

3.11 Summary table of options

Option	Description of option	Whole lifetime Cost	Benefits (£)	Conclusions
Option 1 (Do minimum)	Continue to use the current digital learning platform that is only available to a subset of the student population.	£ Zero	£ Zero	This solution does not address the needs of the Priority Groups identified and will continue to increase attainment gap between advantage and disadvantaged pupils due to lack of access. This option also increases the risk to vulnerable children in the social care system due to lack of access. This option should not be considered.
Option 2a	The DfE take the lead in expanding access to devices and connectivity for the Priority Groups identified and offering digital learning platform for schools.	£128.9m (excl. VAT)	Reduce the three-month learning loss - £11.5bn in lost wages	This solution would address the needs of the Priority Groups identified at less cost than option 2b improving access to education and social care resources
Option 2b	The DfE take the lead in expanding access to devices and connectivity for all students, teachers and vulnerable children and care leavers, and offering digital learning platform for schools.	>£250m (excl. VAT)	Reduce the three-month learning loss - £11.5bn in lost wages	This solution whilst addressing the needs of the Priority Groups identified, would also deliver to non-priority student groups at additional cost and time. Delivering to all students and schools without access to a digital learning platform would also require an alternate approach to procurement (rather than a Direct Award) that would take additional time to complete and risk delivery.
Option 2c (preferred solution)	The DfE to lead a programme to support remote education via digital education platforms, devices and connectivity. The programme will support the two priority end user groups: 'Children in Need' and disadvantaged pupils in Y10.	£94.7m (excl. VAT)	Reduce the three-month learning loss - £11.5bn in lost wages	This solution will address the needs of Priority Groups identified, at a lesser cost than options 2a, 2b and 3. This option focuses very specifically on the year group most at disadvantage (Year 10 as they will be sitting GCSE and related exams next year, which impacts life opportunities) and those pupils most vulnerable (children in need).

Option 3	The DfE Provides funding directly to Responsible Bodies to enable them to procure or extend existing digital infrastructure to meet the need of the Priority Groups Identified.	>£200m (excl. VAT)	Reduce the three-month learning loss - £11.5bn in lost wages	This solution would address the needs of the Priority Groups identified but the procurement would be fragmented, and time and cost of delivery would be less well controlled and runs the risk of missing our target audience. It is likely to result in higher unit costs.

For the preferred option, the recommended step-by-step approach is detailed at Annex A

4 FINANCIAL CASE

4.1 Cost breakdown for preferred option (2c)

Capital Spend

Category	Requirement	Cost estimate (£m) assuming 80% take up
Educational platforms	Granting access (technical configuration, expert assistance) and improving school effectiveness. 10,000 schools	I&S
Devices[9]	c.230,000 laptops & tablets, plus 10,000 iPad's for secondary students.	I&S
Internet Connectivity	Provide 4G routers for c.50,000 secondary students and care leavers to enable connectivity for 3 months at £80pm[10] (assume others will access via the removal of mobile data caps).	12.4
Total cost (excl VAT)		I&S
Total cost (incl. VAT)		I&S

Category	Requirement	Cost estimate
Staffing	Civil Servants and Contractors. We would expect the majority of these posts to be programme funded, with a few capital, to be confirmed at the next classification board.	I&S per month
Intune Licenses	Programme funded Microsoft InTune Licenses up until March 31st.	I&S plus VAT

[9] The volume of devices required is based on the best available survey data on device access combined with Free School Meal (FSM) data across year groups and a March 2020 survey of teachers in which they estimated the device needs of their students.

[10] £80pm for the 4G router is based on the need for it to have a pre-installed e-safety package. We are looking at options to bring this cost down, including a policy decision to provide a device without an e-safety package pre-installed and pass the responsibility for setting restrictions to the organisation distributing the device (e.g. education setting or local authority) or the household.

Resource Spend (associated with extension of the 16 to 19 Bursary Fund). This is included here for completeness – but is covered under a separate business case.

Category	Requirement	Cost estimate (£m) assuming 70% take up
Devices and Internet Connectivity	16 to 19 year old students without a device or connectivity.	I&S
Total cost (excl. VAT)		I&S
Total cost (incl. VAT)		I&S

4.1 Cost breakdown of alternate options

Option	Total (incl. VAT)
Preferred option – devices and connectivity for all Children in Need (CiN), care leavers and Y10 disadvantaged children	I&S
Alternative Option 2a – devices and connectivity for all CiN and disadvantaged children in priority year groups	I&S
Alternative Option 2b - expanding access to devices and connectivity for all students, teachers and vulnerable children and care leavers, and offering digital learning platform for schools	I&S
Alternative Option 3 – directly provide funding to Responsible Bodies, enable them to procure or extend existing digital infrastructure to meet the need of the Priority Groups identified	I&S

5 COMMERCIAL CASE

5.1 Required services and supplies

The following high-level services and supplies are required

1. Overall Project and Programme Management Services.
2. Provision, delivery and configuration of an education platform (through which curriculum content is communicated and pupil/teacher interactions achieved).
3. Provision, delivery and configuration of end user devices (the hardware on which content is received).
4. Provision, delivery and configuration of internet connectivity (so that devices can connect to platforms).
5. Provision of training in the use of the end user devices and the educational platform
6. Delivery, installation and setup of the components required to deliver the digital learning platform
7. Invoicing for delivery of goods and services.
8. Asset Management
9. Configuration Management
10. Reporting services

Details on project management, invoicing for delivery of goods and services, asset management, configuration management and reporting services are available from the laptop and connectivity contracts in Annex B.

5.2 Contracts in place and route to market adopted

High level services of 3 and 4, as listed in section 5.1, are detailed in the following paragraph. In delivering the devices and internet connectivity, DfE will be contracting with Computacenter for the devices and connectivity delivery. Computacenter will use a number of manufacturers for the devices, including Dell and Hewlett-Packard. For internet connectivity Computacenter will source the MIFI routers from Huawei and have sub-contracted the delivery of the roaming sims and data through Abzorb.

For procurement of devices and connectivity, the COVID-19 outbreak has given rise to an urgent need for the supply of the services described above. The urgency arises out of the specific and unique prevailing circumstances in relation to, and caused by, the outbreak, including the need to secure the delivery of access to educational resources and communication with social workers and carers as soon as possible given the impact of the extended lockdown period and closure of schools on certain groups of vulnerable and disadvantaged young people. This does not give the Department for Education sufficient time to comply with the time limits for the open or restricted procedures or competitive procedures with negotiation for this procurement. Accordingly, the Department for Education used the negotiated procedure without prior publication permitted under the Public Contract Regulations 2015 (regulation 32(2)(c)) in respect of these two procurements.

[redacted]

For the provision of the education platforms, there is no requirement for the Department to conduct any form of procurement exercise given the contractual relationship exists with schools and/or Responsible Bodies.

The two digital education platforms were chosen as these two products are free to education customers. Any costs relate to platform set-up, which varies depending on the type of service requirement from schools; refer to Section 3.8. Grant payments will be paid directly to Responsible Bodies and schools, precluding the need for DfE to procure and contract with either Google or Microsoft.

The programme believes it meets the below criteria in that we were satisfied, [redacted] that the reasons summarised above were sufficiently credible to justify us lawfully relying on Regulation 32(2)(c)) in respect of both procurements, which required us to show that:

1. There are genuine reasons for extreme urgency, e.g.: you need to respond to the COVID-19 consequences immediately because of public health risks, loss of existing provision at short notice, etc; you are reacting to a current situation that is a genuine emergency - not planning for one.

2. The events that have led to the need for extreme urgency were unforeseeable, e.g.: the COVID-19 situation is so novel that the consequences are not something you should have predicted. It is impossible to comply with the usual timescales in the PCRs, e.g.: there is no time to run an accelerated procurement under the open or restricted procedures or competitive procedures with negotiation; there is no time to place a call off contract under an existing commercial agreement such as a framework or dynamic purchasing system. The timescales for delivery put alongside the need to secure device stock and manufacturing capacity means it is not possible to comply with the usual timescales.

3. The situation is not attributable to the contracting authority, e.g.: you have not done anything to cause or contribute to the need for extreme urgency.

Clearly the situation we face is unprecedented and we could not predict the consequences and the current situation is not attributable to DfE as the contracting authority.

Please refer to Annex B, for further contract and licence details for the programme.

5.3 Procurement strategy and implementation timescale

We will involve third parties in providing resources for:

- User Research
- Business Analysis
- Technical Architect
- Security Expert
- Delivery Management
- Technical Consultancy
- Service Design

- Product Manager
- Content Design
- Administrative Support
- User Support
- Programme Manager
- Communications and Engagement
- Agile Coaching
- Interaction Design
- *[any other capabilities]*

The suppliers involved are selected because of their extensive experience developing services that meet GDS standards. Resources are sourced from existing DfE G Cloud and DOS contracts and individuals sourced via PSR. The recruitment model is designed to support transfer to civil servants wherever those resources can be available, including apprenticeships and juniors.

5.4 Proposed contract arrangements and route to market

The projects focus on vulnerable children will allow a direct award to be made to a supplier or suppliers as per the Procurement Policy Note - Responding to COVID-19 Information Note PPN 01/20.

Services are procured via a range of contracts and Crown Commercial Services frameworks, including G Cloud, Digital Outcomes and Specialists (DOS) and Public Sector Resourcing (PSR), in compliance with departmental and cross-government policy, and procurement regulations. The contractual arrangements in place involve a rigorous assessment of value for money (VfM). Suppliers are selected based on having the optimum skills, knowledge and experience to maximise their contribution to the service. The service team also seeks to draw on the extensive experience of digital experts. They encourage the product team to set stretching targets within rigid timeframes that directly achieve the purpose of the product and service goals.

The service team is responsible for oversight of ceremonies, sprint planning and retros to ensure activities are aligned towards the achievement of deliverables. The product manager is a civil servant and leads the product team's priorities. Progress on the product backlog is communicated transparently. There is, therefore, low risk of deliverables not being met within intended timeframes or unsuitable deliverables.

Contractors are paid via the current 'Purchase to Pay' process:

- Contract manager in Tech Group, Transformation and Digital, Teacher Services or Central Commercial confirms the requirement fits within the scope, dates and headroom of the contract
- Statement of Work agreed and signed by supplier and relevant DD
- RFQ prepared by Finance Officer with details of dates, costs and deliverables. RFQ signed by supplier and service owner
- RFQ sent to Payments and Data team who raise a PO number to cover the complete value of the contract
- Department sends supplier PO number
- Supplier delivers agreed goods/service and invoices the department via the PO number
- Contract manager reviews invoice and ensures we have been charged as per the agreed terms. Contract manager sends approval for receipt of invoice to Payments and Data team
- Payments and Data team receipt invoice
- SSCL pay the supplier five working days later.

The process ensures appropriate division of responsibilities. There are also measures in place to mitigate the risk of overpayment since the Finance Officer is responsible for tracking the cost and to query any anomalies that arise.

5.5 Personnel implications, including TUPE implications

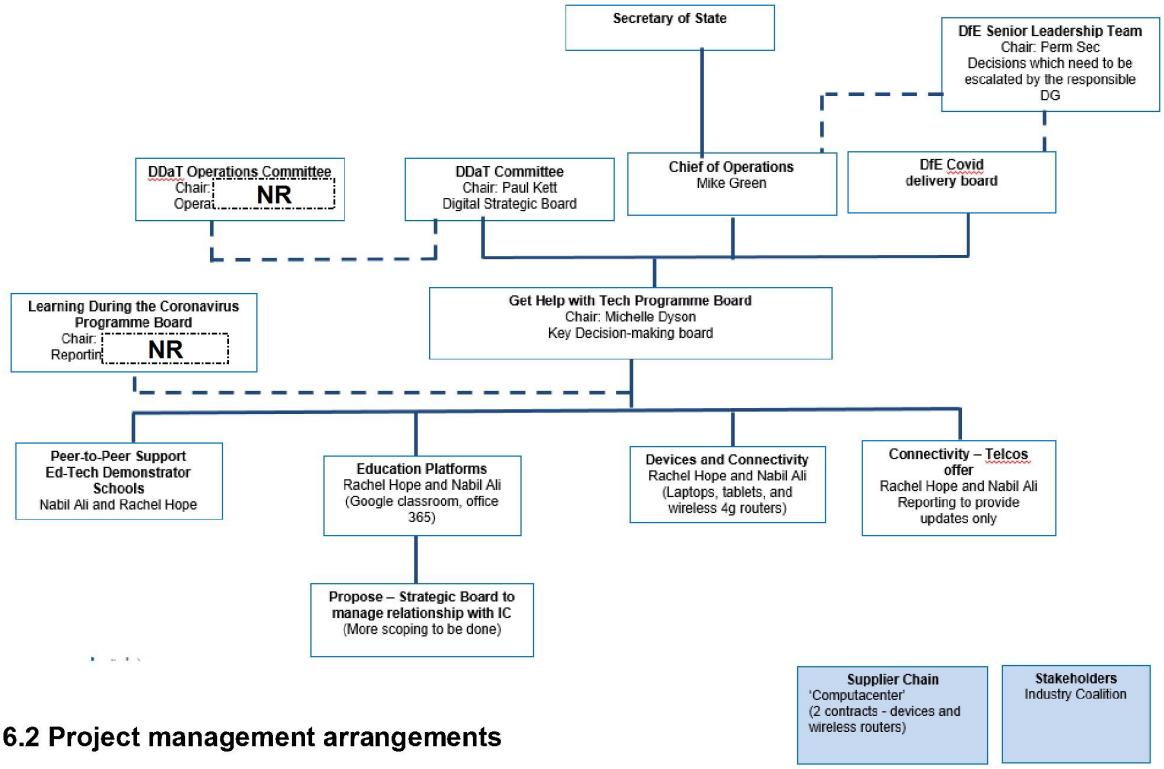
This requirement is a new fixed term programme of work requiring intensive resource over a short period of time. As such there are no TUPE implications.

It is expected the current internal personnel requirements will remain constant with the new support partner providing varying levels of support depending on system and policy requirements.

6 MANAGEMENT CASE

6.1 Governance and leadership

The SRO for this project will be Michelle Dyson (Director for QCEC). Rachel Hope and Nabil Ali will maintain oversight of the programme delivery and Programme Directors. Mike Green, the Chief Operating Officer (COO), is the Sponsor for this programme.



6.2 Project management arrangements

Role	Name/s
Senior Responsible Officer	Michelle Dyson (Director of Qualifications, Curriculum and Extra-Curricular and Early Years and Schools Group Analysis)
Programme Director	Nabil Ali (Deputy Director of STEM Education) and Rachel Hope (Deputy Director of Teacher Services)
Programme Manager	Devices and Connectivity: NR Digital Education Platforms: NR EdTech Peer to Peer Support: NR NR
Project Team	Cross-departmental team across: STEM Education Division, Teaching Workforce Directorate, Capital Operations, DDAT, Finance Business Partner, Commercial Business Partner

The 'Get Help with Technology' programme has established a weekly programme board, chaired by the SRO and with membership of relevant policy leads across the Department and all business partners. The board will provide leadership and oversight of the 'Get Help with

Technology' roadmap, including:

- accountability structures for services/strands;
- sharing resources;
- identifying common or aggregate risks;
- exploiting opportunities to collaborate across the work strands;
- advice the SRO on key delivery decisions.

All risks and issues will be reviewed by the Project Directors and relevant risks and issues will be escalated to the COO and the Leadership Team via the Covid-19 Delivery Board.

Additional assurance will be provided by the Data, Digital and Technology Committee (DDaTC), established by the Leadership Team of the Department for Education as a sub-committee of the Leadership Team. In relation to the Get Help with Technology project, the DDaT Committee will focus on:

- Alignment with the strategic vision and parameters for Digital, Data and Technology investment;
- Alignment with strategic investment opportunities across the whole DfE, including its Executive Agencies
- Tracking progress against strategic plans, and identifying and addressing cross-cutting risks, issues or blockers with other Digital, Data and Technology projects

6.3 Risk management arrangements

The risk management will undertake the identification, assessment, and prioritisation of risks or uncertainties affecting successful delivery of the programme. We will look to mitigate each risk as fully as possible and by monitoring and controlling the impact of risk or opportunities that may arise.

Risks and those risks that precipitate and become issues will be logged in the risks and issues management log that has been set-up within Share-point. Risks will be formally reviewed by the PMO on a weekly basis or more frequently if required.

The general principal that will be applied with respect to the management of a risk is the person of group best able to manage the risk will be assigned ownership of that risk.

All risks will be logged with Project Directors who, with advice from PMO, will escalate to SRO and Sponsor as required.

6.4 Outline project plan

Milestone	Deliverable	Date
1	Project Scope, components and mobilisation	w/c 6th April
3	Design of end to end solution	14th April
4	Delivery of pilot end to end solution	21st April

5	Commercial Agreement Finalised and Delivery Plan	17 May
6	Start roll out of Learning Platform Work stream 1 – MS	21st April
7	Start roll out of Learning Platform Work stream 2 - Google	21st April
8	Start roll out End user Devices and Connectivity Solution Phase 1	11th May
9	Start roll out End user Devices and Connectivity Solution Phase 2	18th May
10	Start roll out End user Devices and Connectivity Solution Phase 3	1st June
11	Programme Complete	End June 2020 Target

6.5 Assurance arrangements

Assurance arrangements are being put in place as follows:

- **Commercial Assurance**: beyond the initial procurement exercises, which have been agreed with central commercial colleagues, arrangements are being put in place to ensure effective contract management is in place and compliant deployment of contractors engaged on the programme.

  Financial Assurance: arrangements are being put in place to ensure correct classification of spend and accounting for expenditure, including sign of processes, verification and budget management. All spend follows a robust assurance process, going above contractual requirement to ensure goods have been received by the Supplier and delivered to Responsible Bodies.

  The Supplier is required to provide a clear delivery plan, associated payment schedule and a breakdown of the devices the Department has purchased. The documents are regularly reviewed and updated to inform the assurance process. Invoices are clearly formatted with a breakdown of device personas to cross-reference against the stock profile and evidence provided by the Supplier. This information is reviewed by the contract managers and sent to the budget holder to authorise all payments.

  The Department requires the Supplier to provide a daily update of devices that enter the warehouse which is broken down into specific device manufacturer, make and model. This is supported through proof of purchase and delivery notes from manufacturers, and the serial numbers of these laptops are collected when the devices are sent to Responsible Bodies. Alongside this, the Department samples the deliveries sent to Responsible Bodies, examining the quantity of devices received against the Supplier's outgoing delivery reporting. This sampling includes approximately one in ten orders.

- **Technology Assurance:** the delivery, integration and configuration of a number of off the shelf components, be they a learning platform delivered by Google or Microsoft depending on user requirements, or hardware components in the form of end user

device such as Laptops and Chromebooks will be assured via the standard and established techniques used by the manufactures to ensure the quality and fitness for purpose of their specific products. In respect to any bespoke software produced, this is subject to a testing and review regime by the development team, DfE and the end user as part of the development lifecycle.

In order to test and validate the end to end solution there will be an initial trail period with a small group of end users to check and validate that the end solution is operating as required and amendments made on any findings to help improve the finished product before being rolled out more widely.

The delivery of the end solution will require an acceptance test to be carried out on the individual components and solution as a whole, this testing will be in the form of a test plan which will enable the end user to validate that individual component and the end to end solution is operating as required.

To help ensure the quality of the finished product, devices will be tested with a small group of representative Responsible Bodies prior to a phased role out, with any issues that arise being resolved as appropriate. The deployment of the end to end solution will be phased to minimise risk and to allow lessons learned in the initial phase to be to be incorporated into subsequent phases of deployment.

- **Security Assurance:** We have added Mobile Device Management software to the devices, allowing them to be wiped remotely, reducing any incentive to resell. We are delivering the devices through schools and LAs on the basis of understanding of individual need, significantly reducing fraud risk. Safeguarding software installed on devices to prevent improper use.

- **Data Assurance:** The quality of data used on the project will be assured by ensuring that wherever possible it will be taken from assured data sources, such as that held by the Government with respect to schools, their make-up, location and key characteristics.

6.6 Stakeholder management

A plan will be put in place to keep key stakeholders updated on roll-out such as, in the longer term a reference group will be set up to advise and shape the broader programme of work.

The strategy will identify the reporting needs of the Programme Board and include its information needs and the frequency and format of communication.

6.7 Benefits realisation

The digital infrastructure provided by the programme will have both short term and long-term benefits in the delivery of teaching and learning, and access to children's social care. It will digitally enable those schools and children who for a range of reasons have not been able to fully exploit the benefits that a digital leaning platform can deliver, not only in times of crisis (as is the immediate need) but also during the normal day to day operation of the school into the future.

The programme will provide an end to end digital infrastructure to deliver E-Learning for those children viewed as being vulnerable and in most need. The economic case for the Programme is detailed in Section 3.0, however the solution will also help deliver a range of less tangible benefits including:

- It will provide students with ready access to digital learning materials and content.
- It will enable students to use the resources at a time which works for them and at any time of the day or night.
- It will provide a scalable platform that offers a constant and standardised approach.
- It will provide a virtual space and suite of tools for students and teachers to collaborate and interact.
- It will help level up equality of access and opportunity for students, children in need and care leavers who may currently be digitally disadvantaged.

6.8 Arrangements for project control and evaluation

During each stage of the product delivery the performance of the delivery partner will be assessed to ensure we are meeting the required levels of quality and progress against the agreed Programme Plan.

There will be two primary type of control within the programme – those driven by events and those driven by time.

There is an impact measurement plan to evaluate how end users participate with the offer provided. This involves both quantitative data collection and ongoing research. This is communicated to internal parties to understand the success of the project.

1. Event driven controls:

Event driven controls will take place when a specific event occurs such as the end of a phase and before moving to the next phase of the project and may also include organisational events that might affect the projects viability or success.

2. Time driven controls:

These will take place at predefined periodic intervals and will include checkpoint meetings and highlight and checkpoint reports for the project board and will be produced on a regular and frequent basis as the programme gets established.

A Programme Plan will be produced to monitor and manage progress and achievement of key milestones and deliverables. The detailed programme and project plans will need to be produced by the suppliers and overseen and monitored by the DfE as the Client.

It is envisaged that the suppliers will deliver a number of specific work packages and the DfE project managers will monitor progress against the work package, and report back to the Programme manager via a checkpoint report or meeting.

As part of controlling the work package the project manager will regularly review the progress of work through checkpoint report and maintain a set of project registers and logs.

The project manager will use this information to measure progress achieved against that planned. The frequency of checkpoint reporting required may change according to the needs of individual work packages.

Post Implementation Review

A Post Implementation Review of the Programme will be undertaken and as part of this we will conduct a gap analysis to review the project charter to evaluate how closely the project results match the original objectives.

Review the expected deliverables (including documentation) and ensure either that these have been delivered to an acceptable level of quality, or that an acceptable substitute is in place. It will look to determine whether the project goals were achieved and if the delivered functionality is expected.

It will consider if users have been adequately trained and supported and that the necessary controls and systems are in place to support the ongoing delivery of benefits.

The review will compare the original project plan, in terms of quality, schedule and budget and look to determine the satisfaction of stakeholders and to what extent end users' needs have been met.

The costs and benefits delivered by the programme will also be reviewed in order to determine the total programmes costs and benefits delivered and ensure that any ongoing costs are fully understood. The review will also look to identify and areas for further development and opportunities to deliver additional benefits.

The review will be documented and will look to identify what went wrong, why did these things go wrong, and how could these problems be avoided next time and the lessons to be learned and recommendations for future projects and programmes.

6.9 Close of programme arrangements

All equipment is gifted to Responsible Bodies; local authorities, trusts and schools are the asset owners of the equipment gifted to them. There is no expectation that equipment will be recovered by the Department.

7 ANNEX A – USER JOURNEYS

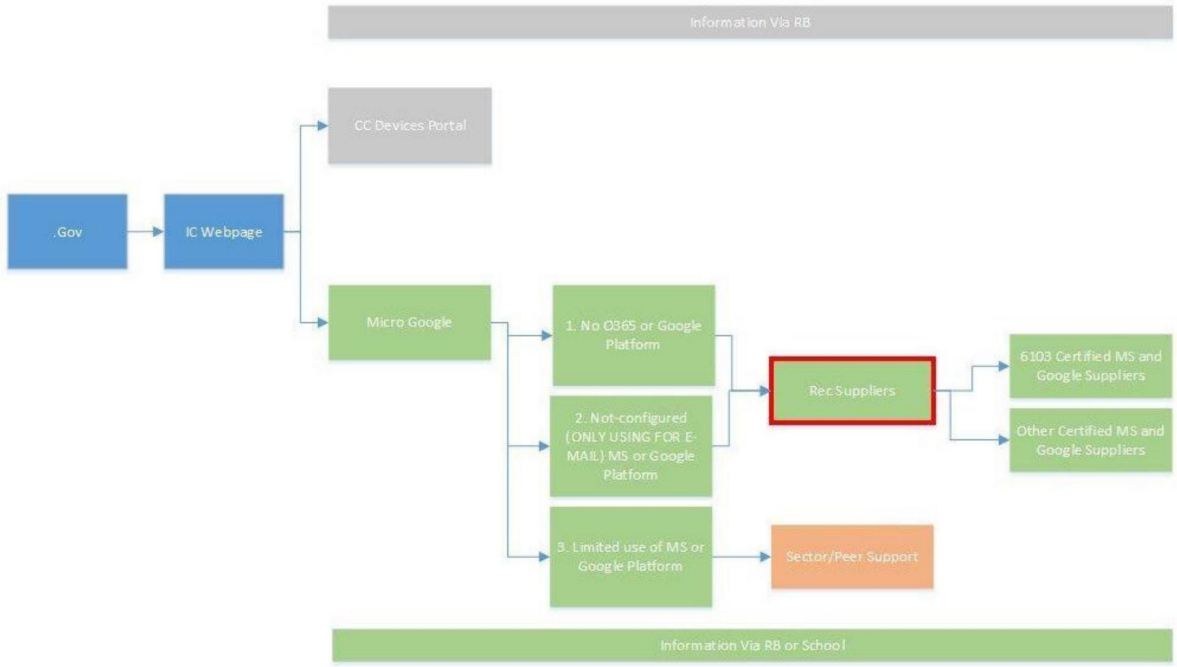
This annex sets out the user journey for schools and Responsible Bodies to access the platform provisioning programme. In summary, a Responsible Body or school will be able to access a webpage explaining the full offer, and depending on whether they require set up with a platform or not they will be directed to the correct route for gaining access to the programme, where they can then make their selection of their preferred platform.

Schools and Responsible Bodies can apply through The Key for Department for Education funded support to get set up on one of two free to use digital education platforms; G suite for Education and Office 365 Education. The EdTech Demonstrator Programme will provide peer led advice and training to help schools and colleges use technology to support remote teaching and improve their digital capability.

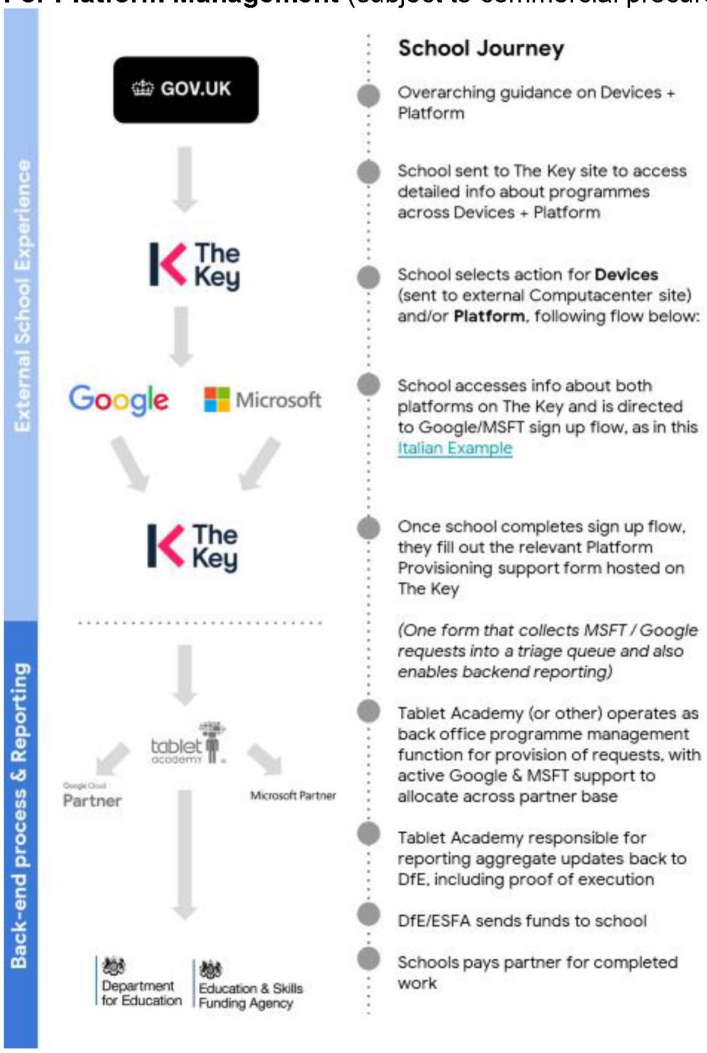
For devices and connectivity, an initial contact email will be sent from the Department for Education to senior contacts in local authorities (LAs) and multi-academy trusts (trusts). The LAs and trusts are asked to complete an online form to predict the number of laptops, tablets and 4G routers they will need. When we have agreed an allocated number with them, we send them more information about the programme and devices. We follow this up with an invitation to join TechSource, the online shop where they can select the laptops, tablets and routers that they need. They nominate a delivery and a technical contact who arrange the logistics of device delivery and set-up.

On receipt, the LAs and trusts can either give the devices to children and young people as they are or apply local configurations to meet their needs. LAs and trusts can then decide how best to distribute their devices based on their knowledge of their area, their capacity and the children and young people to whom they are distributing.

The following diagrams evidence the process for the digital education platforms.



For Platform Management (subject to commercial procurement):



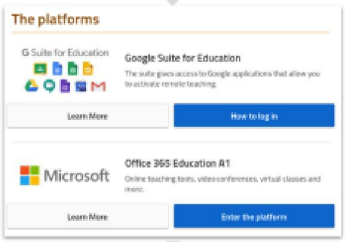
A model for Platform Provisioning

Italian Ministry of Education

School Journey

School arrives at MOE website and reviews overview of Distance Learning Resources

G Suite and O365 featured as choice platforms for distance learning.



Schools can either Learn More about the platform or are directed to the respective sign-up flow to get a tenancy

Once registered for the platform, schools can return to the Italian MOE website for additional assistance from Partners (in a much lower-touch model with no funding attached).

8 ANNEX B – CONTRACT AND LICENCE DETAILS

Laptops Contract (Project_294) Direct Award

Initial Period 19/4/20 to 18/4/21 value £59,985,001.47

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Connectivity Contract (Project_4335) Direct Award

Initial Period 7/5/20 to 6/11/20 value £6,359,736.84

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Image Build Contract Call-Off: RM6068 Lot 1 Hardware & Software & Associated Services

Initial period 27/4/20 to 1/9/20 value £1.00

DfE Image Build Call
Off Contract 0105202

MDM Managed Service Contract Call-Off: RM3804 Technology Services 2

Initial Period 7/5/20 to 6/11/20 Value £0.06

RM3804-Order-form-
MDM Managed Servi

Cisco Umbrella Licences Contract Call-Off: RM6068 for the provision of Technology Products and Associated Services Lots 3 Software & Associated Services

Initial Period 14/5/20 to 13/5/21 Value £2,341,226.13

Cisco%20Umbrella%
20Call-Off%20Order%

G Suite for Education (Online) Agreement

https://gsuite.google.com/terms/education_terms_ie.html

Data Processing Amendment to G Suite and/or Complementary Product Agreement (Version 2.2)

https://gsuite.google.com/terms/dpa_terms.html

Microsoft Online Subscription Agreement

https://portal.office.com/Commerce/Mosa.aspx