Because maths matters!

INVITATION TO TENDER

Independent evaluation of three programmes within the Advanced Mathematics Support Programme (AMSP)

Advanced Mathematics Support Programme®

About MEI

Mathematics in Education and Industry MEI is a charity that improves maths education. We work with schools, colleges and teachers at all levels to provide students with the best possible maths learning experiences, developing mathematical proficiency and fostering opportunities for all.

We lead the Advanced Mathematics Support Programme (AMSP), providing national support for teachers and students in Level 3 maths across the country. We are a lead partner in the National Centre for Excellence in the Teaching of Mathematics (NCETM), which coordinates the national network of Maths Hubs, and deliver a DfE funded PD programme for Post-16 GCSE and Functional Skills maths qualifications.

We work in many other areas of maths education as experts on best-practice in maths teaching and are passionate about ensuring the quality of maths education across the country and breaking down the barriers to participation to make maths accessible to all.

Introduction

Mathematics in Education and Industry (MEI) is the contract holder for the Advanced Mathematics Support Programme (AMSP), funded by the Department for Education (DfE). The national programme aims to increase student progression to Core Maths, AS/A level Mathematics and Further Mathematics qualifications and supports and enriches the teaching and of level 3 maths.

MEI wishes to commission an external organisation to provide external evaluation of work undertaken as part of the AMSP.

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1.1 New AMSP programme areas

The Department for Education recently extended the AMSP contract until July 2026, making changes to the programme as set out on the AMSP website. The revised programme, summarised in **Annex A**, includes three new areas of work ('programmes'). Information about changes to the programme and the new programmes can be found here: https://mei.org.uk/8-2m-funding-announced-for-amsp-programme-including-work-to-support-girls-advanced-maths-and-ai-careers/

Higher level maths achievement (11-16): A programme to address the fact that, compared with their peers, a far lower proportion of students from disadvantaged backgrounds perform highly in maths at KS2 go on to secure grades 7-9 in GCSE Mathematics.

Girls' progression to A level maths: A programme for up to 200 schools where the A level Maths gender gap is wide to address the issue and increase girls' participation at A level.

Maths into AI: A programme which aims to raise awareness and understanding of AI and related areas such as data modelling and its applications for teachers of Level 3 maths and computing, and equip them to promote AI careers to their students.

Further detail on the scope and operation of each area of work will be provided to successful tenderers on award of contract.

1.2 Requirement

The AMSP as a whole was evaluated in 2020. 2025-26 will be a pilot year for the three new programmes in the overall programme. We wish to appoint a contractor to undertake an evaluation to assess the effectiveness of these programmes over the academic year to inform programme iteration and development and provide exemplar case studies/vignettes. The evaluation will incorporate both formative and summative elements.

In addition to the external evaluation, MEI collects data and feedback from participants as part of programme management and review. Subject to permissions, these data can be made available to evaluators. The independent evaluation will supplement the internal analysis with further quantitative and qualitative data to provide evidence of project effectiveness and indicators of impact.

Key research questions for each programme area and suggested research sources are set out in **Annex B.**

The period of the evaluation will be 1 July 2025 to 31 July 2026 – the end of the current AMSP contract. This includes planning, data collection and analysis and final report writing.

1.3 Costs and contract management

The indicative budget for this work is between **£100,000 and £120,000** (inclusive of VAT). *It is highly unlikely that tenders which exceed this amount significantly will be successful due to budgetary constraints.*

The payment schedule will be quarterly, with payments reflecting milestones/work completed. There will be final payment at the end of the contract.

- Payment 1 – 30 September 2025
- Payment 2 – 31 December 2025
- Payment 3 – 31 March 2026
- Payment 4 – 30 June 2026
- Payment 5 – 31 July 2026

The external evaluator will be expected to provide updates to the nominated MEI contact the Data and Reporting Analyst.at regular intervals on the progress of the work and key outputs/milestones.

The contractor will work closely with AMSP staff, who will assist the contractor in evaluation planning and implementation. In particular, the contractor will work with a small steering group comprising individual programme leaders, SLT leads, Project Manager and Data and Reporting Analyst.

A draft evaluation report will be expected to be delivered in early July 2026 with a final version by the end of July 2026, prior to the last payment being made. Intermediate payments will be made based on satisfactory performance during that period.

2 Tendering process

The primary audiences for the work will be the AMSP leadership team and development teams and the Department for Education as funders of the programme.

2.1 Requirements

Your response to this tender should be presented in a single Word or PDF document that has two parts:

PART 1 – Background Information (No more than 2 pages in length)

Please provide a high-level overview of your organisation, its services and its capabilities.

You may wish to include information on areas such as the following:

- Organisation, skills, numbers, locations, points of presence etc.

- Accreditations, standards, awards, capabilities etc., including those related to programme management.
- Major customers, coverage in the UK and abroad, including examples of previous work relevant to this proposal with indicative contract value.

With a very small page limit it is permissible for you to provide links, for example to specific pages on your website, to further evidence points made in this part of the proposal. However, this should not detract from overall readability.

PART 2 – Evaluation Proposal (No more than 6 pages in length)

Please provide your response to the requirements of the evaluation, which should include:

- An outline of your **proposed approach**, including a timeline for proposed activity and the key milestones.
- Detail of input or support that is required from MEI.
- A **breakdown of costs**: total budget including any VAT costs. Please present costs against key activities and milestones but also provide a separate breakdown of day rates used for staff working on the contract and the expected numbers of days.
- **CVs of key staff.** (No more than one page per person which can be supplied as an annex to the 8 page section)
- **Two customer references** with contact numbers and e-mail addresses that MEI could follow up on (contact would only take place with prior permission from the Bidder, at the appropriate stage of the tendering process).

2.2 Timescales and selection

A tendering timetable is set out below. The deadline for submissions is 12:00 on Friday 27 June 2025 using the data and evaluation mailbox data&evaluation@mei.org.uk

Organisations intending to submit a proposal should confirm their intention to participate by 12:00 on Friday 13 June using the data and evaluation mailbox data&evaluation@mei.org.uk.

The selection of evaluator will be made based on the quality of the evaluation proposal, expertise and track record, and ability to manage and deliver the work to agreed timescales and within budget. Tenders from organisations of all sizes are welcome.

Date	Activity
Thursday 5 June 2025	Tender published.
Thursday 5 June – Friday 13 June	Clarification questions data&evaluation@mei.org.uk
Friday 13 June 2025	**12 noon. Potential bidders confirm their intention to participate.** Email answers to clarification questions.
Friday 27 June 2025	**12 noon. Deadline for submission of proposal**. (An electronic copy is sufficient)
Friday 27 June – Friday 4 July 2025	Review and evaluation of submissions. Clarification may be sought from the Bidders by MEI during this period.
Tuesday 8 July 2025	MEI may choose to invite some of the Bidders to make a short presentation and discuss their proposal online.
Friday 11 July 2025	**Preferred bidder informed** Those that are not selected will be informed by 16 July 2025
Friday 18 July 2025	It is intended that **the contract will start on Friday 18 July** MEI reserves the right to negotiate terms with any of the unsuccessful Bidders in such circumstances that a contract cannot be agreed with the preferred Bidder.
tbc	**An online inception meeting** for the project, between MEI and the successful bidder once the contract has started on a date convenient for both parties.

2.2 Other information

Bidders will not be entitled to claim from MEI costs that are incurred in preparing proposals, whether or not they are successful.

All documents, specifications and other such information provided to bidders by MEI should be treated as confidential. Bidders should not disclose or release information about the ITT to any third party without the prior written consent of MEI.

All documents, specifications and other such information provided by bidders to MEI in response to the ITT will be treated as confidential.

This ITT is a request to formulate an offer to MEI to provide the specified services. By issuing this invitation MEI is not bound in any way and does not have to accept the lowest proposal MEI will endeavour to avoid amendment to this ITT but may amend and re-issue the ITT document. MEI may postpone or cancel at any time in the tendering process.

MEI may, at its sole discretion, reject a proposal for any reason (or for no reason) including, but not limited to, the following:

- If a bidder includes any terms or conditions unacceptable to MEI.
- If a bidder includes any offer to conditionally or automatically discount, reduce or modify his proposal.

Failure to comply with the above conditions may disqualify any proposal.

ANNEX 1: The Advanced Mathematics Support Programme (AMSP)

The AMSP began in May 2018. It follows on from the government funded Further Mathematics Support Programme (2009-2018), which followed on from the Further Mathematics Network (both managed by MEI). It will also provide support for Core Maths. The AMSP is managed by MEI in partnership with Tribal; it is funded by the DfE.

The aims of the Advanced Mathematics Support Programme are to:

- increase participation in AS/A level Further Mathematics, AS/A level Mathematics and Core Maths
- improve the quality of maths teaching at Level 3
- increase the number of students studying STEM degrees

These aims support the principle that all state-educated students throughout England should be able to access the mathematics education they need to fulfil their aspirations.

The support provided by the AMSP is extensive and includes:

- Sustained Professional Development courses for teachers of AS/A level Mathematics and Further Mathematics
- Professional development for:
    - Core Maths
    - Higher Tier GCSE Mathematics
    - university mathematics entrance tests
    - higher level problem solving
    - AS/A level Mathematics and Further Mathematics
- Professional development is provided in a variety of ways, one-day events, twilight meetings and via online classrooms, in order to provide as much flexibility as possible for teachers to participate
- Resources for teaching AS/A level Further Mathematics and new resources to support the teaching of Core Maths
- Tuition support for students studying Further Mathematics

The programme from April 2025 includes three additional programme areas: Higher Level Maths Achievement (11-16); Girls' Progression to A level Maths; and Maths into AI, each comprising teacher PD and student sessions/support.

A complementary programme of support for students preparing for university mathematics entrance tests is funded under a separate arrangement with XTX Markets.

The AMSP works both centrally, with a large expert central team delivering professional development and student tuition and other support for schools, and locally via a structure of Senior Local Leads and Local Leads whose work with schools links to Maths Hub areas.

Some work on the programme will be conducted locally in partnership with Maths Hubs led by AMSP Local Lead.

ANNEX B: EVALUATION QUESTIONS AND INDICATIVE SOURCES

Activity	Key evaluation question	Suggested source(s) of evidence	Suggested output
Higher Level Maths Achievement Programme (HLMAP) (11-16)	[A1] To what extent has the programme developed teachers' subject and pedagogical knowledge of higher-grade GCSE maths achievement?	Online feedback survey of participating teachers. Online survey of maths HoDs/curriculum leads in participating schools.	Analysis of survey responses from teachers/leaders.
	[A2] What impact have HLMAP activities had on participating students' preparedness to tackle more challenging maths content at KS3 and GCSE?	Online survey of participating teachers. Interviews with a sample of participating teachers and students.	Analysis of survey responses from teachers. Summary of interview findings with illustrative examples.
	[A3] What effect has the HLMAP had on expectations for target group maths achievement and progression (students from disadvantaged backgrounds who performed highly at KS2), and for higher level maths achievement more generally?	Online survey of maths HoDs/curriculum leads in participating schools. Interviews with a sample of HoDs/curriculum leads and school leaders in participating schools. Relevant background information/data from schools relating to progress and achievement in maths for case studies, including data/information from students.	Analysis of survey responses from HoDs/curriculum Leads. Summary of interview findings. Short illustrative case studies of participating schools which have benefited from the programme.

Activity	Key evaluation question	Suggested source(s) of evidence	Suggested output
Girls progression to A level maths	[B1] What effect has the Girls' Progression programme had on school culture and expectations of girls' maths achievement and girls progression to A level maths?	Online feedback survey of participating teachers. Online survey of maths HoDs/curriculum leads in participating schools. Interviews with sample of participating teachers and maths HoDs.	Analysis of survey responses from teachers/leaders. Analysis of survey responses from HoDs/curriculum Leads. Summary of interview findings including illustrative examples.
	[B2] What changes at 11-16 have participating schools/teachers introduced to address girls' maths achievement and progression to A level maths and how effective do teachers and leaders see these changes.	Online feedback survey of participating teachers. Online survey of maths HoDs/curriculum leads in participating schools. Interviews with sample of participating teachers and maths HoDs.	Analysis of survey responses from teachers. Analysis of survey responses from HoDs/curriculum Leads. Summary of interview findings including illustrative examples.
	[B3] To what extent has there been a shift in girls' knowledge, attitudes and/or intentions towards maths and progression into A Level maths in participating schools?	Online survey of sample of girls in participating schools. Interviews with a sample of girls in participating schools. Relevant background information/data from schools relating to progress and achievement in maths for case studies, including data/information from students.	Analysis of survey responses from participating students. Summary of interview findings. Short illustrative case studies of participating schools benefiting from the programme.

Activity	Key evaluation question	Suggested source(s) of evidence	Suggested output
Maths into AI	[C1] How effectively has the Maths into AI programme developed participating teachers' understanding of the maths and statistics underpinning machine learning and AI and its link to curriculum maths?	Online feedback survey of participating teachers. Interviews with sample of participating teachers.	Analysis of survey responses from teachers/leaders. Summary of interview findings
	[C2] To what extent did the Maths into AI programme improve teacher confidence to enrich students' mathematical and statistical learning using technology-based tools and techniques?	Online feedback survey of participating teachers. Interviews with a sample of participating teachers.	Analysis of survey responses from teachers. Summary of interview findings.
	[C3] How effective was the student course in developing students' knowledge of data science, machine learning and AI and how helpful did students perceive the course to their next steps?	Online survey of teachers in participating schools. Online survey of sample of students in participating schools. Interviews with a sample of students in participating schools.	Analysis of survey responses from participating teachers and students. Summary of interview findings. Short illustrative case studies of teachers and students benefiting from the programme.