

**Specifications for an invitation to tender for this project**

**Title:** Physical Literacy through the life course?

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**Deadline for responses:** 3rd March 2017

**INTRODUCTION**

The International Physical Literacy Association (IPLA) are looking for an agency to help us create an **video** to illustrate what physical literacy is and the key message behind the concept and how it can be developed throughout the life course. The video will need to ensure all who watch it have a clear understanding of main principles of physical literacy and the key messages the IPLA wish to indicate.

**BACKGROUND**

The concept of physical literacy was first proposed in 1993 in a paper presented by Margaret Whitehead at the International Association of Physical Education and Sport for Girls and Women Congress in Melbourne, Australia.

The concept was founded on a doctoral study into the perceptions of our embodied nature by philosophers in the Schools of Existentialism and Phenomenology, principally Jean-Paul Sartre and Maurice Merleau Ponty. Significant among their views is the centrality of human embodiment in life as we know it. Sartre took pains to highlight the importance of the embodiment-as-lived as distinguished from the embodiment as an object, while Merleau Ponty developed the idea of the ways in which our embodiment informs all perception of the world around us. Both philosophers worked from a monist position refuting dualism.

Reflection on these ideas and other key elements of these philosophies, created a picture of the unquestioned significance of our embodied dimension, an importance overlooked on account of the stranglehold of dualism in much of the developed world.

There was little doubt that our embodied potential was a significant capability alongside other capabilities described by Nussbaum (2000) and Sennett (2009). This capability was described as physical literacy. The authoritative support given to this aspect of our being by respected academics generated the confidence to argue that the fostering of this capability had a strong claim to be part of education, and to be of significance throughout life. As part of education physical literacy does not principally play a role in cognitive development rather it provides the opportunity to foster a key aspect of our personhood. In other words, physical literacy can be justified as having educational, validity in a broad and balanced curriculum.

From this study the concept of physical literacy developed and a definition and attributes were formulated. In addition, the implications of physical literacy being the goal of all structures were drawn up.

From 1993 to the present day papers have been presented at numerous conferences around the world, the book Physical Literacy: throughout the life course (Whitehead, 2010) was written and this concept has been the focus of a number of conferences and workshops.

The first conference was in 2008 at the University of Bedfordshire and this was followed up with workshops in Loughborough, Plymouth, Canterbury and Derbyshire. A significant element of each workshop was an extended time to take part in discussion. The concept developed as a result of these discussions. For example, the notion that physical literacy is a disposition came from Canterbury, physical literacy as a journey arose from Plymouth, systems of charting progress were introduced in Derbyshire and implications for practice were highlighted in Loughborough.

The second conference in 2011 was an international event at the University of Bedfordshire Conference Centre and focused on physical literacy in the early and primary years. The third conference, again international, was held in 2013 at Wyboston Lakes Conference Centre in Bedfordshire and looked particularly at physical literacy in the secondary phase of education. At the close of this last conference the notion of forming an international association was discussed and from those discussions the International Physical Literacy Association (IPLA) was established.

**THE PROJECT**

1. The IPLA are looking to display the video in the form of a ‘story’ which different
audiences can connect with.
2. The primary idea is to produce an video that identifies what physical literacy is (IPLA definition) and connect to the importance of the physical literacy journey throughout the life course. This would include a blend of video footage, statistics, imagery and infographics. The tendering organisation will need to be creative with ideas of how the concept of a ‘story’ can be designed and in a format which suits different users.
3. The key parts to the story include the following
* Definition
* Key words of motivation, confidence, physical competence, knowledge and understanding, value, taking responsibility, lifelong.
* The different age phases as we move through life.
* Be demonstrated through a range of different ways to be active, sport, recreation, play, with family, friend, on your own.
* Will need to show this concept is for all races, ages, disabilities.

**THE PROJECT APPROACH AND TIMESCALES**

1. The tender documentation will need to exemplify ideas of the product that they would develop in order to meet the tender objectives.
2. The successful company will need to look at all the available information that has been created in the past in order to bring the ‘story’ to life and be a useful communication tool to reach a variety of different audiences. International physical literacy website. <https://www.physical-literacy.org.uk/>
3. This tender would need to identify potential ideas that would connect with the different audiences and also make links to the material already available on our website.
4. This tender would need to work closely with the IPLA project team to ensure messaging is accurate for the different audiences.
5. The following timetable is proposed for this work:

a. Deadline for tender submissions is **Friday 3rd March 2017**c. Tender awarded Monday **6th March 2017**d. Draft product will be delivered to the IPLA by **Friday 31st March**

e. Final product delivery to the IPLA by **Friday 7th April 2017**

**THE TENDERING PROCESS**

1. Tenders should be submitted to the IPLA and all tenders must follow the pro forma layout
detailed below with regard to both information supplied and structure of presented
information.
2. **Tenderers must submit**their tender as an electronic document in PDF or Microsoft Word
format by email (titled “IPLA position video– Response to Tender”).

**Pro forma layout for bids**

1. Bids must follow the pro forma layout below, using the headings provided. Tendering
organisations must respond to each of the requests for information set out below:

i. **Background and relevant experience** of the applicant and the proposed team member’s
ii. **Case studies / Examples** of similar projects conducted by the applicant
iii. Submission of **creative concepts** to support proposals
iv. How this work would be **project managed** in view of existing and anticipated commitments

v. **cost break down** and **total cost**

1. Tenders must clearly indicate if the costs quoted are inclusive of VAT.
2. The contract will be awarded to the company who can successfully demonstrate the ability to deliver the most economically advantageous tender. The evaluation of tenders will be based on a split of 30% of price and 70% on the quality of the creative concepts articulated in the tender and the company’s demonstrated ability to deliver this work.
3. The total budget for this work is £5000 and tenders over this amount will not be considered.

**Payment**

1. Payment will be made according to a schedule to be agreed between the IPLA and the
successful contractor. Payment for work completed to the satisfaction of the IPLA will be
made within 30 days of receipt of a correctly submitted invoice.

**ADDITIONAL ISSUES TO BE CONSIDERED**

1. Tenderers are reminded that any relevant conflicts of interest that arise in relation to this
tender should be revealed during the tender process and that failure to do so will result in the termination of the contract.
2. This specification document sets out the IPLA’s current service requirement. It is possible
that during the life of the contract changes may arise, for example in the nature and volume of the work and the timescale or other requirements. Changes to the Specification will be
implemented by issuing written amendments to all those affected by the changes.

**QUEARIES REGARDING THE TENDER PROCESS**

1. For any specific queries regarding the project please contact:

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