SCHOOL OF CYCLING (working title)
Invitation to Tender

Programme Design Consultant

Purpose of this tender: to appoint a consultant to co-design and produce a practical, delivery-ready 'School of Cycling' package that can be used by schools and employers, with DYW supporting coordination, school engagement and employer connections, from January 2027.

1. About the School of Cycling

The School of Cycling is a proposed national programme being developed by Scottish Cycling in partnership with Developing the Young Workforce (DYW), South of Scotland Enterprise (SOSE) and Bike Innovation Scotland. Inspired by the Tour de France Grand Départ 2027 and the launch of Bike Innovation Scotland, it will use cycling as a gateway into careers, enterprise, innovation and major events.

The programme will connect young people with opportunities across cycling, tourism, events, manufacturing, media, technology, active travel and related growth sectors, creating a practical skills and employability legacy that can continue beyond 2027.

The School of Cycling forms part of Scottish Cycling's wider Tour de France Grand Départ Social Impact Programme, which is working towards three core social impact missions:

- Tackling Inactivity and Improving Mental Health
- Supporting Communities to Thrive
- Building a Productive and Prosperous Scotland

The programme contributes primarily to the *'Building a Productive and Prosperous Scotland'* mission by inspiring future careers, supporting employability and enterprise, strengthening links between education and industry, and creating pathways into emerging growth sectors. The ambition is to pilot the model in 2027 and, subject to learning, scale it as a long-term national programme.

2. The Commission

The partnership is seeking to appoint an experienced Programme Design Consultant to co-design and produce a practical, delivery-ready School of Cycling package. The final package must be capable of being taken forward in schools by school staff, employers and other delivery partners from January 2027 (initially via pilot in 4 schools), with DYW supporting coordination, school engagement and employer connections.

The model should be modular and easy to adapt across different sectors, employers and local contexts.

Commission at a Glance

Contract	Freelance consultancy
Indicative contract value	£6,000-£8,000 including VAT, where applicable, and all associated travel or expenses
Invitation to Tender issued	19th October 2026
Closing date for applications	16th November 2026
Time commitment	Up to 8 consultancy days / approximately 60 hours
Delivery period	From late November 2026, with final handover by early March (dates to be agreed with the successful consultant)
Location	Primarily remote, with agreed travel across Scotland where this adds value

3. Scope and Design Requirements

Working collaboratively with project partners and stakeholders, the consultant will:

- Develop the programme vision, intended outcomes, design principles and delivery framework.
- Undertake a focused review of relevant education, employability, careers, enterprise and youth programmes to identify useful practice, avoid duplication and maximise alignment. This includes tapping into existing programmes and provisions as outlined in appendix 1.
- Facilitate proportionate co-design with young people, schools, DYW staff, employers, industry and other key stakeholders.
- Design a reusable delivery structure and templates that can be delivered in schools, creating a practical lift-and-shift approach rather than a bespoke model for each employer or sector.
- Develop practical learning content that schools and employers can use, combining curriculum-linked classroom or group-based activity with hands-on experiences, employer input, workplace or industry visits where appropriate, and real-world challenges.
- Define practical ways for employers to lead or contribute to learning at different levels, from light-touch career insight and talks through to challenges, visits, mentoring, work experience or other practical opportunities.
- Ensure the programme can work in urban and rural settings and identify adaptations where geography, transport, employer availability or access to facilities differ.
- Recommend how the programme can reach young people who are not well served by, or are less engaged in, traditional learning.
- Develop a practical pilot and implementation plan, including how learning from the pilot should inform refinement and future national roll-out.

Content, curriculum and career connections

The programme should give schools a flexible menu of ways to connect cycling and major events to existing curriculum, careers and skills activity. It should be appropriate for both BGE (S1-S3) and the Senior Phase (S4-S6). This should include:

- **Curriculum and STEM links:** clear connections to Curriculum for Excellence and relevant subject areas, including STEM, while recognising that different opportunities may sit within different subjects and year groups.
- **Enterprise and entrepreneurship:** opportunities to build enterprise and entrepreneurial skills and, where useful, connect with existing approaches such as Young Enterprise and the Youth and Philanthropy Initiative.
- **Transferable and meta-skills:** support the development of transferable skills such as creativity, collaboration, problem solving and innovation, with opportunities to align to relevant learning or qualifications such as Creative Thinking & Innovation where appropriate.
- **Career and skills pathways:** create simple, visual pathways showing how learning across different subjects can connect to careers and skills within cycling and related sectors.
- **Breadth of careers:** include both easily recognised careers such as professional sport, coaching, engineering, design, manufacturing, sales and retail, and event or venue management, and wider supporting careers such as health and physiotherapy, travel and tourism, hospitality, accommodation, media and technology.
- **Project-based learning:** include options for longer-term or whole-class/year-group projects based around cycling, major events, tourism, innovation or place, with employers or industry partners providing a real-world brief, insight or challenge where feasible.

Design Principles

- **Young people at the centre:** content, language, activities and opportunities should be relevant, engaging and accessible.
- **Practical for schools and employers:** the programme must be straightforward for school staff and employers to use within existing school structures and timetables. DYW should support coordination and connections, rather than being required to routinely deliver sessions.
- **Employer-connected:** employers should have a clear and practical role in delivering career insight, talks, challenges, visits or other learning experiences, reflecting current and future workforce needs.
- **Flexible and transferable:** a consistent modular structure and reusable templates should allow schools and employers to select and adapt activity to suit subject areas, year groups, local priorities, timetable constraints and available employer opportunities.
- **Inclusive and place-sensitive:** the model should be adaptable for different backgrounds, urban and rural contexts.
- **Future-focused and sustainable:** the programme should reflect areas of opportunity such as innovation, technology, sustainability, tourism, active travel and major events, and be capable of continuing beyond the Tour de France Grand Départ.

4. Ways of Working and Stakeholder Engagement

The consultant will lead the design process, but the programme will be developed in partnership. Expected roles are:

- **Scottish Cycling:** commission owner and programme lead, providing strategic direction, Tour de France Social Impact context, access to cycling networks and stakeholders, and final governance and approval.
- **Developing the Young Workforce (DYW):** key design, coordination and employer-engagement partner. DYW will advise on what is practical within schools, support access to School Coordinators, school staff and employers, help shape employer involvement and test whether the proposed model can be supported through existing DYW structures. DYW School Coordinators are not expected to routinely deliver programme sessions.
- **South of Scotland Enterprise (SOSE):** providing enterprise, economic development and rural insight, supporting employer connections and helping ensure the programme is relevant to rural opportunities and challenges.
- **Edinburgh Napier University:** providing input to learning, outcomes and evaluation where appropriate.
- **Bike Innovation Scotland:** providing an important alignment point for future schools engagement, innovation and industry connections.
- **Consultant:** planning and facilitating the co-design process, synthesising evidence and stakeholder input, developing the programme and resources, testing practicality with school staff, employers and partners, and providing the final handover package within the agreed commission.

Stakeholder engagement

The consultant will develop and deliver a proportionate engagement plan using the networks of the project partners. Engagement should be sufficient to materially shape the programme and should include:

- Young people, including Scottish Cycling Future Leaders, DYW Youth Ambassadors and other youth groups, with consideration given to young people who are less engaged in traditional education.
- Schools, teachers, relevant subject staff and DYW School Coordinators, including input from BGE and Senior Phase contexts and from schools with different delivery models.
- A representative mix of employers and industry partners across relevant sectors, including larger organisations, SMEs and independent businesses operating in urban and rural areas, with a focus on what they could realistically deliver or contribute in a school setting.
- Colleges, universities and training providers where they can strengthen progression pathways.
- Bike Innovation Scotland and relevant Tour de France Grand Départ partners.

The proposal should explain how meaningful co-design will be balanced with the limited consultancy days available and identify any support required from partners to access stakeholders.

5. Required Deliverables and Handover

The central commissioning requirement is a coherent programme package that schools, employers and other delivery partners can take directly into pilot preparation, with DYW able to support coordination and employer connections. All final outputs must be supplied in editable formats and be suitable for future adaptation. This includes:

1. Programme framework

- Programme name – ideally co-developed with young people
- Clear programme vision, rationale, target audience and intended outcomes.
- Agreed programme themes, modular structure and design principles.
- Clear visual career and skills pathways linking curriculum subjects and learning to relevant careers, skills, qualifications, training and further opportunities.
- Recommended delivery model setting out the roles of school staff, employers, DYW and other partners, including who delivers or facilitates each type of activity and what preparation is required.

2. Reusable delivery toolkit

- A menu of tools and resources that can be reused across different themes, sectors and employers.
- Session, lesson and project templates that can be used by school staff and employers, with facilitator guidance, resource requirements and practical delivery notes.
- Templates or guidance for employer talks, career insight, challenges, workplace visits, guest inputs, project-based learning and other industry engagement.
- Guidance on adapting delivery for different subject areas, BGE and Senior Phase, different school contexts, rural areas and non-school or alternative learning settings.
- A clear demonstration of the lift-and-shift approach, showing how the same delivery structure can be applied across different sectors and employers.

3. Employer engagement framework

- A practical menu of ways employers of different sizes and types can lead or contribute to activity, from short talks and career insight through to challenges, visits, mentoring, project-based learning and work experience.
- Evidence that the proposed model has been tested with a representative mix of employers across sectors and geographies.
- Indicative expressions of interest or commitments from employers willing to support the pilot or future delivery. Formal partnership agreements are not expected as part of this commission.

4. Pilot and implementation plan

- A clear plan for pilot delivery from February 2027, including objectives, delivery stages, the roles of school staff, employers, DYW and other partners, preparation required, resources, indicative timetable and feedback loops.
- Recommended criteria for selecting pilot schools and settings, including consideration of contrasting urban and rural contexts.
- A practical approach to testing what works and identifying what should change before wider roll-out.

5. Co-design and learning summary

- A concise record of engagement undertaken, who was involved, key insights and how these influenced the final design.
- Any significant issues, dependencies or unresolved questions that partners should address during pilot preparation.

6. Evaluation and scale recommendations

- Recommended measures for the pilot, including participation, experience, learning, employer engagement and progression.
- Recommendations for refinement, future resourcing and potential national roll-out beyond the initial pilot.

7. Final handover

- A final presentation and handover session with the project steering group and key delivery partners.
- A complete, organised set of editable programme documents, templates and resources.

6. Pilot Parameters

The consultant is being commissioned to design the pilot, not to deliver it, unless additional support is separately agreed. Pilot delivery is intended to begin in February 2027 and is expected to be led through participating schools and employers, with DYW supporting coordination, school engagement and employer connections.

The initial pilot is expected to involve a small number of schools, likely in Edinburgh, Midlothian, Scottish Borders and Dumfries & Galloway with final locations agreed by the partnership. Where feasible, the pilot should test the model in contrasting urban and rural contexts so that learning can inform a future national approach.

7. Governance and Reporting

The consultant will report to the Social Impact Project Lead at Scottish Cycling and work closely with nominated representatives from DYW and SOSE. Other partners will contribute at relevant points in the design process.

An inception meeting will confirm the detailed scope, workplan and priority stakeholders. Progress meetings will then be held at agreed points during the commission, with key outputs reviewed by the project steering group before final approval.

8. Consultant Experience

Applicants should be able to demonstrate experience of:

- Designing practical, curriculum-linked education, employability, careers, enterprise or youth development programmes.
- Translating strategic concepts into clear, usable delivery models, resources, session plans or learning materials.
- Using service design and co-design methods and facilitating meaningful stakeholder engagement within limited timescales.

- Meaningfully involving children and young people in programme development.
- Working with schools, teachers, education partners and employability or skills systems, with an understanding of how programmes need to fit around school timetables, subject delivery and staff capacity.
- Engaging employers and designing meaningful employer or industry involvement in programmes.
- Developing partnership-based programmes involving public, private and third-sector organisations.
- Strong facilitation, communication, synthesis and project management skills.

Experience of the Scottish education and employability landscape, rural programme design, cycling, sport, active travel, innovation or major events would be advantageous but is not essential.

9. Application and Procurement Details

Bidders are encouraged to submit their most competitive price and should not assume that the full indicative contract value will be awarded. Cost will form part of the overall tender evaluation.

Applicants should identify any assumptions about partner input, access to stakeholders or other dependencies necessary to deliver the scope within the available time and budget.

Submission requirements

Interested consultants should submit a proposal of no more than four pages outlining:

- Their understanding of the brief and the required final handover product.
- Their proposed methodology and approach, including how they will deliver the scope within a maximum of 8 consultancy days / approximately 60 hours.
- How they will engage young people, schools, DYW, employers and other partners through a proportionate co-design process.
- How they will ensure the final resources are practical for school- and employer-led delivery, with DYW able to support coordination and employer engagement without routinely delivering sessions.
- An indicative project plan and timeline.
- One or two examples of similar programmes, resources or projects they have designed or co-designed.
- Confirmation of availability.

Applicants should also provide a separate cost proposal setting out:

- Proposed day rate.
- Anticipated number of consultancy days.
- Total professional fee.
- Anticipated travel or other expenses.
- Total tendered cost including VAT, where applicable. The total tendered cost will be used for the cost evaluation.

A CV detailing relevant previous work and voluntary experience should also be submitted, together with details of two referees.

Submission

Applications should be submitted to:

- Victoria Leiper, Social Impact Project Lead by email: Victoria.leiper@scottishcycling.org.uk
- **Closing date:** 16th November
- Scottish Cycling may invite shortlisted bidders to a short clarification meeting or presentation where this is helpful. Any clarification will be considered against the published evaluation criteria and will not introduce new criteria.

10. Evaluation Methodology

Tender submissions will be assessed on the basis of both quality and cost, with an overall weighting of 85% quality and 15% cost.

Relevant experience and track record	30%
Understanding of the brief and proposed methodology	35%
Approach to co-design and stakeholder engagement	20%
Total quality score	**85%**
Cost	15%
TOTAL	**100%**

Quality scoring

Submissions will be assessed by an evaluation panel comprising representatives of Scottish Cycling, South of Scotland Enterprise, Bike Innovation Scotland and Developing the Young Workforce.

Each quality criterion will be scored on a scale of 0-4:

- **0 - Unacceptable:** No response provided, or the response does not address or meet the requirement.
- **1 - Poor:** Limited evidence that the requirement can be met, with significant weaknesses or omissions.
- **2 - Acceptable:** Meets the requirement and provides sufficient evidence of a credible and deliverable approach.
- **3 - Good:** Fully meets the requirement, with clear evidence, relevant experience and a well-considered approach.
- **4 - Excellent:** Exceeds the requirement and demonstrates a particularly strong, relevant and deliverable approach.

The weighted score for each criterion will be calculated as: (panel score ÷ 4) × criterion weighting. Panel members will assess submissions and agree a moderated final quality score.

Cost scoring

The lowest-priced compliant tender will receive the maximum available cost score of 15. Other bids will be scored proportionately using the following formula:

Lowest compliant tendered cost ÷ tendered cost being evaluated × 15

The total tendered cost including VAT, where applicable, will be used for this calculation. Quality and cost scores will then be combined to produce an overall score out of 100.

The contract is expected to be awarded to the bidder achieving the highest combined quality and cost score, subject to satisfactory references and completion of any required due diligence. Scottish Cycling reserves the right to seek clarification where required during the evaluation process.

11. Contractual Arrangements

The successful consultant will be required to enter into a consultancy agreement with Scottish Cycling before work begins. The agreement will set out the final scope of work, agreed fee, payment arrangements, intellectual property, confidentiality, data protection and other relevant contractual requirements.

All materials, resources, programme frameworks, reports, templates and other outputs produced specifically as part of this commission will become the intellectual property of Scottish Cycling and Developing the Young Workforce. The successful consultant may not reproduce, distribute or use these commissioned outputs without the prior written consent of Scottish Cycling.

Any award will be subject to agreement and signature of the consultancy agreement by both parties.

12. Indicative Timeline

Please note, final delivery timeline will be agreed with the successful consultant

Invitation to Tender issued	19th October 2026
Closing date for applications	16th November 2026
Clarification meetings / presentations, if required	By request
Consultant appointed	Late November 2026
Period of work (co-design, programme development, testing with partners etc)	December 2026 to January 2027
Pilot delivery	February onwards 2026
Final programme and handover	Early March 2027

Appendix 1:

Existing programmes/offers which could be included in the package:

- Tour de France Schools Business Challenge – currently in production by Le Tour GB: https://www.letourgb.com/joy/
- Le Tour GB are also leading a national Readiness to Work programme for younger volunteers engaged in the delivery of the Grand Depart: https://www.letourgb.com/grand-depart-gb-launches-readiness-to-work-employability-programme/ this is now closed to applications however could provide some useful resources for the pack.
- Bike Innovation Scotland – various schools engagement opportunities (https://www.bikeinnovationscotland.com/training-education/schools-engagement) Lead partner to consult: Bike Innovation Scotland
- In partnership with Screen Scotland, Scottish Cycling/DMbinS are developing Fresh Cuts Next Gen – film making project which will introduce opportunities in the film and screen industry. This is still in development but will likely go live across specific schools in Edinburgh, Midlothian and Scottish Borders early 2027.

Other useful resources to reference:

- Customised Award in Mountain Biking SEQF Level 5, Developing Mountain Biking in Scotland (DMBinS): https://dmbins.com/health/customised-award-in-mountain-biking-scqf-level-5/
- DMBinS also have a range of resources regarding trail building an maintenance: https://dmbins.com/trails/
- Various I Bike resources – created by the Walk, Wheel, Cycle Trust (formerly Sustrans) https://ibike.sustrans.org.uk/welcome/remote-learning/
- Scottish Cycling are in the process of developing a National Schools Package specifically for the Tour de France Grand Depart. More information will be provided with the successful consultant where relevant and useful.

Additional relevant resources and tools will be shared with the consultant by project partners as the work progresses.