

## **Devon County Council – Purchasing Guide for Schools**

### **Foreword**

With the majority of local education funding now delegated to schools, governing bodies have greater freedom to determine providers of goods and services. This guide has been produced to assist schools and ensure compliance with County Council financial regulations, procedures for tenders and contracts and the principles of Best Value. Further support is planned to enable schools to become more informed purchasers. Details of this document, together with other relevant information, will be posted on the Education, Arts and Libraries web pages, [www.devon.gov.uk/eal/purch](http://www.devon.gov.uk/eal/purch).

**Tony Smith**  
**Director of Education Arts and Libraries**

## **Chapter 1 ... Introduction**

This policy document/guide is intended to provide staff with a clear working document that identifies the key areas that need to be considered in all purchasing undertaken within schools.

This document is intended to be used in conjunction with the Department for Education and Skills (DfES) 'Purchasing for Schools Guide' DfES /0547/2001 which can be obtained by [www.dfes.gov.uk](http://www.dfes.gov.uk). The structure of this document mirrors that of the DfES document to allow you to access the more detailed information in the DfES document together with the case studies they have provided. This document also identifies the Devon County Council (DCC) Minimum Standards and Financial Regulations that apply to school purchasing, as set out in DCC's 'Finance for Schools – April 1999' :  
[www.devon.gov.uk/private/resource/pages/fpu/edu/artsn/ib/schoolinfo2.html](http://www.devon.gov.uk/private/resource/pages/fpu/edu/artsn/ib/schoolinfo2.html).

## Chapter 2 ... Achieving Value for Money

Traditionally, there has always been a requirement for school managers to achieve 'value for money' by using the three Es:

- ◆ Economy – using minimum resources, having regard for appropriate quality
- ◆ Efficiency – the relationship between output and resources used to produce them
- ◆ Effectiveness – the extent to which objectives have been achieved.

However, with increased delegation and keen competition for school services, there is recognition that **cheapest does not always represent best value.**

### Best Value

The Local Government Act 1999 requires local authorities to review all services over a 5 year period, with the aim of achieving a process of continuous improvement. Although not under a statutory duty to carry out reviews, school governing bodies are required to take account of the Best Value principles in managing their budgets. Using these principles will assist managers in achieving value for money and maximise the impact of school spending on raising educational standards. The Best Value principles are:

- ◆ Challenge – why the service is provided the way it is
- ◆ Compare – seek to benchmark how others purchase goods and services
- ◆ Consult – seek the views of governors, staff, parents and pupils to ensure that goods and services meet their needs
- ◆ Compete – market test to ensure the best possible deal for schools.

- Details of the DfES's Best Value in Schools Guide can be obtained on the following website : [www.dfes.gov.uk/rfm/bvalue.shtml](http://www.dfes.gov.uk/rfm/bvalue.shtml)

Additional and specific guidelines will follow on Devon's LEA web pages : [www.devon.gov.uk/eal/dgfl](http://www.devon.gov.uk/eal/dgfl)

## Chapter 3 ... Financial Management

### Delegated Limits

The school governing body is responsible for establishing clear delegated spending limits within the school's own Financial Policy Statement. This should establish delegated limits for the headteacher, within the school, of the purchases that can be made without reference to the governing body. The limits must be clearly documented and subject to regular review and approval by the governors at least on an annual basis and reported back to the governing body.

Typically a table similar to the example below might be included within a school's Financial Policy Statement of a medium sized primary school

Date 21st January 2002 approved by Full Governing Body						
Review Date 15th January 2003						
Spending Limits £'s	Headteacher	Deputy Headteacher	Senior Teacher	Administrator	Governors Finance Committee	Full Governors
Orders	£2,500	£1,000	£250	£0	£5,000	Unlimited
Payments	£2,500	£1,000	£0	£0	£5,000	Unlimited
Virements	£1,500	£0	£0	£0	£5,000	Unlimited
Travel Claims	Unlimited	£100 Only Teachers	£0	£0	£0	H/T Only
Petty Cash	£100	£50	£0	£25	£250	Unlimited
Credit Notes	£500	£50	£0	£0	£1,000	Unlimited
Asset Disposal & Write Off	£100	£50	£0	£0	£250	Unlimited

### **Confirmation of Delegated Limits and Certification Processes**

The school needs to ensure that these delegated limits are also confirmed in the DCC 'Record of Individuals with Authority to Authorise Items resulting in Financial Commitments and Payments'. This DCC form has been designed to be used in all schools as a control document that clearly establishes all signatories and their delegated limits in a single place and must be approved by the governing body and certified by the Chair of Governors. (See form in Appendix B).

### **Exceeding Delegated Limits**

Where delegated spending limits are planned to be exceeded there is clearly a need to obtain alternate authorisation from more senior staff to authorise the purchase. Where the headteacher's delegated limit is exceeded the governing body must approve the purchase. Governing body approval could be obtained in a range of different ways, which could involve setting delegated limits for the governors of the Finance Committee or the Chair of Governors. This could provide a more practical approval process than all purchases being referred to full meetings of the governing body. The Chair of Governors should report all purchases approved by him to the governing body at the next meeting for his approval to be noted in the minutes.

### **Separation of Duties when Purchasing**

In establishing all delegated limits it is essential to consider separation of duties, so that no single individual can carry out all of the processes involved within any purchase. This principle should apply equally to headteachers and administration staff. In practical terms a headteacher may authorise an order for a purchase and then certify the payment but, if this takes place, he should then not be involved in the processes carried out on the financial accounting system.

### **Quotations and Tenders – Minimum Standards**

Minimum Standards have been established for schools of the value of transactions that need to be subject to quotations or tenders being taken up before any order is placed for goods. The minimum standards are at the lowest level standard that a governing body may endorse but, if the governing body wish, they may decide to set a standard that requires school staff to take up a greater number of quotations of tenders for a given transaction value.

At the time this guide went to press the DCC minimum standards were as in the example below:-

<b>Purchasing Guidelines for Staff of Exampletown Primary School</b>			
<b>Date</b> 15th January 2002 Approved Full Governing Body			
<b>Review Date</b> 15th January 2003			
<b>Estimated Value of Goods &amp; Services</b>	<b>Number of Verbal Quotes Required &amp; Retained</b>	<b>Number of Written Quotes Required &amp; Retained</b>	<b>Number of Tenders Required &amp; Retained</b>
<b>£'s</b>			
<b>100 to 500</b>			
<b>500 to 2,500</b>	<i>Where suppliers are reluctant to supply written quotations, verbal quotations may be acceptable.</i>	School Requirement - 3 ( DCC Min.Std. - 2 )	
<b>2,500 to 10,000</b>		School Requirement - 3 ( DCC Min.Std. - 2 )	
<b>10,000 to 25,000</b>			School Requirement - 3 ( DCC Min.Std. - 2 )
<b>25,000 to 100,000</b>			School Requirement - 3 ( DCC Min.Std. - 3 )
<b>100,000 to EU Threshold</b>			School Requirement - 4 ( DCC Min.Std. - 4 )
<b>Over EU Threshold</b>			School Requirement - 5 ( DCC Min.Std. - 5 )

This example shows a situation where governors have set higher standards in the Financial Policy Statements than those required by minimum standards.

### **Quotations and Tenders – Approach where the lowest Quote or Tender is not preferred.**

There is a clear need for all purchases, where the preference of school staff is not to accept the lowest quote or tender, for governors to be involved in reviewing all quotations and tenders received before approving the alternate supplier, or not, as the case may be.

### **Quotations and Tenders – Approach where inadequate numbers of Quotes or Tenders are obtained.**

There may be a range of circumstances where the school may not be able to get suppliers to provide adequate numbers of quotations and tenders that comply with the numbers required by the governing body, as set in the school's Financial Policy Statement. Where this circumstance arises sufficient details relating to the situation should be referred to the governing body. The governing body should then make a decision as to whether it is practical and reasonable to try to obtain further quotations and tenders and whether this is in the best interests of the school or whether to accept one of the quotations or tenders already received. Governors should satisfy themselves, however, that reasonable efforts have been taken to obtain the correct number of quotations and tenders.

### **Key Tender Limits**

DCC minimum standards currently require all schools to utilise a tender process for all purchases over £10,000. A further important limit to appreciate is the EU tender limit. As at Spring 2002 the EU limit was £154,477 for supplies and services. The EU limit requires a number of additional processes of advertising and disclosure of tender information. Details are available from DfES Purchasing Guide for Schools. (NB The EU tender limit is subject to a periodic review check before purchasing spending amounts are approaching the limit, see [www.jppsg.ac.uk/guidances/ec/ecthpes.html](http://www.jppsg.ac.uk/guidances/ec/ecthpes.html))

### **Appreciating the Differences between Quotations and Tenders**

This is well documented in the DFES Purchasing Guide for Schools but this is an area where it is important to appreciate that tendering is a more formal process and all tenders should include at least the following :-

- A clearly documented specification of the goods or services required;
- A deadline for the tender to be submitted by;
- All tenders to be held securely until opened together at the same time;
- Together with the other requirements of DCC, as established in the 'Finance for Schools Manual'.

### **Potential Benefits of Tenders**

Tendering, being a more formal process, usually requires greater amounts of time to carry out, especially if the tender is being carried out for the first time. There are a number of very valid reasons for tendering that offer advantages which include :-

- a more transparent process that provides greater probity (integrity);
- a process where all suppliers are given identical information and asked to respond by the same date and be treated with total parity;
- a process where accusation of collusion with suppliers is greatly reduced;
- better staff protection for the college's staff and the governing body.

### **Declaration of Business or Pecuniary Interests**

All governors and the headteacher are required to make a declaration of interests. It is also recommended good practice for at least all members of staff who have any budgetary authority to complete declarations of interest. Declarations of interest are intended to avoid any conflicts of interest and promote the best principles of probity. Interests should be promptly amended as interests change and be reviewed at least annually. It is recommended that all schools use the Pecuniary Interest Declaration form attached in Appendix C which is used to allow easy updating and an on-going record to be maintained. Declaration forms should be held at the school and be available for easy reference and the governing body should declare any 'interest', where appropriate, at any meeting of governors and withdraw from the meeting.

### **Selection of Suppliers of Goods and Services**

Clearly, where suppliers have been subject to a competitive pricing exercise, there will be successful and unsuccessful suppliers. Remember, you may need to call on the supplier for a quotation or tender in the future and therefore it is important to maintain a professional relationship with all your suppliers. Care must therefore be taken to inform all suppliers of the purchasing decision, with a very carefully managed release of information.

The evaluation process needs to be :-

- Systematic
- Transparent
- Objective
- Have the reasons for selection properly evidenced
- Be undertaken or reviewed by more than one person.
- Additional information may be requested to clarify any points that may aid the selection process but this needs to be done in a way that is fair to all suppliers.

### **Evidence of Purchasing Processes**

High quality evidence must be obtained in all parts of the purchasing process and all the following documents be retained to provide a sound audit trail :-

- Specifications;
- Correspondence to suppliers requesting quotations and tenders;
- Copies of quotations from suppliers;
- Copies of completed tenders from suppliers;
- Correspondence with suppliers following submissions of quotes or tenders;
- Notes of the selection process used;
- A Register of Tenders received;
- Letters to suppliers informing them of the selection outcome.

Certain verbal exchanges with suppliers should also be noted, specifically where:-

- The supplier only provides a verbal quotation for small purchases
- Where additional information is requested from suppliers following the receipt of quotations and tenders.

### **Use of Requisition Forms to Support Purchasing Processes**

A copy of a requisition form is included in Appendix A to assist with purchasing processes that identifies which quotations and tenders had been obtained before the order for goods was placed and asks a suitable member of staff to confirm that all necessary purchasing procedures have been complied with. Some schools may find it useful to adopt this model to ensure that the purchasing process is supported by good quality evidence that procedures have been followed.

## Chapter 4 ... Defining Needs

'To make effective purchasing decisions schools should aim to clearly define their requirements'.

### Specifications

Drawing up a specification involves a degree of knowledge in the area of purchasing being considered and, if an individual charged with constructing a specification has little or no working knowledge, consultation with others with more subject knowledge must be considered. There are a number of sources of information that should be considered to help in drawing up a specification. These may include the following :-

- A colleague within the school;
- A colleague in another school who has experience in this area of purchasing that is willing to help;
  
- Professional bodies who have drawn up standard specifications to be tailored by members;
- Professional advisers in Property Practice, ScoMIS or Client Support to help draw up specifications or carry out the whole tendering exercise;
- Suppliers of the goods or services (on the firm understanding that there is no obligation to buy and that the purchase will be subject to quotation or tender at a later time);
- The general guidelines in the DfES Purchasing Guide for Schools;
- Reference to the Tendering Document Exemplar attached in Appendix D.

Overall, schools need to be comfortable that the specification clearly helps to deliver what is required. Increasingly schools are developing specifications that are 'output based' which involves specifying the outcome or output required, rather than the input. Some schools may find an output approach to specification easier to construct and this should always be considered. The output approach usually fits better with services than goods, however.

## Chapter 5 ... Measuring Performance

### Why Measure Performance

Measuring performance needs to be a key part of the purchasing process. Increasingly, with the integration of Best Value processes into schools, it will start to become more of the school culture. With suppliers that are large providers of goods or services who are involved with schools, there may be a need for the process to become more formalised with regular meetings to assess performance. Typically, this might involve meeting with catering, cleaning, ICT Service providers.

Specifications that accompany any large quotations or tenders should clearly identify the measures that will be used to assess performance.

### The Measurement Process

The now familiar SMART Performance Measures are key to any evaluation process.

- **Specific** – it defines clearly what is meant
- **Measurable** – a quality check can easily be undertaken
- **Achievable** – all the requirements can be reasonably met
- **Realistic** - what can be expected
- **Timed** – when things are to be achieved by

All Key Performance Indicators need to be created with cognisance of the above method of establishing them.

## Chapter 6 ... Contracts and Service Level Agreements

### Contracts

Defined as a written legal agreement between a school and an approved supplier (goods or services).

### Service Level Agreement

Defined as a written agreement formed between 2 parties of the same legal entity, for example school and the Local Education Authority.

- 1 **Contract** – Contracts are created to establish a legally binding relationship between the school, as client, and the service provider, contractor. The contract, for goods or services, will contain:
  - ◆ Terms of Conditions – what is allowed for
  - ◆ Specification of Needs – standards, quantities etc (Chapter 4)
  - ◆ Financial Provision – price, method of payment and inflationary increases
  - ◆ Tender Documentation – (Chapter 3).
  
- 2 **Service Level Agreement (SLA)** – SLAs are generally the vehicle by which schools and the Local Education Authority interact as client and provider. Although less detailed than a contract the information, nevertheless, should provide:
  - ◆ Information on the quality and standards of service being provided and which the school can expect to receive
  - ◆ The costs to be charged and the mechanism by which this will be operated
  - ◆ The length of the Agreement
  - ◆ Process of complaints and arbitration.

### Types of Contracts

There are various methods of agreement which should be closely considered:

- ◆ **Subscription services** – this relates to those contracts which commit the school to a range of services over a period of time, for example 12 months.
- ◆ **Pay as you use agreement** – allowing the school to purchase services as required based on pre-determined priced schedule of rates.
- ◆ **Fixed agreements** – an arrangement by which schools purchase a fixed support package to a maximum level that is irrespective of the uptake of the service.
- ◆ **Indemnity agreement** – a holding fee which will be paid by the school to guarantee unlimited availability of a service.

## **Duration of Service Level Agreement or Contract**

**Service Level Agreement** – Over the last few years the arrangement to buy back services from the County Council have been on a yearly basis. Devon's Portfolio for Services to Schools is compiled annually and governing bodies have an opportunity to sign up for 12 months or roll-on agreements for a longer period, for example 3 years. The ability of schools to buy back for a longer period has allowed flexibility, particularly for those services well established with credibility with schools to perform to the highest possible standards. However, for some services the short-term agreement may still be the best option, particularly where the schools wish to test the market or have a 'one off' purchase.

**Contracts** – As part of the process of determining needs and evaluating the principles of Best Value, schools will need to consider the benefits of short, medium or long term contracts. Where the school is looking for investment from the service provider longer, possibly 5 to 7 year, contracts may need to be established. This will need to be balanced against the disadvantage of changing needs of the school over this length of contract and the flexible relationship between the service provider and the school.

### **Market Intelligence**

In order that schools can establish an appropriate timetable to enter a market for goods or services, knowledge must be built up to ensure that the timing is right in order to get the best price. This will also affect the ending of contracts and therefore this should be spelled out in the general conditions of contract. 'Flexibility may work both ways'. Stability for the contractor will probably give rise to preferential pricing or discounts but this should be balanced against the benefits of regular market testing.

### **Evaluating Tenders**

It is important to ensure that schools have a process in place by which contracts can be properly evaluated using a predetermined process (Chapter 8).

### **Contract Monitoring**

School managers should ensure that goods/services are provided compliant with standards and costs agreed in formal contracts or accepted via the quotation process. Failure to do so should result in the supplier being informed and payment withheld until the matter has been satisfactorily resolved. This is particularly relevant to services and relates to both contract and Service Level Agreements.

## Chapter 7 ... Purchasing Options

Schools may feel the services provided by the LEA meet their needs in respect of both price and quality. However, following the principles of Best Value and increased activity from the private sector, alternative procurement processes may be adopted.

### **'Getting the Right Partner'**

It is current practice that where schools use the expertise of the Local Education Authority to identify suitable 'providers' a process has been undertaken to ensure that companies are sound both financially and professionally. Schools wishing to undertake this function and directly engage goods or service providers must ensure that similar checks are made, including:

- ◆ financial background of companies with audited accounts – 3 years/bank references
- ◆ ensuring there are no conflicts of interest associated with school staff
- ◆ checking various policies, including health and safety, environmental etc
- ◆ quality assurance processes
- ◆ references from similar purchasers.

### **Method of Sourcing Suppliers**

Schools are constantly receiving catalogues and brochures from suppliers. These will give an indication of the availability of providers by sector. Wider access to suppliers can be obtained by:

- ◆ trade directories
- ◆ internet
- ◆ e-procurement sites
- ◆ professional and trade associations
- ◆ LEA – select list
- ◆ recommendation from other purchaser
- ◆ Government catalogue
- ◆ Local Authority Buying Agency
- ◆ The Consortium
- ◆ Devon Purchasing.

Options include:

- 1 Working with others (consortium)
- 2 Brokerage service
- 3 E-commerce.

### **Working with others (consortium)**

Schools generally will benefit from the collective purchasing power of the County Council for goods and services however, should individual schools, particularly primary and special, wish to contract out it is likely that costs may be greater. To maximise the economy of scale schools may wish to join with others to form a consortium by which a number of benefits may be derived:

- ◆ combined purchasing power
- ◆ more power to exert on suppliers
- ◆ sharing of expertise
- ◆ attracting greater diversity of suppliers.

Rules of engagement will need to be established, with participating schools signing up to the conditions.

### **Brokerage Service**

This arrangement works whereby one or more organisations purchase services on behalf of others. This can be LEA, school or commercial organisation. The brokering rather than provision of servicing is favoured by an increasing number of LEAs. Some other benefits are:

- ◆ reducing time schools spend on contract evaluation
- ◆ access to a wider and more diverse range of suppliers
- ◆ possibly increased economy of scale
- ◆ an inclusive package, tapping into the expertise of the brokerage service, for example writing specifications
- ◆ supplier vetting.

### **E-Commerce**

The expansion of e-procurement has resulted in opportunities for securing goods and services from the internet, for example South West Grid for Learning will display a range of services provided by participating Local Education Authorities. Benefits include:

- ◆ access to a wider and more diverse range of suppliers
- ◆ reduction in transaction costs
- ◆ convenience of direct ordering
- ◆ potentially better prices, particularly for goods.

The current financial regulations are undergoing revision to ensure this purchasing process has the necessary safeguards. Purchasing cards are being developed and control measures will be incorporated into future financial regulations.

## **Chapter 8 ... Monitoring & Evaluation**

### **Who should be responsible for Monitoring & Evaluation**

Schools should establish a contracts manager to work with each of their significant suppliers of goods or services who has a significantly sized involvement with the school. Contracts managers must be made aware of their responsibilities, of what information needs to be gathered for later evaluation and to whom they should report their observations.

The monitoring and evaluation process should always include the following:-

- An outline of what the need for the process is;
- What the key performance indicators are with reference to 'SMART' objectives;
- How and what data is to be collected;
- Evaluation of the data;
- What the data will be used for;
- Possible outcomes of good or poor performance.





Devon County Council

School Name...

Record of Individuals with Authority to Authorise Items resulting in Financial Commitments and Payments

DfEE No...

To be used in accordance with limits set in Financial Policy Statement  
 To be retained at the School and to be available for reference at all times  
 ALL changes must be countersigned by the Chair of Governors

Record of Authority to Certify ( Yes / No/ value limit )

Name of Individual	Post	SIMS ID	Specimen Signature	Specimen Initials	Record of Authority to Certify ( Yes / No/ value limit )										Date Effective from	Date Deleted From
					Orders	Payments	Petty Cash Claims	H/T Travel Claims	Other Travel Claims	Petty Cash Cheques	L.P. Account Cheques	Create Credit Notes	Write Off Assets	Payroll Forms		
1	Headteacher / Principal				£	£	£		Y	£		£	£	Y		
2																
3	Administrator/Bursar				£	£							N	N		
4																
5																
6																
7																
8																
9	Properly Appointed Acting Headteacher				£	£	£		£	£				Y		
10	Chair of Governors							Y						Y		

Signature(s) of Chair of Governors to Confirm Authority given by Governing Body when established and as required if amended

Signature...	Signature...	Signature...
Date...	Date...	Date...

Date Document Effective From

Next Revision Date ( Within 12 Months )...

**APPENDIX C**

**Register of Business Interests**

Recommended format

Name of Governor \_\_\_\_\_

Date of Appointment \_\_\_\_\_ Date of Resignation/Retirement \_\_\_\_\_

Name of Organisation	Nature of Interest	Date from which involved	Signature	Date of signature	Date interest ceased	Signature	Date of signature	Notes

Notes: Use the notes column to indicate relationships. 2. One page for each Governor or more if required. 3. Make all entries in ink.

**Record of Reviews (Clerk of governors to distribute amendment and signature annually)**

Date											
Initials											
Date											
Initials											

Governors are reminded that completion of this form does not remove the requirement upon them to disclose orally any interest at any specific meeting and to leave the meeting for that agenda item.

Update April 2001

## APPENDIX D

### TENDER DOCUMENT EXEMPLAR ( Version 1.0 )

Potential Elements of Contract that could be included :-

Required  
Sections

<b>General Information</b>	
Tender Reference - ( Suitable School/College Reference )	
From - XYZ School/College	
For Supply Of - ( <i>General Description</i> )	
<b>Tender Return Information</b>	
To be Returned To - ( Name / Address / Postcode )	
Tender Format Required - Tenders MUST be returned on tender form only. No other formats are acceptable. Return required in envelope provided.	
Tender Document to be Returned by no later than - ( Time & Date ) & ( Tenders received after the deadline will NOT be considered )	
<b>Tenders received by &amp; date.</b>	
Tenders Opened by.....01.....Name _____ Signature _____ Date _____	
Tenders Opened by.....02.....Name _____ Signature _____ Date _____	
<b>Suppliers Details</b>	
Name of Business	
Registered Office Address	
Company Registration Number ( If applicable )	
VAT Registration Number	
Contract Managers Name	
Contact Address	
Contact Numbers - Telephone _____ Fax _____ Mobile _____ E Mail _____	
<b>Certification of Tender by Supplier ( To Confirm as Appropriately Authorised and meets Terms &amp; Conditions of Tender )</b>	
Signature _____ Date _____	
Witnessed _____ Date _____	

<b>Guidance on Completion of Tender Document</b>	
General Guidance Notes	
Selection Criteria which will apply	
Criteria that will cause the Tender to be excluded ( Collusion/Corruption/Breaches of Confidentiality etc )	
Terms & Conditions of Tender ( that comply with DCC Minimum Standards )	
Contacts with whom the Tender may be discussed	
Limitations of Access to Contacts	
Tender Life	
Any Negotiated aspects of tender.	
How will the outcome of the tender be notified	
<b>Details of Goods/Services Required</b>	
Items Required	
Elements of Tender	
Minimum Quality Standards Specification ( Including ISO Standard if applicable )	
Numbers required	
( Setting out adequate space for suppliers to respond and identify their charges and any enhancements over minimum specification )	
( Also setting out if pricing to include or exclude VAT )	
Any alternative or variable elements of the tender that may apply.	
<b>Delivery Requirements</b>	
Delivery Date Requirements - Not Before / Not after	
Acceptable Delivery Times - Not Before / Not After	
Delivery Address(s) - ( <i>Site or Sites</i> )	
Delivery Charges - ( <i>Identify if these need to be identified separately as additional charges or included in charges</i> )	
<b>Installation &amp; Setup Requirements</b>	
Who will provide the installation service	
Installation Date Requirements - Not Before / Not after	
Acceptable Installation Times - Not Before / Not After	
Liason needed between installers & recipients	
How will the commissioning be carried out and who will approve the commissioning	
Installation Charges - ( <i>Identify if these need to be identified separately as additional charges or included in charges</i> )	
Approval of use of Subcontractors ( <i>if applicable</i> )	
<b>Warranty Requirements</b>	
Period of Warranty Required	
Whats included in Warranty - ( <i>Parts / Labour / Other</i> )	
Who will provide the Warranty Service -	
How quickly will the Warranty Claim be Dealt with to achieve "TOTAL FIX"	
At what point will replacement units be provided if TOTAL FIX not Achieved.	
Will the Warranty be delivered "On Site" or "Off Site" ( & If off site how will this be done )	
Warranty Charges - ( <i>Identify if these need to be identified separately as additional charges or included in charges</i> )	
Approval of use of Subcontractors ( <i>if applicable</i> )	

<b>Backup &amp; Support Requirements</b>	
Period of Backup & Support Service	
Whats included in Backup & Support Service	
Who will Backup & Support Service	
How & When will the Backup & Support Service be available	
Support Charges - ( <i>Identify if these need to be identified separately as additional charges or included in charges</i> )	
<b>Tender Insurance &amp; Associated Insurance Requirements</b>	
What form of Insurance is required	
Amount of cover required	
What will be covered by insurance	
Company providing/underwriting insurance requirement	
Policy Number	
Insurance cover required for sub contractors	
Third party Insurance cover requirements	
<b>Retention Conditions</b>	
Will any retention be taken up	
When and under what conditions will retention monies be settled	
<b>Requirements for things that may be required to Underwrite Tenders</b>	
Supplier References - from bankers and or credit rating agency	
Supplier References - from others who have used the goods or services	
Ability to use/test/trial goods or services	
Requirements for Bonding ( to avoid bankruptcy of supplier creating problems )	
<b>Contract Cancellation Terms</b>	