

INVITATION TO PANEL MEMBERSHIP

Title of Requirement	The establishment of a Panel for the design, development and delivery of digital learning solutions for the Institute of Public Administration
Issue date	22nd December 2025
Process	The establishment of a Panel under the Competitive Procedure with Negotiation Title III service under Directive 2014/24/EU
Closing date for queries	Wednesday, 14 January 2026 at 12 noon (Irish time)
Closing date for receipt of completed questionnaires – initial deadline	Monday, 26 January 2026 at 12 noon (Irish time)
Duration of Panel	5 years – applicants who miss the initial deadline can apply at any time
All queries to be submitted via:	eTenders only.
eTenders RFT ID	7242163
<i>Please note that information relating to this Questionnaire, including any clarifications and changes will be published on the Irish Government Procurement Opportunities Portal (www.eTenders.gov.ie). Registration is free of charge and there is no charge for documents. Please note that the IPA cannot accept responsibility for information relayed (or not relayed) via third parties. All queries must be made via the eTenders website.</i>	
<i>A Panel Questionnaire Response Document has been provided which must be used. It should be uploaded as a Zip file on eTenders in order to protect the integrity of file names.</i>	

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DISCLAIMER

This document issued herewith ('the Document') is for information only and does not constitute, and shall not be interpreted as, an offer for sale, prospectus, or the basis of a contract.

Applicants are recommended to read the documents thoroughly. While all reasonable steps have been taken to ensure that the information set out in the documents is accurate and up to date, no representation or warranty, express or implied, is or will be made or given in relation to the accuracy or the completeness of any information contained in the documents or otherwise provided by or on behalf of The IPA, in writing or otherwise, to any interested party or its advisers. No responsibility or liability for any loss or damage arising as a result of reliance on these documents, or for the information contained in these documents, or for any omission is or will be accepted by The IPA or by any of its officers, employees, agents or professional advisers. No officer, employee, agent, or professional adviser of The IPA has any authority to give or make any representation or warranty, express or implied, in relation to such information. The IPA officers, employees, agents and professional advisers expressly disclaim any and all liability arising out of such documentation or information and any errors or omissions in or from the documents and information.

The IPA reserves the right to discontinue the procurement process at any time.

NOTE: Without prejudice to the principle of equal treatment, the IPA is entitled to but not obliged to engage in a clarification process in respect of questionnaires with missing or incomplete information. Therefore, applicants are advised to ensure that they return FULLY COMPLETED questionnaires in order to avoid the risk of elimination from the competition. It should be noted that failed applicants will be informed of the reasons for their failure and are entitled to reapply.

1 ABOUT THE IPA

1.1 The IPA

The Institute of Public Administration (IPA) is Ireland's centre of excellence for Public Service education, learning and leadership development. It operates under the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitalisation (DPER) to drive better public services.

Established in 1957, the IPA has continually adapted as the cornerstone of public administration learning and development, delivering accredited third-level education and professional learning, development and advisory services to strengthen governance and innovation across the Public Service.

A Recognised College of the National University of Ireland (NUI), the IPA builds capability in the Public Service through three core capabilities – empowering a future-ready workforce, developing visionary leaders, and strengthening expertise and knowledge – in accordance with Ireland's *Better Public Services: Public Service Transformation 2030 Strategy*, in which the IPA plays a pivotal role.

The IPA's multiple specialist services are provided by four departments united by a common goal to support Government:

- The Whitaker School of Government and Management – undergraduate and postgraduate courses, accredited by the NUI,
- Professional Development – professional learning, development and advisory services,
- Senior Public Service (SPS) – leadership development services, and
- OneLearning (Digital Learning) – self-paced, virtual digital learning and development programmes.

Further information is available at on www.ipa.ie

1.2 Small and Medium Enterprise Participation

It is the policy of the IPA to promote participation by Small and Medium Enterprises (SMEs) on a fair and equal basis.

SMEs are encouraged to explore the possibilities of forming relationships with other SMEs or with larger enterprises to meet the financial, economic or technical capacity requirements of the competition, if required.

Applicants may include individuals, partnerships, limited companies, groupings or any combination of the foregoing with or without legal personality. However, a grouping if successful will be required to establish legal personality to gain admittance to the Panel and to be awarded any contracts under the Panel.

Applicants are reminded that they may rely on the resources of other entities to establish the requirements on condition that they can prove to the satisfaction of the IPA that they will have these resources at their disposal when necessary.

If the Application is from a consortium / joint venture, Applicants must ensure that all the relevant information is provided and where necessary, provide the information requested separately for each party. Relevant information relates to where an Applicant is relying on the resources to qualify (e.g. turnover, workforce, previous experience) and or to deliver contracts. The consortium must appoint a single point of contact who will assume overall responsibility for delivery, and who is authorised to sign any relevant documents including contracts on behalf of all consortia members. The IPA will not act as an arbitrator between members of consortia.

1.3 Note

Please note that information relating to this Panel Questionnaire, including clarifications and changes, will be published on the Irish Government Procurement Opportunities Portal www.eTenders.gov.ie. Registration is free of charge and there is no charge for documents. Please note that the IPA accepts no responsibility for information relayed (or not relayed) via third parties.

Please note that in addition to this invitation, the following documents form part of the tender documentation:

- Appendix 1 – Panel Questionnaire Response Document (**this document and format must be used for responding to this Invitation to Panel Membership**)
- Any Clarification documents issued by the IPA during this qualification period. Applicants must ensure they regularly monitor eTenders and review any Clarification documents published.

2 Scope of the Panel

The IPA proposes to engage in a competitive process for the establishment of a Panel of training and digital learning subject matter experts to design, develop and deliver a comprehensive suite of digital learning solutions to the Public Service. The training portfolio will utilise both synchronous and asynchronous delivery methods including virtual instructor-led, self-paced eLearning and other modes of digital learning.

A Panel constitutes a qualified list of applicants and sets out the overall terms and conditions in accordance with which, for a specified duration, individual contracts may or not be awarded.

In the context of a Panel, all contracts will be awarded in accordance with the process outlined herein.

It is emphasised that a Panel constitutes no guarantee to purchase a specific quantity of supplies or services from a particular Economic Operator. Indeed, the IPA reserves the right to operate outside of the Panel at its discretion, particularly should it become apparent that doing so would offer greater value for money or specific areas of expertise. Notwithstanding the foregoing, the Panel approach has been adopted in order to leverage efficiencies and maximise cost savings over the duration of the Panel.

2.1 Background to requirements

OneLearning was established in 2017 as a centralised learning and development service for the civil service. Based within the Department of Public Expenditure and Reform (DPER), OneLearning provided a standardised programme of learning and development programmes for civil servants, with a view to providing value for money, and generating efficiencies across the civil service. OneLearning developed courses on “core” competencies and skills that were general across the civil service, e.g. Communications and Customer Service; People Management; Leadership.

In 2018, OneLearning introduced a Learning Management System which enabled civil servants to identify courses of interest to their professional and personal development and apply/enrol online. Supported by a robust business process and workflow in the LMS back end, this was efficient for learners, managers and HR/L&D functions. The LMS is accessible to approximately 50,000 civil servants at present and provides access to a portfolio of courses including virtual instructor led, self-paced eLearning and the provision of webinars.

In 2024, responsibility for OneLearning transferred from the Department of Public Expenditure, NDP Delivery and Reform (DPENDPR) to the IPA. Building on the success of digital learning to date, the IPA has created a Digital Learning Department to lead on the development and implementation of a Digital Learning Strategy for the IPA, and to manage the development and delivery of digital learning solutions for the public service.

The IPA will use this Panel to develop a new portfolio of digital learning solutions for the Public Service. The existing OneLearning course portfolio will be merged with other offerings in the IPA to remove duplication and will be developed into thematic Learning Pathways. Components of the pathways will be developed and delivered using a range of digital learning tools and technologies, including live instructor-led, self-paced learning and enhanced collaborative learning. In addition, the IPA will also introduce a new digital learning platform in 2026 that will build on existing digital learning capabilities and will be made available to the public service on a phased basis.

The IPA is undertaking a restructure of its learning portfolio across all IPA departments who engage in the development and delivery of training. A consolidated portfolio will be developed around learning pathways that support learner progression across core learning themes. This provides an opportunity to further embed digital learning as a key element across the wider learning and development offering and pathways will comprise of a range of delivery mechanisms, including in-person and virtual instruction, and self-paced digital learning.

Learning pathways will be developed in a collaborative approach, working with subject-matter experts across the public service as well as IPA specialist faculty. Contracts that issue from this Panel will reflect a relevant learning pathway and may require specific subject matter expertise to input to design of pathways or requests to develop isolated or a sequence of pathway elements, including instructor-led delivery, self-paced learning modules, video and audio resources, or other identified modalities.

2.2 Numbers admitted to the Panel

There is no limit on the numbers admitted, as the Panel will be established with all firms who qualify. Those who fail to qualify can reapply at any time.

2.3 Duration of the Panel

The maximum duration of the Panel will be five (5) years.

There will be an initial call for applications as per the details of this document, which will be subject to an initial deadline to allow for processing of applications. However, the Panel will remain open for applications for its duration. New applications will be assessed at regular intervals, at a minimum of a quarterly assessment.

For the avoidance of doubt, the IPA confirms that the period of any contracts awarded under the Panel may extend beyond the date of expiry of the agreement.

2.4 Estimated Value of the Panel

The estimated total value of purchases pursuant to this Panel is in the region of €10,000,000 to €30,000,000 (excl. VAT) over the lifetime of the Panel and any subsequent contracts.

The IPA operates a full-cost recovery model where cost of delivery is recouped through participant fees. Actual spend will be based on learner demand. The estimated value of the Panel provides for a comprehensive range of learning solutions to be developed and delivered, including both instructor-led, self-paced digital resources, and blended solutions. The Panel will be available for use across the IPA as a whole and reflects learning and subject matter expertise across a range of themes and disciplines.

It is emphasised, however, that these figures are provided strictly for indicative purposes only as there is no guaranteed expenditure under the established Panel.

2.5 Awarding Contracts under the Panel

2.5.1 Stages in the Procedure

2.5.1.1 Panel Questionnaire Stage

This is the first stage of the procedure (Panel Questionnaire) whereby all interested parties may submit a response, but only those meeting the selection criteria (qualification and experience) requirements will be deemed eligible for inclusion on the Panel.

If a response is considered inadmissible, that is, does not meet the selection criteria requirements, or there are errors in the response, they can reapply.

2.5.1.2 Tender Stage

Where a tender competition is run, the selected applicants will be invited to submit a tender on the basis of an invitation to tender which will include a specification of requirements, award criteria, pricing documents and appropriate instructions and submission instructions as well as proposed contract terms and conditions.

2.5.1.3 Negotiation Stage (optional)

As the Panel is being established under a competitive procedure with negotiation, the Contracting Authority reserves the right to negotiate with all tenderers following direct award decisions of tender decisions. Negotiations may relate to cost and qualitative elements. Further details on the process will be outlined the tender documentation.

2.5.2 Awarding of Contracts

Contracts will be awarded under this Panel and as and when required. It is anticipated that the first round of competitions will be conducted shortly after the establishment of the Panel.

Contracts will be awarded using the following methods:

2.5.2.1 Direct Drawdown

Where only one (1) Panel member has indicated capability in one of the specified synchronous or asynchronous delivery mechanisms, or learning theme, or qualifies with uniquely available skills.

2.5.2.2 Less than €5,000 (excl. VAT)

Contracts may be awarded directly by the application of specific criteria to invite the most appropriate Panel member to carry out the work to include:

- Learning Theme
- Delivery mechanism
- Confirmation of ability to work with asynchronous Panel members/ subject matter experts
- CVs submitted in initial Panel application
- Specific Subject Matter expertise
- Profile of Panel Member including website marketing information and team expertise
- Profile of participant cohort
- Daily rate submitted in response document
- Previous Contract Information submitted

Where a shortlisted supplier indicates lack of capacity or availability to enter into a contract of this value, the IPA reserves the right to offer the contract to the next most suitably qualified Panel member.

The IPA also, reserves the right to conduct a competitive process with at least two (2) or more Panel members, based on the information provided, as it relates to the criteria specified above - such as delivery mechanism or learning theme.

2.5.2.3 €5,000 to €49,999 (excl. VAT)

Contracts will be awarded by inviting at least three (3) members of the relevant category, subject to that number qualifying, to take part in a tender competition on the basis of a written specification issued and award criteria applied.

The selection of the Panel member invited to respond to the tender competition will be based on the assessment of the original Applicants' details and against the application of selected criteria to include:

- Learning Theme
- Delivery Mechanism
- Confirmation of ability to work with asynchronous Panel members/subject matter experts
- Profile of Panel Member including website marketing information and team expertise
- Size of available team and CVs submitted
- Specific Subject Matter expertise
- Previous Contract Information submitted
- Portfolio Diversification
- Profile of participant cohort
- Turnover as it relates to overall annual contract value

The IPA reserves the right to conduct a tender competition at this threshold with all members of the relevant category.

2.5.2.4 €50,000 (excl. VAT) or more

Contracts will be awarded by inviting at least five (5) members of the relevant category, subject to that number qualifying to take part in a tender competition, on the basis of a written specification issued and award criteria applied.

The selection of the Panel member invited to respond to the tender competition will be based on the assessment of the original Applicants details, and against the application of selected criteria to include:

- Learning Theme
- Delivery Mechanism
- Confirmation of ability to work with asynchronous Panel members/subject matter experts
- Profile of Panel Member including website marketing information and team expertise
- Size of available team and CVs submitted
- Specific Subject Matter expertise

- Previous contract information submitted
- Portfolio Diversification
- Profile of participant cohort
- Turnover as it relates to overall annual contract value

The IPA reserves the right to conduct a tender competition at this threshold will all members of the relevant category.

Please Note: As the subject matter of this procurement is a Title III Service, all legal obligations including timelines will be observed for all competitions above the European Threshold of €750,000.

Please Note: The selection of Panel members to participate in any tender competitions may also be subject to Section 3.13.5 – Dealing with poor performance.

2.5.2.5 *Pitch Request*

The IPA, on occasion, may broadcast a “Pitch Request” to Panel members. This will provide Panel members the opportunity to present their proposals as they relate to digital learning solutions. Each pitch will be evaluated against provided criteria, with feedback given.

This process is considered a call for competition and as a result, the IPA reserves the right to award contract(s) on foot of the pitches presented.

For further details on this process please refer to Section 3.3.3 Strategic Collaboration below.

2.5.3 Immediate requirements

Once the initial Applicants have been processed and admitted to the Panel, it is planned to promptly begin the tender competition for both synchronous and asynchronous requirements.

2.5.4 Proposed Award Criteria at Tender Stage

Each individual competition will clearly set out the award criteria that will be applied. The award criteria applied may vary from competition to competition but will always be relevant to the subject matter of the specification.

They may include inter alia some of the following:

- Cost
- Quality of proposed solution
- Alignment to participant/target audience needs
- Timeframe / project plan
- Quality of team
- Contract management
- Proposals relating to sustainability
- Other criteria as deemed relevant at the time of the competition.

2.5.5 Award to Runner up in a Tender Competition

In the event that, following the award of any contracts under this Panel, by means of direct drawdown or tender competition the Panel member cannot, for whatever reason, deliver the required services to the satisfaction of the IPA; the IPA reserves the right to award the contract to the next highest-ranked Applicant/Tenderer emerging from the process at any time during the tender validity period.

2.6 Updating Information submitted by Panel members

As and when the need arises, the Contracting Authority may ask Panel members to update aspects of their original Panel submission in order to ensure that the most up to date information is available.

2.7 Use of the Panel

The IPA will use this Panel as and when requirements within its scope arise. However, there is no obligation upon the IPA to make use of this Panel. Notwithstanding this fact, the Panel may be terminated in accordance with the agreement terms and conditions, a draft version which will be appended to the Application document.

3 Specific Requirements

3.1 Scope of Requirements under the Panel

Panel members will be invited to compete for contracts to work with the IPA to design, develop and deliver a comprehensive digital learning solutions to the Public Service. Panel members will be selected and contracts awarded based on the award mechanisms set out in Section 2.5.2 of this document.

The portfolio will utilise both synchronous and asynchronous delivery methods including virtual instructor-led, self-paced eLearning and other modes of digital learning.

Where the term “supplier” is used in this and following sections, it refers to a Panel member who has been awarded a contract.

3.2 Overview of Requirements

There will be two main activities under the Panel:

1. Design, development and delivery of digital learning solutions (for example, instructor-led and self-paced eLearning)
2. Provision of subject matter expertise in identified themes

Applicants can be admitted to the Panel with an expertise in Synchronous learning (real-time) or A-synchronous learning (self-paced) or both. Applicants will specify the modes of delivery they have capabilities in. It is not necessary to have a capability in all areas listed under each grouping.

For Synchronous delivery, applicants will be admitted under one or more thematic areas of expertise outlined below, as subject matter expertise is considered an essential requirement.

For Asynchronous delivery, digital learning expertise is considered sufficient, provided the applicant states they are willing to work with a Subject Matter Expert (SME) appointed by the IPA.

For the purposes of the Panel, the modes of delivery for synchronous and asynchronous delivery have been outlined in the table below. This list is non-exhaustive and may develop as new modes of delivery are identified over the lifetime of the Panel.

Synchronous Delivery Capabilities	Asynchronous Delivery Capabilities
• Instructor-led training (In-person) • Instructor-led training (Virtual) • Webinars • Facilitated Peer Learning sessions	• Self-paced eLearning • Micro-learning • Podcasts • Video (Filming & Production) • Animation • Virtual Reality • Augmented Reality

Applicants applying for membership of the Panel should have expertise in learning design, development and delivery of digital learning solutions, across a range of instructional methodologies and design principles.

The thematic areas of expertise reflect general topics that are relevant to the wider public service and are also broadly aligned to government policies, for example Better Public Services – Public Service Transformation 2030 Strategy.

For the purposes of the Panel, the themes are as follows:

- **Theme 1:** Communication, Collaboration and Customer Service
- **Theme 2:** Professional Capabilities
- **Theme 3:** Leading and Managing
- **Theme 4:** Digital, Innovation and Transformation
- **Theme 5:** Public Service Fundamentals
- **Theme 6:** Sustainability and Climate Action
- **Theme 7:** Irish language
- **Theme 8:** Policy Development and Implementation
- **Theme 9:** Emerging Public Service Capabilities

It is expected that the majority of contracts awarded under this Panel will be for digital learning solutions delivered within the IPA's digital learning platform. Contracts may also be awarded for any other IPA requirements as identified.

3.2.1 Partnership and Co-Delivery of Material

The IPA may require the option to have a specific programme co-delivered with IPA nominated personnel.

3.3 Detailed Requirements

This section provides an overview of the types of contracts likely to be issued under this Panel. The detailed requirements for each contract will be set out in the written specification issued at the time of tendering.

The types of services that may be required and expectations around how the Panel member(s) expertise may be used have also been identified.

3.3.1 New Material

3.3.1.1 Design

The Panel member(s) will be required to deliver contracts which develop high-quality digital learning solutions that are engaging, interactive, thought provoking, and meet the current and future learning needs of the public service.

In the delivery of contracts awarded under this Panel, the appointed suppliers will be required to include output from stakeholder engagement and subject-matter experts in the development of digital learning solutions and collaborate and co-create these solutions with stakeholders or other

suppliers as identified. Appointed suppliers will work with the IPA and stakeholders to expand on learning outcomes to ensure ongoing relevance of learning solutions for the public service.

This may include but is not limited to:

- working with the IPA, subject matter experts and stakeholders to ensure relevant information is identified and incorporated into digital learning solutions
- synthesizing and adapting subject-matter experts' knowledge and information into effective content for programme delivery
- ensuring that content is relevant for the public service and is reflective of existing policy, strategies, legislation and Government priorities.
- ensuring that content is reflective of requirements of an operational or technological nature.
- ensuring that the digital learning solution incorporates the latest tools, techniques and theories from both from a content development perspective and from a digital learning delivery perspective.
- identifying multi-media content including video interviews, case studies and podcasts for inclusion within the digital learning solutions.

Panel members may also be invited to participate in planning sessions or ideation workshops held by IPA.

3.3.1.2 Development

Suppliers will be required to develop all content and relevant materials required for the purposes of contracts awarded under this Panel. This includes instructor presentations, trainer packs, learner materials including interactive workbooks, pre-course/post-course work etc), as well as source and packaged files for eLearning modules, VR & AR components, animations, and any assets used therein.

Suppliers will be required to use IPA branding on all digital learning solutions. This will be provided during content development stage.

Suppliers must ensure materials are accessible to all learners. This includes application of accessibility principles, for example, National Disability Authority guidelines and EU Accessibility Directive.

The requirements for all content and relevant materials to be developed for the purposes of contacts awarded under this Panel will be indicated as part of the tender process.

3.3.1.3 Delivery

Working with the IPA, suppliers will be required to deliver digital learning solutions – in identified modalities – to the public service.

Suppliers for synchronous delivery may be required to co-deliver with IPA identified subject-matter experts when requested.

3.3.1.4 Review/ Update of material

Suppliers may be required to maintain and update content and resources developed over the lifetime of the Panel.

The IPA will conduct reviews to address feedback and improvements to the learning solutions. Reviews with suppliers will take place on a regular basis.

Suppliers will also be required to review, reflect on and respond to learner feedback, through both evaluation forms, digitally captured user feedback and ‘on the ground’ feedback (i.e. common queries raised on courses).

3.3.2 Existing Material

There are approximately two hundred (200) courses currently delivered across the IPA portfolio. It is envisaged that some existing IPA courses and content will become part of the new learning pathways and suppliers may be required to review existing IPA content and identify opportunities for the development of digital learning solutions to support and complement existing programmes.

3.3.3 Strategic Collaboration

Over the lifetime of the Panel, Panel members may be invited to input on elements of strategic importance for the IPA’s learning strategy, such as the development of learning pathways or requirements for the Learning Experience Platform. This could take the form of collaborative in-person workshops or written submissions, for example.

Panel members may also be invited to collaborate with other members of the Panel on specific projects or programmes, or with suppliers contracted under other IPA contracts, as well as with IPA staff, SMEs, and public service stakeholders.

The IPA welcomes the insights and expertise of its learning partners. Panel members are welcome to put forward proposals for the development of new digital learning solutions.

To facilitate this, on occasion, the IPA will broadcast a “Pitch Request”. This will provide Panel members with the opportunity to present their proposals as they relate to digital learning solutions. Each pitch will be evaluated against provided criteria, with feedback provided. This process is considered a call for competition and as a result, the IPA reserves the right to award contract(s) on foot of the pitches presented.

3.3.4 Future requirements not yet identified

The IPA will determine new requirements over the lifetime of the Panel. These requirements may include learning themes in new areas that meet the ongoing needs of the Public Service; emerging delivery methodologies, developments in relation to the new Learning Experience Platform, or best practices in learning and development.

The IPA may engage with existing Panel members as new requirements emerge.

3.4 Synchronous and Asynchronous Delivery Mechanisms

As outlined in Section 3.2, applicants can be admitted to the Panel with an expertise in Synchronous learning (real-time) or asynchronous learning (self-paced) or both. A description of the modes of delivery are outlined below.

While elements listed under asynchronous learning, such as video, animation and Augmented Reality could be used in the delivery of synchronous learning, the purpose of segregating these under the Panel is to capture where a supplier has a high degree of expertise and production capability in an area.

It is expected that Suppliers for synchronous delivery may create course materials to support programmes, such as videos, interactive workbooks, etc and will interact with a suite of digital tools and capabilities which will be available on a new digital learning platform.

3.4.1 Synchronous learning

- a. **Instructor-led (In-person)** – Traditional classroom-style delivered face-to-face at a set time.
- b. **Instructor-led (Virtual)** – Live sessions, conducted online via platforms like Webex or MS Teams. The majority of instructor-led courses will be delivered virtually.
- c. **Webinars** – Live or recorded presentations focused on delivering information to large audiences. Webinars can be used as a tool to provide updates, or for thought leadership scenarios.
- d. **Facilitated Peer Learning** – Group learning opportunities whereby peers share knowledge and experience through informal discussions and collaborative problem solving. This is facilitated by an instructor or coach who guides the discussion.

3.4.2 Asynchronous learning

- a. **Self-paced learning** – Digital interactive courses learners complete independently at their own pace.
- b. **Micro-learning** – Similar to self-paced learning, but shorter, more focused learning units designed to teach a single concept or skill. Micro-learning modules can be provided as pre-work, a reminder of a core concept or ‘just in time’ learning which learners can search for independently.
- c. **Podcasts** – Audio-based learning content that can be consumed on-the-go.
- d. **Video Content** - Professionally-recorded video content used for demonstrations, interviews or explainer segments. Can support synchronous and asynchronous learning.
- e. **Animation** - Animated content used to simplify complex concepts, visualize abstract ideas, add creative flair to learning materials or for storytelling.
- f. **Virtual Reality (VR)** - Fully immersive digital environments that simulate real-world scenarios.
- g. **Augmented reality (AR)** - Overlays digital content onto the real world via mobile devices or other hardware. AR can be used for contextual learning, on-the-job support, or interactive guides

3.4.3 Other

- a. Any other modalities as required but not yet identified.

3.5 Instructional Methodologies

Suppliers are expected to incorporate the following instructional methodologies as part of their learning design:

- a. **Gamification** – Incorporate gamified elements to enhance learner motivation and engagement, such as competitive challenges, badges, and quizzes.

- b. **Storytelling** – Use narrative techniques and case studies to make learning more relatable, memorable and engaging
- c. **Scenario-based learning** – Help learners develop critical decision-making skills by immersing them in realistic, context-rich situations where learners are presented with a real-life problem or challenge
- d. **Active Learning** – Increase student involvement by engaging learners through practical activities and creating opportunities for practice and reinforcement.
- e. **Collaborative/Social Learning** – Enable knowledge sharing and problem-solving through peer interaction, discussion and shared experiences
- f. **Personalised Learning** – Tailor content, pace and pathways to individual learner needs and preferences
- g. **Spaced Learning** – Distributes learning over time to improve retention and reduce cognitive overload
- h. **Accessible Learning** – Ensure learning is inclusive and useable by all, including those with disabilities and diverse needs

This list is not exhaustive. Suppliers may also be asked to deliver using other relevant methodologies in addition to the above list.

3.6 Learning Themes

The learning themes have been chosen as they reflect strategic priorities of capability and skills development needed in the public service. They have broad relevance and application across multiple areas of public service, and learning goals should support cross functional use, rather than be specific to one learner group or sector. Sub-themes are outlined below to provide an indication of the different types of courses that may be developed over the lifetime of this Panel.

The topic information included under each thematic area is not exhaustive and provides an indication of the sub-topics as currently known.

Further detail will be provided on thematic areas to be developed at competition stage, which may include detailed information such as learning objectives, target audience etc.

3.6.1 Theme 1: Communication, Collaboration and Customer Service

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Collaboration and teamwork** – developing skills to effectively work in collaborative environments and improve ability to teamwork within and across organisations
2. **Effective Communication** – developing an understanding of clear communication across a variety of channels, tailored to the audience, demonstrating impact, and ensuring transparency
3. **Storytelling** – create understanding of storytelling as a tool to engage and inform, alongside data visualization to enhance and complement

4. **Customer Service** – enable public servants to consider how they provide excellent customer service and equip with the skills to enhance customer service
5. **Design Principles and Human Centred Design** – developing skills and capability to understand and apply Design Principles for Government and apply human/customer centred design to policy development and service delivery
6. **Stakeholder engagement and strategic networking** – improve public servants understanding of stakeholder engagement, building relationships and networking effectively
7. **Influencing and negotiation** – understanding how to influence with impact and negotiate with colleagues and stakeholders, managing expectations and representing the organisation
8. **Equality, Diversity and Inclusion** – develop an awareness and understanding of the importance of creating diverse and inclusive workplaces to enhance innovation and deliver stronger outcomes.
9. **Disability** – Topics related to disability, including legal obligations as a manager, reasonable accommodations, inclusion and performance support
10. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.2 Theme 2: Professional Capabilities

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Performance optimisation** – developing capability in individual performance, for example time management, goal setting, accountability and prioritisation programme
2. **Performance management** – developing awareness and understanding of performance management to build a high-performing, accountable and supported public service that delivers quality outcomes and impact
3. **Developing resilience** – building public servants' resilience to respond to a dynamic workplace environment, supporting ability to cope with change, and remain solution focused, enabling impactful outcomes
4. **Navigating the hybrid workplace** – developing skills to perform and manage hybrid working effectively
5. **People management** – developing managers capability and capacity to effectively manage, and develop, high performing teams, including setting objectives, providing feedback, managing probation
6. **Influencing and negotiation** – understanding how to influence with impact and negotiate with colleagues and stakeholders, managing expectations and representing the organisation
7. **Conflict Resolution and Mediation** – equip managers with practical skills to navigate, resolve and mediate workplace conflict confidently and constructively, such as addressing conflict, and managing difficult conversations
8. **Emotional intelligence** – supporting public servants to understand and develop emotional intelligence, self-awareness, self-regulation and empathy

9. **Career development** – providing information to public servants on career progression, continuous learning, personal and professional development, interview skills, aligning to the Capability Framework
10. **Innovation and design thinking** – supporting public servants to develop an innovative mindset, and build innovative teams and culture, establishing principles of design thinking, concepts such as empathy, piloting, and sprint, and developing associated workplace behaviours
11. **Equality, Diversity and Inclusion** – develop an awareness and understanding of the importance of creating diverse and inclusive workplaces to enhance innovation and deliver stronger outcomes.
12. **Disability** – Topics related to disability, including legal obligations as a manager, reasonable accommodations, inclusion and performance support
13. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.3 Theme 3: Leading and Managing

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Coaching** – introducing and developing coaching skills and associated capabilities to public servants to support, empower and motivate teams to achieve individual, team and organisational goals, support personal and professional development, and create a positive culture of learning and feedback
2. **Change** – developing understanding and practical application of change management and related techniques, including, for example: principles of change management; preparing and planning for change; stakeholder management; coaching and leading through change; embedding and sustaining change
3. **Equality, Diversity and Inclusion** – develop an awareness and understanding of the importance of creating diverse and inclusive workplaces to enhance innovation, and deliver stronger outcomes
4. **Organisational resilience** – enhance public servants' capability to anticipate and prepare for organisational and environmental change and disruption, strengthen organisational culture, and develop systems and processes to support resilience
5. **Leadership** – skill development across all levels, supporting public servants to build leadership capacity and capability, including leadership styles, accountability, decision making, succession planning
6. **People management** – developing managers capability and capacity to effectively manage, and develop, high performing teams, including setting objectives, providing feedback, managing probation
7. **Influencing and negotiation** – understanding how to influence with impact and negotiate with colleagues and stakeholders, managing expectations and representing the organisation

8. **Conflict Resolution and Mediation** – equip managers with practical skills to navigate, resolve and mediate workplace conflict confidently and constructively, such as addressing conflict, and managing difficult conversations
9. **Emotional intelligence** – supporting public servants to understand and develop emotional intelligence, self-awareness, self-regulation and empathy
10. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel

3.6.4 Theme 4: Digital, Innovation and Transformation

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Digital literacy** – equipping public servants with skills to work and lead in a rapidly evolving digital landscape
2. **AI literacy and governance** – ensuring public servants have sufficient knowledge and understanding of AI, its use within the public service, and the appropriate safeguards and measures to ensure its effective use
3. **Developing a Digital Workforce** – supporting organisations and managers to understand the future of the workforce and the emphasis on digital delivery in terms of policy and service development and delivery, for example, understanding e-Government, automations
4. **User-centred digital transformation** – understanding and implementing user-centred design principles to digital projects; engaging in feedback and user testing through UX research
5. **Innovation and design thinking** – supporting public servants to develop an innovative mindset, and build innovative teams and culture, establishing principles of design thinking, concepts such as empathy, piloting, and sprint, and developing associated workplace behaviours
6. **Design Principles and user-centred Design** – developing skills and capability to understand and apply Design Principles for Government and apply user-centred design to policy development and service delivery
7. **Change management for digital transformation** – supporting leaders and managers to understand change management in the context of digital transformation and other digital initiatives, implementing and sustaining improvements; and building culture of continuous improvement across teams and organisations
8. **Microsoft Suite** – support public servants in the effective, efficient and impactful use of applications such as Microsoft Word, PowerPoint and Excel
9. **Data literacy** – upskilling public servants to understand the data landscape, including how to collect, analyse and interpret data for information and decision making; equipping public servants to understand data visualisation tools and how they can be used effectively to inform decision making, and for communication purposes; and how data should inform policy making and evaluation.
10. **Digital inclusion and accessibility** – equipping public servants to understand digital inclusion and digital equity, and how to bridge the digital divide that can exist between public services and users.

11. **Service Design** – developing an understanding of service design and related concepts such as journey mapping, service blueprints, and personas.
12. **Cybersecurity** – standardised compliance-based programme on cybersecurity in the public service, aligning to published guidelines, policies and procedures, and supporting public servants to be vigilant when working online, including NIS2.
13. **Open Data** – creating awareness across the public service of the Open Data directive, and the role of public bodies to identify and make available data for reuse and redistribution
14. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.5 Theme 5: Public Service Fundamentals

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Programme to support compliance with guiding legislation and policies within the public service** e.g. FOI, GDPR, PQs
2. **Legislative process** – providing an overview of the legislative process, including drafting legislation, Heads of Bill, stages of a Bill, amendments, and enactment.
3. **Project Management** - providing essential project management programme for the public service, including programme on methodologies such as agile, scrum, kanban
4. **Change Management**– supporting public servants to understand the fundamentals of change management, the importance of planning effectively for change initiatives at a team, department and organisational level, and developing techniques to support implementation and sustainment of change projects
5. **Financial literacy** – developing public servants’ financial literacy, including finance for non-finance managers, fundamental of finance, budget management, understanding the estimates process, and how the budget works
6. **Public service pensions** – providing information to public servants on pensions, including entitlements and benefits, how to access public service pensions, and managing your pension
7. **Risk management** – developing fundamentals in concepts of risk literacy, business planning and risk, risk response and mitigation, risk maturity, and decision making
8. **Strategy development, implementation and evaluation** – developing public servants’ capability to understand strategy development, relevant tools and methodologies for strategy, stakeholder engagement, implementation and delivery and evaluation
9. **Design Principles and Human Centred Design** – developing skills and capability to understand and apply Design Principles for Government and apply human/customer centred design to policy development and service delivery
10. **Public Policy Lifecycle** – developing an understanding of the policy lifecycle for the public service, including issue identification, policy formation, implementation, evaluation, evidence informed policy development, stakeholder engagement and policy development

11. **Innovative Policy Methods** – developing capabilities in identified methods of policy development including design thinking, strategic foresight, behavioural economics and insights, and systems thinking
12. **Governance** – supporting and promoting good governance in public bodies, through implementing and embedding good practice arrangements, policies and practices.
13. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.6 Theme 6: Sustainability and Climate Action

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Sustainability** – integrating the three pillars of sustainability (economic, environment, social), compliance, Sustainable Development Goals (SDGs), transforming to a sustainable organisation, understanding the circular economy
2. **Relevant Climate Action and Sustainability policies and plans** – support public servants to understand climate-centred policies and plans at a national, European and international level
3. **Intersection of climate policies and existing public service policies** – providing core programme on developments such as Green Public Procurement, Climate Action Plan, Climate Action Roadmap, Sectoral Planning Guidelines for Climate Change Adaptation, National Development Plan
4. **Climate Action Mandate** – supporting public bodies to develop climate leadership and identify specific actions for inclusion in Climate Action Roadmaps, including reporting and compliance requirements
5. **Climate Leadership** – provide necessary programme for public service senior leadership on climate action, transformational leadership, driving behaviour change, policy making and implementation of climate-related solutions
6. **Additional Topics** - Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.7 Theme 7: Irish Language

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Accredited and Non-Accredited Irish language training.**
Skills for written, oral and aural communication, including TEG preparation Irish language courses.
2. **Delivery of IPA-developed programmes** by subject matter experts through the Irish language, for example, People Management, Communications and Customer Service. This may involve review and translation of pre-developed material into a course suitable for delivery through Irish. (Please refer to sections 3.3.1 and 3.7.1 of this document for guidance).
3. **Core skills through Irish** - Digital learning solutions may include topics such as Communication, People Management, Leadership etc.

4. **Additional Topics** - Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.8 Theme 8: Policy Development and Implementation

The portfolio will provide digital learning solutions to the public service across a broad range of topics including, but not limited to:

1. **Policy Context** – supporting policy makers to understand how Government identifies, determines and implements actions particularly in the context of the Civil Service Renewal 2030 Strategy – ‘Building on our Strengths’
2. **Evidence-informed Policy and Services** – fostering the development of a rigorous, professional and evidence informed approach to policy development as well as enhancing the strategic foresight capability of organisations
3. **Standardised approach to Policy Making** – equip public servants with the knowledge and tools to enhance their own policy development skills incorporating the use of consistent and standardised approaches including the Three Pillar Framework of data & evidence, feasibility & implementation, and legitimacy
4. **Public Policy Lifecycle** – developing an understanding of the policy lifecycle for the public service, including issue identification, policy formation, implementation, evaluation, stakeholder engagement and policy development
5. **Change management** – developing understanding and practical application of change management and related techniques in the context of Policy Development and Implementation
6. **Developing resilience** – building public servants' resilience to respond to a dynamic workplace environment, supporting ability to cope with change, and remain solution focused, enabling impactful outcomes in the context of Policy Development and Implementation
7. **Design Principles and User Centred Design** – developing skills and capability to understand and apply Design Principles for Government and apply user-centred design to policy development and service delivery
8. **Innovative Policy Methods** – developing capabilities in identified methods of policy development including design thinking, strategic foresight, behavioural economics and insights, and systems thinking
9. **Additional Topics** – Develop and deliver all additional related requirements under this theme which has not yet been identified and may arise over the duration of the Panel.

3.6.9 Theme 9: Emerging Public Service Capabilities

The portfolio will provide digital learning solutions to the public service across a broad range of topics. The topics – yet to be determined – will comprise of the above lots and any additional and new topics or themes that emerge over the duration of the Panel.

Please Note: All Applicants who are successfully added to the Panel, will automatically be included in the theme 9 category and included in any competitions to be conducted under this theme and according to the contract award procedures detailed in Section 2.5.2.

3.7 Target Audience

The target audience for digital learning solutions developed from this Panel includes civil and public servants at all stages of their careers. Thematic learning pathways will be designed to support learning progression from foundational knowledge to practical skills and specialised expertise.

In some cases, the mapping of learning content will align directly with the skills and responsibilities associated with specific grades, and broader capabilities. As such, components of the learning modules will be tailored to distinct cohorts based on their existing knowledge, role, or grade.

Where modules are targeted on a grade basis, they will likely be loosely grouped to align across all iterations across the public service, such as in the example below:

1. Clerical and Executive Officers (or equivalent)
2. Administrative and Higher Executive Officers (or equivalent)
3. Assistant Principal and Principal Officers (or equivalent)
4. Assistant Secretary General and Secretary General (SPS) (or equivalent)

While learning pathways will build progressively to deepen understanding, and will therefore be Grade agnostic, some programmes and courses may be available to all grades or to a specific grade, or to new grade groupings as identified (e.g. compliance-based programmes such as GDPR, FOI, cyber-security).

3.7.1 Language Requirements

The majority of digital learning solutions will be delivered through English.

Any solutions delivered under Theme 7 will be developed and delivered through Irish, or bilingually, as determined by the subject matter experts.

The IPA may require learning solutions developed and delivered under Themes 1 – 6 and Themes 8 - 9 to be delivered through Irish. This will be addressed on a case-by-case basis and included within tender competitions issued to Panel members.

3.7.2 Accreditation

Applicants should note that it is not intended that the majority of learning and development solutions procured under the Panel would be accredited. However, there will be occasions where specific accreditation is required, which will be outlined and specified at tender stage.

For Theme 7 – Irish Language, there is a specific requirement for courses that meet learning objectives supporting learners to complete TEG examinations.

3.7.3 Accessibility Guidelines

Digital learning solutions developed from this Panel should be designed as accessible for all learners. Panel members will be required to design inclusive and accessible learning experiences for all learners, including learners with visual or hearing impairments.

The design and delivery of all learning and development programmes will follow the relevant accessibility principles, guidelines and legislative requirements, including the European Accessibility

Act (EAA). These requirements will be fully specified at tender stage but will include adherence to WCAG 2.1 and Universal Design for Learning (UDL) principles.

3.7.4 Group Training

While the majority of digital learning solutions will be developed and delivered for open enrolment there may be a requirement to deliver tailored training to individual IPA clients. This will be addressed on a case-by-case basis and included within tender competitions issued to Panel members.

3.7.5 Programme Locations

It is proposed that all synchronous training will be conducted online. Occasionally, Panel members may be required to deliver in-person training, either on site in the IPA or in a location determined by a specific client. This will be dealt with on a case-by-case basis.

3.8 Roles and Responsibilities

The following roles and responsibilities have been identified for the delivery of contracts that will be awarded under this Panel. This list is not exhaustive and additional relevant roles may also be specified at tender competition stage. Panel members will be required to confirm access to the roles outlined below. Limited access to certain roles does not preclude suppliers from joining the Panel, however, in some cases specific roles are a pre-requisite to Panel admittance, these have been identified below.

Please Note: In some instances, the same person may act in several roles. For example, the same person may be the Subject-Matter Expert, the content developer and the course trainer.

General Roles (for both Synchronous and Asynchronous Panels)

3.8.1 Account Manager (pre-requisite)

The account manager is responsible for successfully managing the contract, which includes attending at scheduled status meetings, resourcing teams appropriately, and resolving any issues which may arise during the contract. The account manager will be responsible for ensuring high quality customer service provided on behalf of their organisation, and the IPA when delivering services on their behalf. This includes full oversight of the digital learning portfolio provided by the supplier over the course of the contract, identifying areas of improvement and responding to IPA requests for changes based on learner evaluation and client feedback. The account manager will have oversight of all activities under their contract(s) and interdependencies with other suppliers on the Panel.

(Please refer to section 3.13 below for further guidance).

3.8.2 Finance and Invoicing

The Finance and Invoicing point-of-contact will be responsible for liaising with the relevant IPA point of contact to ensure accurate records are maintained and available to the IPA following course completion.

3.8.3 Instructional Designer/Content Developer (pre-requisite)

The instructional designer/content developer translates learning goals into pedagogically sound learning and development solutions that meet learner needs and the requirements of the IPA. Instructional Designers should ensure learner experience is reflected in all solutions.

For Synchronous Delivery

3.8.4 Subject Matter Experts (pre-requisite)

Subject Matter Experts are responsible for identifying content and material suitable for the delivery of programmes. They must be skilled and knowledgeable in the subject matter itself. Where required, SMEs may be appointed by the IPA to work in partnership with suppliers in delivering specified contracts, and to collaborate and contribute their expertise in the design and development of suitable, engaging and impactful digital learning solutions.

3.8.5 Administrator (pre-requisite)

The administrator is responsible for all course scheduling, including identifying dates and trainers in response to IPA requests, and communicating in adherence to Service Level Agreements, for example.

3.8.6 Trainers (pre-requisite)

Course trainers are required to deliver sessions (virtual or in-person) or webinars on behalf of the IPA. Trainer's experience must be commensurate with the target learners as identified. Trainers must have the relevant subject matter experience, credibility, and credentials to ensure impactful delivery of programme, providing practical and actionable insights for learners. The calibre and experience of trainers is essential to the high-quality provision of digital learning solutions.

3.8.7 Facilitators

Facilitators moderate sessions that ensure retention of content previously covered and promote collaborative, peer-based learning. They are responsible for guiding reflective discussions, encouraging knowledge exchange and fostering a learning environment where participants can share insights, challenges and best practices. Facilitators must understand the subject matter to moderate and steer conversations effectively and align discussion with learning goals.

3.8.8 Technical Support

The Technical Support role will provide ongoing technical support to trainers delivering programmes on behalf of the IPA. The Technical Support role will liaise with the trainer and course facilitator, and relevant IPA points of contact to address any technical issues emerging. The technical support role will also provide ongoing support and training to Panel member trainers.

3.8.9 Content Creator/ Multimedia Producer

The skills required here are specific to the synchronous delivery mechanism but involve production of visual assets and audio content to be included in the learning solution. This can include photography, graphic design, illustration, infographics, video production and editing, podcast production and voice overs, and animations.

For Asynchronous Delivery

3.8.10 Project Manager (pre-requisite)

The Project Manager oversees timelines, budgets, stakeholder communications and is responsible for ensuring the deliverables align with learning objectives and quality standards.

3.8.11 Content Creator

Content creator has been broken down into generalist and specialist roles outlined below. It is not a requirement to have all types of content creators in order to be admitted to the panel.

3.8.11.1 Content Creator Generalist

The skills required here are specific to the asynchronous delivery mechanism and may involve production of visual assets and audio content to be included in the digital learning solution. This can include photography, illustration, infographics, video production and editing, podcast production and voice overs, and animations.

3.8.11.1 Audio Engineer

The audio engineer records, edits and mixes audio for podcasts and voiceover.

3.8.11.2 Videographer/Video Editor

The Videographer captures and edits video content.

3.8.11.3 Animator/Motion Designer

Creates animations and can work across 2D and 3D formats depending on the delivery channel.

3.8.11.4 AR/VR Developer

AR/VR developers are responsible for translating instructional design into immersive learning experiences for learners using best-in-class tools and platforms.

3.8.12 Developer (pre-requisite)

The developer translates the instructional design into intuitive and engaging experiences for learners. They build applications that support interactive features, simulations and assessments in line with the delivery mode, e.g develop self-paced e-learning modules, or immersive learning experiences.

3.8.13 UX/UI Designer

Designs intuitive interfaces and user flows for digital learning, focusing on usability, accessibility, and ease of navigation and ensuring alignment to instructional design.

3.8.14 QA Tester

Conducts functional and performance testing and ensure solutions meets standards prior to release, including accessibility checks.

3.8.15 Allocation of Personnel

Note 1: In some instances, the same person may act in a number of roles. For example, the same person may be the Subject-Matter Expert, the content developer and the course trainer.

3.8.16 Change in the Composition and skillset of an Applicants Personnel

Where a Panel member proposes resource changes, because of departures or new hires, the applicant must promptly inform the IPA of the relevant changes in personnel.

This may result in applicants selected delivery mechanism, themes or sub themes changing, based on the information originally submitted. Such changes may impact on the selection of a Panel member to be selected to take part in a tender competition on the basis of a written specification issued and award criteria applied.

3.9 Technical Requirements for Delivery of digital learning solutions

Suppliers will be required to use IPA systems for various aspects of development, delivery and account management, which may include:

- scheduling of live courses
- tracking project progress, collaboration or transferring files
- use of the LMS or LXP or any specific software tools for course development or delivery.

Suppliers will also be required to supply necessary equipment and software needed for development or delivery of content.

The IPA retains the right to specify software to be used, or to allow suppliers to use tools of their choosing. This will be outlined at tender stage.

3.9.1 Virtual Delivery (Instructor-led & Webinars)

Virtual instructor-led sessions will be delivered using platforms designated by the IPA. Currently, online classes are hosted via a third party platform, Cisco Webex, which is licenced and managed by the IPA. Access to the platform will be provided by the IPA to instructors/Facilitators, who will be required to log into the IPA virtual programme platform to deliver virtual sessions to all learners.

Other platforms such as Microsoft Teams and Zoom may also be utilised for the delivery of these programmes.

Only platforms deemed secure for the purposes of programme will be utilised. Platforms will have the relevant functionality to deliver high-quality digital learning, including Polls, Q&As, Chat and Breakout rooms. Closed captions will be available on the platform.

3.9.2 In-person delivery

While this is not foreseen as a common delivery method, where the need arises, in-person instructor-led training may also be delivered. Specific requirements for such delivery will be outlined in individual requests at the next stage of the process.

3.9.3 Other delivery methods of digital learning

Digital learning solutions developed during the lifetime of the Panel will be developed using a range of technologies and platforms depending on the specific learning objectives and requirements of the IPA. Software will be chosen to match the appropriate mode of delivery.

The IPA currently uses Articulate/ Rise360 to develop self-paced eLearning. This may change over the lifetime of the Panel.

Suppliers are expected to apply best practices in User Interface (UI) and User Experience (UX) design to ensure digital learning solutions are intuitive, engaging, and accessible to all learners. This includes

designing clean interfaces, minimizing distractions, and guiding learners through clear navigation and interaction flows.

Methodologies such as Human-Centred Design (HCD), Universal Design for Learning (UDL), and Accessibility by Design should be embedded throughout the development process.

Solutions should be tested with representative users to ensure inclusivity, responsiveness, and alignment with learning goals. Particular attention should be paid to accessibility standards (e.g., WCAG 2.1), mobile responsiveness, and the integration of feedback mechanisms to support continuous improvement.

3.9.4 Compatibility with Learning Platform

It is expected that the introduction of a new Learning Platform in 2026 will introduce enhanced capabilities, and suppliers will be expected to adapt and restructure their offerings to leverage the enhanced capabilities of the platform.

This will include making certain content modules mobile accessible, facilitating collaborative learning in online environments, offering searchable banks of micro-learning content, as well as enhanced data tracking and utilisation of AI to create personalised pathways for learners. Suppliers may be required to tag content in specific ways, and capture and report on key learning activities.

Suppliers will be provided with relevant training and support to utilise the new Learning Platform.

Further detail will be outlined at tender stage.

3.10 Duration of Learning sessions

The duration of the learning sessions will vary depending on the learning objectives, and delivery method. The below table outlines indicative durations for digital learning solutions developed.

For example:

Programme Type	Typical Duration
Instructor-led courses	0.5 – 2-day sessions
Self-paced learning	20 – 60-minute segments
Micro-learning	5 – 20-minute segments
Facilitated Peer Learning	1 – 3-hour sessions
Podcast	15–30-minute segments
Irish Language programme (TEG Preparation)	Up to 10 weeks/30 contact hours

Please Note: These may change during the duration of the Panel and should only be used as a guide to understanding Panel requirements.

3.11 Estimated Volume of activity

3.11.1 Learner Volume

The current OneLearning portfolio of courses is available to a learner base of approximately 50,000 civil servants through the current Learning Management System. Most of this portfolio is instructor-led delivery across five learning themes. In 2025, there were over 1,000 course sessions scheduled, with 15,000 learners attending instructor-led delivery.

Following the introduction of a new Learning Platform in 2026, the IPA will offer access to the Learning Platform to new clients across the wider public service, including Non-Commercial State Agencies and Local Authorities. The Learning Platform will host all IPA digital learning solutions developed over the lifetime of this Panel, including virtual instructor-led delivery, and self-paced digital learning solutions.

The estimated volume for scaling purposes will be determined on a quarterly and yearly basis from 2027 onwards, but it is expected access to the wider public service client base will be rolled out on a phased basis.

3.11.2 Course Development

It is expected that a high-level of new digital learning resources will be developed within the first two years of the Panel, as learning pathways are initially rolled out. The IPA will prioritise the development of digital learning solutions across learning pathways that support self-paced learning.

3.12 Intellectual Property

All new digital learning solutions and learning and development content developed for the purposes of contracts awarded under this Panel, no matter its type (text, video, audio etc) must be the intellectual property of the IPA and must be returned to the IPA at its request, or on the termination of any contract, and must not be used for any other purposes.

3.13 Account Management

3.13.1 Account Manager

The IPA requires Panel members to nominate a dedicated Account Manager who will act as the main point of contact for the duration of the Panel. This person shall have the authority to deal with all matters in relation to contracts and be responsible for the satisfactory delivery of the services required.

The duties of the account manager will include the following:

- Overall responsibility for a good working relationship with the IPA
- Maintain full oversight of contract and associated portfolio
- Provide regular reports on performance as agreed with the IPA
- Meet as and when required to review performance and programme delivery
- Deal with disputes, complaints or concerns that cannot be adequately resolved
- Proactively discuss with the IPA ways of improving efficiency regarding service delivery in general and providing suggestions for service improvement, ensuring impact and value for money.

- Ensure 100% compliance to GDPR requirements in all interaction and correspondence with the Contracting Authority and learners.

Any supplier must not use the time spent delivering Services arising from contracts issued under this Panel to market or advertise any other business offerings to learners.

The IPA will meet with the appointed Account Manager on a regular basis in person or virtually, to review performance in accordance with the relevant contract(s) as awarded under this Panel.

3.13.2 Deputy Account Manager

At tender competition stage, applicants must provide the name and contact details of a second member of staff who can deputise for the principal account manager during period of planned or unplanned absences.

3.13.3 Communication Plan

At tender competition stage, applicants must provide details of how they propose to communicate with the IPA Account manager over the duration of the contract. This can be both informal drop ins or more formal meetings.

At tender competition stage, applicants must also provide contact details for the appointed account manager and details the times at which they will be available.

3.13.4 Escalation Procedures

At tender competition stage, applicants must provide an escalation procedure identifying their nominated staff members who will act as escalation points should issues not be readily resolved with the nominated IPA point of contact.

This escalation will not happen without the relevant members of staff being informed.

3.13.5 Dealing with poor performance

The Contracting Authority reserves the right to exclude any Panel member from a tender competition because of poor/ non-performance during a previously awarded contract. This is not limited to development or delivery of a requirement but also administration, account management, finance and associated duties.

Panel members will be informed during regular review meetings regarding any issues with poor or no performance and justification for removal from any tender competition will be explained and provided.

3.13.6 Reporting Process

Information on required reporting detail will be provided at tender competition stage.

3.13.7 Service Level agreement

Information on SLA requirements will be provided at tender competition stage.

3.14 GDPR

The IPA requires Applicants to confirm they are now fully compliant with the GDPR and the Data Protection Acts 1998-2018.

The IPA will require all Panel Members to provide sufficient guarantees, in particular in terms of expert knowledge, reliability and resources, to implement appropriate measures to ensure that data processing will meet the requirements of GDPR and the Data Protection Acts 1998-2018; ensure the protection of the rights of the data subject; and the security of processing.

The Panel Members will be required to fully outline all parties that may be involved at any point in the processing of Personal Data as part of the service delivery and the location of such processing. This should include other technology support partners and suppliers of service to the respondent. The IPA requires all data to be stored within the European Economic Area or any other country determined to offer an adequate level of data protection by an adequacy decision of the European Commission.

3.15 Details of Contracts arising over the life of the Panel

The Panel may also be used for the development and / or delivery of any IPA requirement which falls under the subject matter of this Panel.

3.16 Other Requirements

3.16.1 Software used (if relevant)

At tender stage, Panel members must provide specific details of the proposed third-party software involved in the design, development and delivery of digital learning solutions and confirm that the relevant licencing agreements are in place and that the proposed software meets with GDPR requirements.

3.16.2 Continuous Professional Development

At tender stage, Panel members will be required to demonstrate ongoing continuous professional development as it relates to the identified learning theme and their proposed learning and development solution.

4 Panel Questionnaire

Please complete Appendix 1 as the Panel Questionnaire Response Document which is available on eTenders in Word format.

Please include your organisation name in the file name and upload as a Zip file on eTenders to protect the integrity of file names.

All qualification criteria are assessed on a pass/fail basis.

#	Pass/Fail Criteria	Pass Requirements
1	General information	Applicants must complete this section. If the Applicant is a grouping, then a separate questionnaire must be completed for each group member. Please complete the Questionnaire Response Document (Appendix 1).
2.1	Tax Compliance	Applicants are required to complete a Self-Declaration Form (Section 2). Applicants should note that if invited to tender, they will be required to provide the evidence self-declared prior to receipt of Request for Tender. Please complete the Questionnaire Response Document (Appendix 1).
2.2	Financial Capacity	
2.3	Insurances	
3	Declaration of Bona Fides, Statutory Obligations, Art. 5K Regulation 2022/576/EU, and GDPR Declarations	Applicants must complete, sign and date these Declarations. The IPA reserves the right at its discretion to exclude a non-compliant Applicant under each heading. Note: <u>This must be completed by each group member.</u> Please complete the Questionnaire Response Document (Appendix 1).
4	Profile of Organisation	Applicants are required to provide a brief statement of their organisation. If the proposed organisation is a grouping, please provide a profile for each member. Please complete the Questionnaire Response Document (Appendix 1).
5	Synchronous Delivery- Delivery Mechanism, Learning Themes and Technical Resources	Applicants must indicate the synchronous delivery mechanism and the Learning Theme(s) and sub-themes under which they can provide digital learning solutions as well as the resources and skillsets that they have available within their organisation. In order to pass, they must declare capacity to deliver in at least one Learning Theme. Please complete the Questionnaire Response Document (Appendix 1).

6	Previous Experience – Synchronous Delivery	Applicants must demonstrate delivery of contracts within the Learning Theme(s) listed within the last (5) years. Each Learning Theme must be addressed separately in a separate contract template in order to demonstrate that they have successfully delivered services in the design, development and delivery of digital learning solutions under the specified Theme. Please refer to Section 3.3 of the Panel Document – Detailed requirements. Applicants that wish to be considered for delivering services for multiple/all Learning Themes are required to copy and paste the template as required and to provide contract information per theme. Applicants must clearly label which learning theme the contract relates to. The contracts listed should be chosen to demonstrate the organisations’ skills, efficiency, experience and reliability in the relevant areas of expertise. In completing the table for each reference contract, applicants must provide sufficient information to enable the Contracting Authority to assess whether the services have been sufficiently delivered and their comparability to the requirements under this Panel Please complete the Questionnaire Response Document (Appendix 1).
7	Asynchronous Delivery – Delivery mechanism, Technical resources, Learning themes, Delivery resources	Applicants must indicate the delivery mechanism they have capability to design and deliver the required digital learning solutions. Applicants must also indicate the resources and skillsets that they have within their organisation. In order to pass, applicants must declare capacity to deliver in at least one delivery mechanism. Please complete the Questionnaire Response Document (Appendix 1).
8	Previous experience - Asynchronous Delivery	Applicants must refer to one instance per delivery mechanism within the last three (3) years which demonstrates that they have successfully delivered services relating to the requirements of the Panel. Each delivery mechanism must be addressed separately in a separate contract template in order to demonstrate that they have successfully delivered similar services. Please refer to Section 3.4 of the Panel Document – Delivery Mechanisms. Applicants that wish to be considered for delivering services for multiple delivery mechanisms are required to copy and paste the template as required and to provide contract information per delivery mechanism.

		Applicants must clearly label which delivery mechanism the contract relates to. The contracts listed should be chosen to demonstrate the organisations' skills, efficiency, experience and reliability in the relevant areas of expertise. In completing the table for each reference contract, applicants must provide sufficient information to enable the Contracting Authority to assess whether the services have been sufficiently delivered and their comparability to the requirements under this Panel
9	Curriculum Vitae Templates	Applicants are required to use the provided templates to provide details of the proposed resources. Template 9.1 Synchronous Panel, is to be used for technical, subject matter experts and delivery resources as detailed in Section 5 of Appendix 1 Template 9.2 Asynchronous Panel, is to be used for technical and delivery resources as detailed in Section 7 of Appendix 1 Please complete the Panel Questionnaire Response Document (Appendix 1).
10	Health and Safety Management System	Applicants must provide information which demonstrates operation of Health & Safety systems and procedures in line with all relevant Safety, Health & Welfare at Work legislation. The IPA reserves the right to seek further information to verify compliance. Evidence of compliance will be required as condition of contract award. Please complete the Questionnaire Response Document (Appendix 1).
11	Hourly rates	Applicants must provide information on their hourly rates, exclusive of VAT. The rates are fixed for the first two (2) years of joining the Panel and will be used only in relation to the drawdown of services specified in Section 2.5.2.2 of the Panel document. Please complete the Questionnaire Response Document (Appendix 1).

5 Instructions to Applicants

5.1 Submission of Application

The IPA is using the postbox facility on eTenders, and Application responses must be submitted electronically via the eTenders postbox facility on www.eTenders.gov.ie only. Only Applications submitted to the electronic postbox will be accepted. Applications submitted by any other means (including but not limited to by email, post or hand delivery) will **not** be accepted.

Applicants must ensure that they give themselves enough time to upload and submit all required documentation before the closing date/time noting the use of the eTenders platform. Applicants should consider the fact that upload speeds vary. In order to submit a response to the electronic postbox, please note that you must ensure you have submitted the response completely. It is advisable to familiarise yourself with the platform prior to the initial closing date.

Below we provide an overview of the key steps. Please note that the IPA take no responsibility for these steps being the totality of the steps required as different processes may require different actions.

If in doubt, please ensure you contact the eTenders helpdesk as follows:

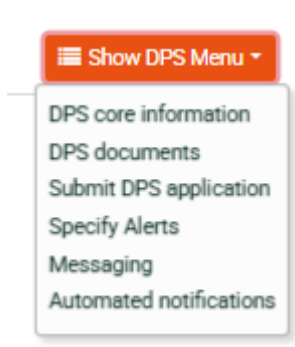
Email: irish-eproc-helpdesk@eurodyn.com

Phone: +353-818001459

5.1.1 Accessing Documents

It is important to note that you must ensure you **ASSOCIATE** your company with this competition in the first instance. To do this you must do the following:

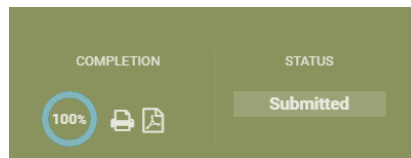
- (a) Log-in to the system
- (b) Locate the competition using the Advanced Search by IPA or Resource ID
- (c) Click on the hyperlink for the competition which will bring you to the CfT Workspace
- (d) In the Show CfT Menu for the competition click on the “Submit DPS Application” in the drop down menu



- (e) Complete the “Association with the CfT” tab.
- (f) This will then provide you with a link to “Submit DPS Application” under the Show CfT Menu

5.1.2 Submitting your Response

In responding to a competition without an electronic ESPD, a number of steps are required. The final step involves clicking on a Submit button and receiving the following status:



If you do not receive a message similar to above and an email directly to the inbox of the person submitting, you have not submitted your response.

Please note that the screen may say **OFFLINE**, this is a technical feature of eTenders and does not mean you cannot submit. Also please note you may see the percentage field also saying 100% before you submit, this still requires you to go through the submit button.

Please upload your response as a **ZIP FILE** to protect the integrity of the file names.

It is the responsibility of the Applicant to ensure that their Application is complete and is uploaded in accordance with the instructions provided on eTenders prior to the deadline as per the front page.

5.2 Initial Closing date for Responses

When completing the Panel Questionnaire for the relevant Themes applied for, Applicants should note the following conditions:

- All questions must be completed in full and without reference to other documents or other parts of the Panel Questionnaire.
- All questions should be answered with relevance to the subject matter of this competition. For the avoidance of doubt, it is emphasised that the information requested in the Panel Questionnaire is aimed solely at determining the suitability and choice of Applicants for entry to Panel. In order to ensure that entry to the Panel is fair and consistent to all Applicants, you are instructed to respond to the technical questions by giving details of your skill and experience, accurately, honestly, and succinctly.
- Where a 'Rule' is associated with a particular criterion, Applicants must satisfy the requirements of the rule in order to remain eligible for consideration in the competition.
- Applicants are permitted to add lines to the pro-forma tables and boxes set out within the Panel Questionnaire if required.
- All financial information should be denominated in euro (€), except where financial information is being provided in a certified or audited supporting document such as a set of financial statements in which case it is sufficient for the information to remain in its original currency.
- Failure to provide a sufficient level of detail or to explain adequately any relevant matters may result in such data or information not being considered during the evaluation process.
- Applicants are reminded that they may rely on the resources of other entities in order to establish the suitability requirements on condition that they can prove to the satisfaction of the IPA that they will have these resources at their disposal when necessary.
- Applicants for qualification may include individuals, partnerships, limited companies, groupings, or any combination of the foregoing with or without legal personality. However, a

grouping if successful may be required to establish legal personality in order to enter into a contract.

The IPA reserves the right, subject to procurement regulations and directives, to request clarification of any matter set out in your responses to the Panel Questionnaire or to request additional information from an Applicant after the date for submission of completed Panel Questionnaires has expired.

This document is not a contract, or part of a contract, or an offer to make a contract. The procuring entity has no obligation to enter into a contract with any Applicant.

The IPA is not responsible for and will not pay for any expense or cost incurred or loss suffered by an Applicant in the preparation or submission of its Application or otherwise. Further, the IPA is not responsible for any travel or accommodation costs incurred by the Applicant unless previously agreed in writing by the IPA. Each Applicant is fully responsible for the entirety of all expenses and/or costs it incurs in the presentation or submission of an application or in participating in this process and competition.

5.3 Submission of Applications

The initial closing date for Application	as per front cover.
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It is the responsibility of the Applicant to ensure that their Application is complete and is uploaded / submitted by the designated deadline.

5.4 Queries

All queries regarding this competition should be through the Questions and Answers facility on www.eTenders.gov.ie, including any omissions which would prevent Applicants from submitting a comprehensive Application. Please submit queries as soon as possible.

The closing date for queries	as per front cover.
Process for submitting queries	Via www.eTenders.gov.ie only

In circulating responses, queries will be edited to avoid disclosing the identity of the querist and will be circulated to all parties who have expressed an interest in the procurement on the eTenders website.

5.5 Extension of initial qualification Period

The IPA reserves the right, at its sole discretion, to extend the closing date for receipt of Applications by giving notice in writing (by post or electronic means) to all parties who have expressed an interest in the notice via eTenders no later than six days before the original closing date.

Applicants will be responsible for any costs incurred by them in the event that they are required to attend clarification or other meetings or make a presentation of their proposals.

5.6 Discrepancies between documents

A pdf version of the Request for has been made available on eTenders. This document will be considered as the primary source document in this procurement process, word versions of documents where they are provided are being made available to assist Applicants in responding to the application process. Where there is a discrepancy between a pdf version and a word version, the pdf version will take precedence. Applicants are requested to notify the IPA immediately of any anomaly. Where applicable the IPA will issue amended versions.

5.7 Collusion

If any Party is found to have, at any time, offered to give or to have agreed to offer or give to any person, any bribe, gift, gratuity, commission or consideration of any kind as an inducement or reward for taking or forbearing to take any action in relation to the obtaining of its Applications, or for showing or forbearing to show any favour or disfavour to any person in relation to its Applications, the bid submitted by such Applicants Party shall be automatically disqualified and the circumstances surrounding such action shall be referred to the appropriate authority.

5.8 Confidentiality

After the official opening of Applications, information relating to the examination, clarification, evaluation and comparison of Applications and recommendations will not be disclosed to Applicants or other persons not officially concerned with such process until the award decision with the successful Applicant has been announced and in conformity with national laws.

Applicants shall treat the details of all documents supplied to them in connection with this Panel as private and confidential and shall not disclose the contents to a third party without the permission of the IPA.

Any effort by the Applicant to influence the IPA or his staff in the process of examination, clarification, evaluation and comparison of Applications and in decisions concerning the admission to the Panel may result in the rejection of that Application.

5.9 Clarification of Responses

The IPA is entitled, but not obliged, to seek clarification of Applications. No change to the substance of the Application shall be sought, offered or permitted. To assist in finalising the Application evaluation, selected Applicants may be invited to attend clarification meetings with the IPA.

5.10 Interference and Inducement to Appoint

Any effort by the Applicant to unduly influence the IPA, relevant agency personnel or any other relevant persons or bodies in the process of examination, clarification, evaluation and comparison of applications and in decisions concerning the admission to the Panel shall have their Application rejected. The presumptions (including as to any gift, consideration or advantage) and other provisions under the Criminal Justice Act 2018, and all other measures for the time being governing the subject-matter in any applicable jurisdiction, shall be applicable.

5.11 Conflict of Interest

Any conflict of interest involving an Applicant (or Applicants in the event of a consortium bid) must be fully disclosed to the IPA. Any registrable interest involving the Applicant and the IPA or employees of the IPA, or their relatives must be fully disclosed in the Application submission or should be communicated to the IPA immediately upon such information becoming known to the Applicant, in the event of this information only coming to their notice after the submission of a bid and prior to the award of any contract(s) under this Panel. Failure to disclose a conflict of interest may disqualify an Applicant or invalidate an award of contract, depending on when the conflict of interest comes to light.

5.12 Publicity

Applicants shall not undertake (or permit to be undertaken) at any time, whether at this stage or after admission to the Panel or the award of any contract(s), any publicity activity with any section of the media in relation to this Application/agreement other than with the prior written consent of the IPA. Such consent shall extend to the content of any publicity. For the purposes of this paragraph, the word “media” includes (but is not limited to) radio, television, newspapers, trade and specialist press, the Internet and e-mail, accessible by the public at large and the representatives of such media.

The IPA will have the right to publicise or otherwise disclose to any third-party information regarding this process and the agreement.

5.13 Notification of Evaluations

All Applicants will be informed of the outcome of their applications following evaluation and any necessary clarifications. Potential outcomes can be:

- (a) Letter of Intent of admittance to Panel
- (b) Letter of Regret, with option to reapply – notifying them of the areas where they failed.

Note: Unsuccessful Applicants may reapply at any time, should they meet the requirements of the Panel outlined, until the Panel expires.

5.14 Policy on Personal Debriefings

Based on the provision of the information to unsuccessful Applicants as outlined above and due to resourcing constraints, the IPA will not be offering individual debriefing meetings to unsuccessful Applicants.

5.15 Copyright

The IPA will have copyright ownership of any material developed for use by the IPA under the terms of this competition. The supplier may have a royalty-free non-exclusive license to use such material but only for its own purposes (to be agreed with the successful Applicant).

Please also refer to section 3.12 of this document – Intellectual Property.

5.16 Environmental Aspects

The IPA is committed to the principles of environmental management in its activities, and it encourages the implementation of sustainability principles in its procurement practices. Applicants/contractors should make all reasonable efforts to minimise adverse environmental impact in the methods of services delivery and in materials used.

5.17 Knowledge and Skills Transfer

It will be a condition of the Panel and of contracts awarded under this Panel that opportunities for the transfer of skills and/or knowledge from the Panel member to the IPA will be availed of during the course of the contract or prior to the handing over of the finished work/product.

5.18 Currency and Payments

The currency and invoices in which all prices and rates shall be tendered, and which payments under the contracts awarded under this Panel will be paid, shall be euro (€).

All prices and rates quoted should be on the basis of both VAT exclusive and VAT inclusive costs, clearly identifying the applicable rate of VAT.

A schedule of payments will be agreed with the successful Applicant and invoices shall be submitted in accordance with the terms agreed with the IPA.

5.19 Supply Chain Risk

As a condition of award of any contract, it shall be the successful tenderer's sole responsibility to ensure they have taken account of all obligations including supply chain and related risk factors.

RELEVANT LEGISLATION

The place of supply will determine the applicable terms and conditions under which supply will be made and place specific obligations on the IPA to comply with relevant legislative requirements as follows:

5.20 Irish Legislation and Law

Applicants should be aware that national legislation applies in other matters such as Employment, Working Hours, Official Secrets, Data Protection and Health and Safety. Applicants must have regard to statutory terms relating to minimum pay and to legally binding industrial or sectoral agreements in the IPA Applications and in delivering contracts awarded to them. The contract[s] awarded on foot of this Application process will be governed by Irish law.

5.21 Health & Safety

With respect to the jurisdiction where the supply of goods or services will be provided, the successful Applicant must comply with the following Health and Safety legislation as applicable;

- The Safety, Health & Welfare at work Act 2005

5.22 Anti-Competitive Conduct

Applicants' attention is drawn to the following legislation:

- The Competition Act 2002

5.23 Accessibility/Dignity at Work

The successful Applicant(s) shall comply with all relevant legislation relating to dignity at work. As a public body and employer, the IPA is committed to a policy of equality of opportunity for all personnel.

In line with the Disability Act 2005, accessibility requirements should be clearly stated in request for Applications / quotations where applicable. Under Section 27 of the Act the IPA is required to ensure that both the goods supplied, and services provided to it are accessible to persons with disabilities.

5.24 Freedom of Information

All responses to this Request for Application will be treated in confidence and no information contained therein will be communicated to any third party without the written permission of the Applicant except insofar as is specifically required for the consideration and evaluation of the response or as may be required under law, including the Freedom of Information Act 2014, EU and Irish Government Procurement Procedures, or in response to questions, debates or other parliamentary procedures in or of the Oireachtas (the Irish Parliament).

Applicants are asked to consider if any of the information supplied by them in response to this request for Applications should not be disclosed because of its sensitivity. If this is the case, Applicants should specify the information that is sensitive and the reasons for its sensitivity. The IPA cannot guarantee that any information provided by Applicants, either in response to this Application or in the course of any contract awarded as a result thereof, will not be released pursuant to the IPA's obligations under law, including the Freedom of Information Act 2014, or to those under EU and Irish Government Procurement rules. The IPA accepts no liability whatsoever in respect of any information provided which is subsequently released, or in respect of any consequential damage suffered as a result of such disclosure.

5.25 Late Payment

The IPA operates in accordance with EU Directive 2011/7/EU on combating Late Payment in commercial Transactions transposed into national legislation as S.I. 580 of 2012 and amended by S.I. No. 281 of 2016.

5.26 Data Protection

"Data Protection Laws" means all applicable national and EU data protection laws, regulations and guidelines including but not limited to Regulation (EU) 2016/679 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (the "General Data Protection Regulation"), the Data Protection Act, 2018 and any

guidelines and codes of practice issued by the Data Protection Commission or other supervisory authority for data protection in Ireland from time to time.

The IPA will be a Controller (where Controller has the meaning given under the Data Protection Laws) in respect of any Personal Data (where Personal Data has the meaning given under the Data Protection Laws) required to be provided by the Applicant in response to this Request for Application.

The Applicant, as Controller in respect of any Personal Data provided by it in its Application, is required to confirm by way of statement in the “Declarations” section of the accompanying Application Response Document that all Data Subjects (where Data Subject has the meaning given under the Data Protection Laws) whose Personal Data is provided by the Applicant have consented to the processing of such Personal Data by the Applicant, the IPA, the Evaluation Team and the supplier of the eTenders.gov.ie website, for the purposes of the participation of the Applicant in this Competition or that the Applicant otherwise has a legal basis for providing such Personal Data to the IPA for the purposes of its participation in this Competition.