



European Union
European Social Fund
Investing in jobs and skills



Leading learning and skills

LEARNING & SKILLS COUNCIL

ESF 2007-2013

Tender – Adult Responsive Projects

November 2007

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Introduction to tender

Skills for Jobs

Background

Lord Leitch's review places skills at the centre of economic development and across government, the employment and skills agenda is developing, including:

- Leitch's recommendations around integrating skills and employment more effectively, and the provision of flexible training to address the needs of low skilled individuals not in work
- The Government's welfare reforms aimed at raising the national employment rate and encouraging inactive benefit claimants to consider returning to work, including the city strategy pathfinders in which the LSC is a key partner.
- The Local Government and Public Involvement in Health Bill, currently before Parliament, which strengthens the LSC's role with partners in local area agreements (including economic development).
- The National Audit Office's current review of the support available to workless households.
- Local Employment Partnerships, announced in the 2007 Budget with further expansion of the approach signalled in the DWP Green Paper: *In Work, Better Off* in July 2007

This agenda is part of a long term trend to link adult skills with employment more effectively, signalled in 2003 by the Skills Strategy, the 2004 Budget and the National Employment Panel's *From Welfare to Workforce Development* report (2004).

The LSC is fully committed to integrating skills with employment more effectively and we are engaged with partners on a range of activity that aims to link skills development to sustained employment, including New Deal for Skills, City Strategy Pathfinders, and Local Area Agreements.

Skills for Jobs is an umbrella term for a range of different actions that directly link skills and employment.

The overall aim of this approach is to address the regional disparities in levels of worklessness by better joining up services for participants, so as to move more people through the process of pre-employment coaching and upskilling and in-work support, through flexible delivery, tailored to individuals needs.

Regional Context

The East Midlands labour market remains one of high employment and relatively low unemployment and the overall employment rate has remained consistently above the national average. However, persistent disparities across the region exist, with some areas continuing to experience high levels of worklessness – such as the region's main cities, the former coalfields and remote rural areas such as the Lincolnshire coast. Additionally, certain groups of the population are more likely to experience barriers to employment and skills development than others, including women with children or elder-care responsibilities, older people, people with disabilities and people from an ethnic-minority background.

Currently there is a 5.9 percentage point gap between Nottinghamshire, with the lowest employment rate (74.6% in 2006) and Leicestershire, with the highest employment rate (80.5% in 2006). However this contrasts with the cities where the employment rates for the same period are much lower (66.1% in Nottingham, 67.4% in Leicester and 70.1% in Derby).

Matching skills supply to the needs of employers also remains a challenge for the region. In 2005, 11,800 vacancies in the East Midlands were reported as 'hard to fill', of which 8,200 were due to a shortage of applicants with the appropriate education, training or experience. The proportion of

employers reporting skills gaps in their current work force dropped from 25% in 2003 to 15% in 2005, which is now below the English average.

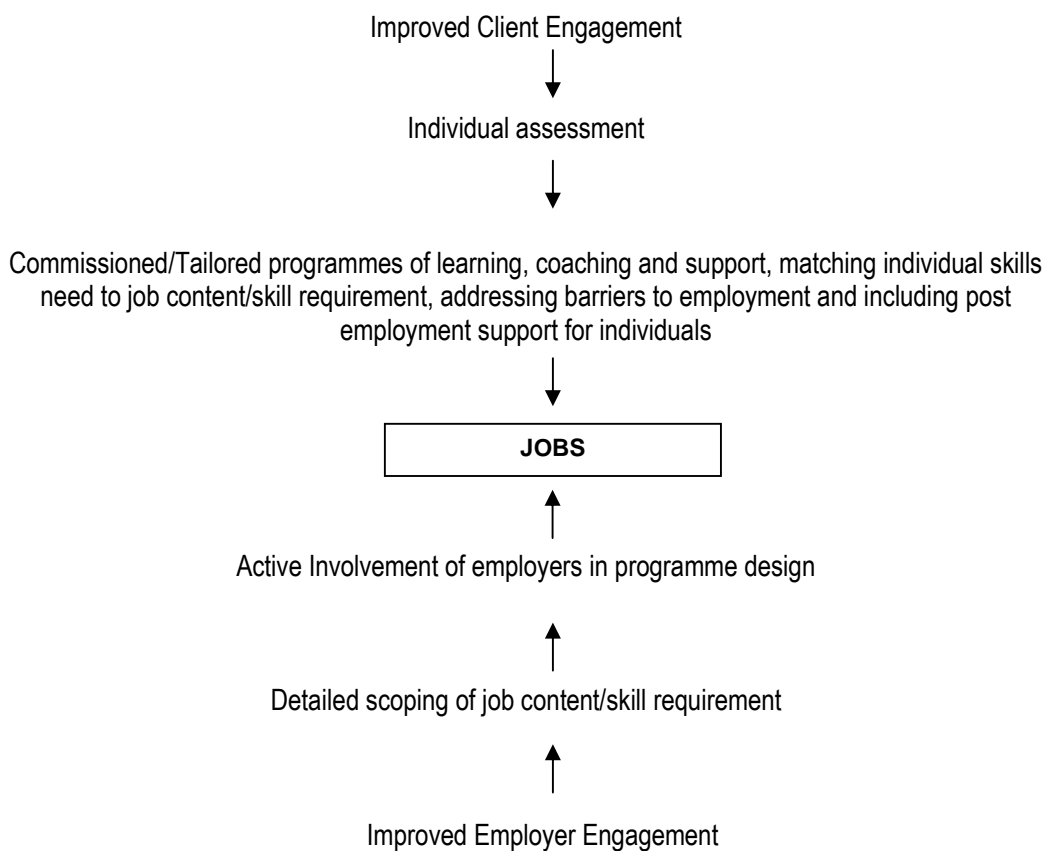
The proportion of economically active adults with no qualifications has been falling in all regions, though the proportion of the East Midlands workforce with no qualifications continues to be higher than average. In 2005, 10.9% of economically active adults in the East Midlands had no qualifications, 1 percentage point more than the national average and 3.4 percentage points more than the South East (the leading region).

The East Midlands continues to lag behind the national average in the proportion of economically active adults qualified to a Level 4 and above. Although this has increased between 1999 and 2005, the rate of growth has been slower than elsewhere. In 2005, 26.7% of the economically active, working age (16-59/64) population were qualified to a Level 4 and above, compared to 30.1% in the UK. Sub-regional disparity is significant with a 6 percentage point gap between Nottinghamshire, with 28.7% of economically active adults qualified to a Level 4 and above, and Lincolnshire and Rutland, with 22.7% qualified to a Level 4 and above.

Aim

The overall strategic aim of services sought under this specification is to support the delivery of an integrated employment and skills system. Skills for jobs aims to tackle worklessness by reducing the number of individuals not in employment through more effective engagement, and to move individuals into sustainable jobs through coaching, ongoing support, learning and the achievement of qualifications. This will be achieved by linking people who want to work with employers/sectors where there are vacancies and preparing individuals to secure and sustain employment. Skills for jobs activity will support emerging Local Employment Partnerships, the Sector Employability Routeways and complement achievement of the Skills and Jobs pledges as appropriate.

The Integrated Employment and Skills system is outlined below:



Service requirement

Tenders are sought that add value to mainstream services by investing in a range of additional pre and post employment support for individuals, collectively referred to as ‘Skills for Jobs’ and linking in with other LSC and partner funded initiatives,

Skills for Jobs activity will be demand led by individuals and employers and will reflect the local labour market. It is anticipated that identified vacancies and associated tailored training will provide opportunities for customised support to equip individuals for specific job opportunities, including those provided by Local Employment Partnerships. Help to progress within employment, including further learning through Train to Gain or apprenticeships will form an integrated package of support for participants.

In the East Midlands Skills for Jobs incorporates a range of activities and is purposely not prescriptive in its approach. The actual activities commissioned must reflect the needs of local employers and unemployed

individuals in order to have the greatest impact. These needs will vary, and the nature of the 'gaps' in current interventions will also be different across areas, so Skills for Jobs will be a flexible response to the local/sub-regional situation.

However, whilst no specific intervention activity is prescribed, we would expect the following table of activity to be available to address the particular needs of individuals.

Table 1

Engagement of Individuals	The provision of innovative, community-focused approaches to raising awareness and supporting the initial engagement of individuals. This should be done in close co-operation with local employment advisers and where possible as part of activity co-ordinated by local multi agency employment teams As part of a community empowerment strategy supporting activity with local community groups and the VCS will be vital to the engagement of individuals
Flexible and responsive recruitment services and solutions for employers	Establishing links with employers particularly in each local areas priority skill sectors, to offer a flexible and responsive solution to recruitment issues that focuses on securing local jobs for local people. Facilitation of structured work placements / work trials for the target group with employers in the priority sectors and securing employer commitment to Positive Action and Employment / Interview Guarantee programmes. Once a position is filled active referral of employers to the Train To Gain service to ensure the continuation of individual skills development and brokerage support.
Access/foundation learning	Provision tailored to meet the needs of potential learners with an emphasis on occupational activities leading to vocationally relevant skills development, including but not exclusively qualifications. Progression pathways that support a learner to move from engagement activity through to Level 2.
Information Advice and Guidance	Provision of Information, Advice and Guidance (IAG) for beneficiaries in relation to employment routes and training;
Skills Coaching	Individual skills diagnostics, undertaking research on local labour market opportunities and requirements leading to detailed skills action planning.
“Softer” skills development eg assertiveness, anger management, motivation	Provision of “softer” skills development where a lack of same is seen as a barrier to progress, such as assertiveness training, anger management and motivation. Where appropriate this must be closely aligned to existing skills coaching and skills passports activity.

Employability Skills Training	Provision of employability skills and awards providing the skills needs often raised by employers as being important – communication skills, working as part of a team, flexibility, problem solving & personal management skills. Skills for Life training (literacy, numeracy and ESOL). Delivered in or accessible to the communities outlined under Target Locations. For migrant workers and refugees recognition of previous qualifications and use of IELTS(International English Language Testing) may be appropriate
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Tender applicants will be required to demonstrate how they work with Jobcentre Plus and how they will maximise identification and referral of specified customer groups and the ongoing relationship with Jobcentre Plus advisers.

In particular applicants will need to work closely with organisations supported by Jobcentre Plus ESF to provide local employment advisers and to participate in local, multi agency employment teams (JOBMAETS) promoted by Jobcentre Plus.

Where participants have been referred to provision by local employment advisers (supported by Jobcentre Plus) providers will need to ensure that advisers are fully involved in the progress of those participants and can maintain their vital mentoring and supporting role for those individuals.

The services detailed in the table below should only be provided by applicants where Multi Agency Employment teams and local employment advisers are not in place.

More detail on JCP tender requirements that should be read in conjunction with this specification can be found at:

http://www.dwp.gov.uk/supplyingdwp/what_we_buy/east_mids_esf_tenders.doc

Pre-employment support for individuals eg CV writing, mock interviews, action planning	Initial advice, signposting, referral, writing letters, completing application forms, personal presentation, interview techniques, follow-up/review success. Individual action plans that include signposting and / or referral to specialist provision and support services where appropriate. Specialist assistance for the beneficiaries outlined above in job seeking, for example CV writing and “mock” interviews that builds upon the services currently provided by Job Centre Plus (JCP+).
Mentoring and support services	Provision of mentoring to unemployed individuals who may have additional problems related to motivation, health, disability, debt, etc that will require ongoing and targeted attention. Provision of mentoring and support services for individuals who secure job opportunities, to sustain employment and prevent a return to worklessness.

Tender applicants will also be required to demonstrate effective linkages with, and between the voluntary and community sector and statutory sectors to support progression to mainstream learning and employment opportunities.

It is vital that applicants can demonstrate that they or their partnerships are sufficiently well developed to bring coherence within the skills and employment infrastructure offering a range of services in a holistic manner, changing attitudes towards work and organisational working practices.

The LSC is committed to a community empowerment approach to Skills for Jobs. The ability to design and deliver local community based solutions to those that are hardest to help will be key to the successful delivery of Skills for Jobs within the framework of Jobmaets.

Continued Support in Work

As skills for jobs activity will focus on individuals facing a range of disadvantage, applicants are asked to demonstrate how they will ensure that relevant tailored support continues into employment. Where appropriate this will require effective linkages to in-work support e.g. through Train to Gain, Apprenticeships or Trade Union learning representatives in the workplace, continued support from Local employment advisers or where these are not available additional tailored coaching or ongoing advice may also be procured as part of a package of tailored support.

Skills for jobs will provide employability skills and routeways to employability including where appropriate additional training to prepare adults to be job ready, to secure sustainable employment and to continue to upskill to gain recognised qualifications. It may also provide individuals with skills in enterprise and self-employment.

Key outcomes will be:

- 1) Engagement – Eligible participants should participate in a range of activity identified in their personal action plan to ensure they are job ready and can take opportunities for employment.
- 2) Entry to sustained employment – the individual starts employment of at least 16 hours per week within 26 weeks of leaving the last Skills For Jobs activity and stays in that job for at least 13 weeks.
- 3) Progression into further learning – Participants continue to develop their skills either at work or as part of continued progress toward employment.

In addition to job outcomes, other participants in the programme could progress to vocational training, work-placements, supported work-placements, voluntary work.

Changes to partnerships and Provider behaviour/Infrastructure

Skills for jobs activities should give partners and providers real opportunities to shape the way they need to work together and behave in the future to meet the requirements of a truly demand-led provider base as set out by Lord Leitch. Providers will be expected to challenge and change the way they currently deliver services to individuals around skills and employment outcomes, so that they work together to enable progression along the customer journey, and improve employment outcomes of participants. This involves a move towards services that are integrated, flexible and bespoke, to enable better and more appropriate recruitment, upskilling of individuals, progression and employment outcomes.

Working in partnership will be vital to successful delivery that must be tailored to meet both individual and employer need.

Tenders are therefore welcomed from partnerships with a lead contractor.

Applicants leading partnerships proposing to deliver all activity listed in the programme delivery section. Should detail clearly which organisations will deliver which aspects of the service and give details of their capability and capacity.

For participants with particular disadvantage for example those with disabilities and or learning difficulties it may be appropriate that providers which deal specifically with particular interest groups should lead partnerships or be integral to their delivery.

Target groups & priority

The priority target group will be those adults (19+), not currently in employment, who want to work. Within this broad category, groups facing specific barriers and experiencing significant disadvantages would be prioritised, reflecting local and sub-regional needs, as detailed in part B of this tender document.

Skills for jobs is intended to create better engagement of disadvantaged adults who are both economically inactive or on benefits, and who need additional training, upskilling and support to prepare them for employment; and in-work training and help to enable them to sustain and progress in employment.

(Skills and employment training under skills for jobs will need to be compliant with existing benefit regulations, for example the 16-hour rule to those in receipt of Job Seekers Allowance or Job Seekers Income Support. Normal LSC eligibility criteria will apply with regards to mainstream provision and currently funded services.) LSC Funding Guidance refers.

http://www.lsc.gov.uk/providers/funding-policy/Furthereducation/Funding_Guidance_for_Further_Education_in_200708.htm

Geography / area of delivery

Priority will be given to areas where there are high numbers of economically inactive people. Applicants will need to demonstrate added value to areas where additional funding such as Neighbourhood Renewal Funding, Deprived Area Funding and existing LSC Skills For Jobs provision has been available. We are specifically seeking projects that demonstrate innovative ways of partnership working to engage the target group.

In Derbyshire

All areas where there are high numbers of economically inactive people including the following priority wards in the local authority areas of Amber valley, Bolsover, Chesterfield, Derby City, Erawash High Peak, North East Derbyshire and South Derbyshire.

Abbey, Alfreton, Alvaston, Arboretum, Barms, Barrow Hill & New Whittington, Barrow Hill and New Whittington, Bolsover, Boulton, Brimington, Brockwell, Buxton Central, Clay Cross, Clowne, Cotmanhay, Darley, Derwent, Dunston, Eckington South, Elmton and Creswell, Gamesley, Grassmoor, Hadfield North, Hasland, Heanor, Hollingwood and Inkersall, Holmebrook, Holmewood and Heath, Ilkeston, Ironville and Riddings, Kirk Hallam, Langleys Mill and Aldercar, Long Eaton, Loundsley Green, Lowgates & Woodthorpe, Mackworth, Masson, Middlecroft & Poolsbrook, Moor, New Mills East, Newhall & Stanton, Normanton, North Wingfield, Old Whittington, Pinxton, Pleasley, Rother, Sandiacre North, Sawley, Scarcliffe, Shirebrook, Shirland, Sinfin, Somercotes, South Normanton, St Helen's, St Leonards, Stone Bench, Swadlincote, Tibshelf, Tupton, Whitfield, Whitwell.

Note: It is intended that this specification does not exclude the option to tender for all or part of the identified geographic areas. This approach will ensure that small local providers, who may not have the capacity to operate on a regional basis, will not be disadvantaged.

Outputs

Total number of participants	1167
Number and % of participants who are unemployed	42%

	490
Number and % of participants who are inactive	34%
	397
% of participants with disabilities or health conditions	22%
	257
% of participants who are lone parents	12%
	140
% of participants aged 50 or over	18%
	210
% of participants from ethnic minorities	21%
	245
% of female participants	51%
	595

Results

Number and % of participants in work on leaving	22%
	257
Number and % of participants in work six months after leaving	26%
	303
Number and % of economically inactive participants engaged in job-search activity or further learning	45%
	525

Other outcomes

Applicants should detail the range of soft outcomes that participants are likely to benefit from including opportunities for gaining work experience such as volunteering.

Funding available

For Derbyshire the funding available will be £2,879,008.

Start and end dates

It is expected that projects will start in Spring 2008 and be completed by December 2010.

Contracting details

A funding model, based on payment for outcomes will apply. For activity commissioned through this specification. The proportion of funding paid will relate to achievement of the key outcomes for skills for jobs

50% of the unit cost will be paid for an engagement and activity within the skills for jobs provision

25% of the unit cost will be paid for entry to employment, defined as a minimum of 16 hours of paid employment per week.

25% of the unit cost will be paid on participants still being in employment after 13 weeks

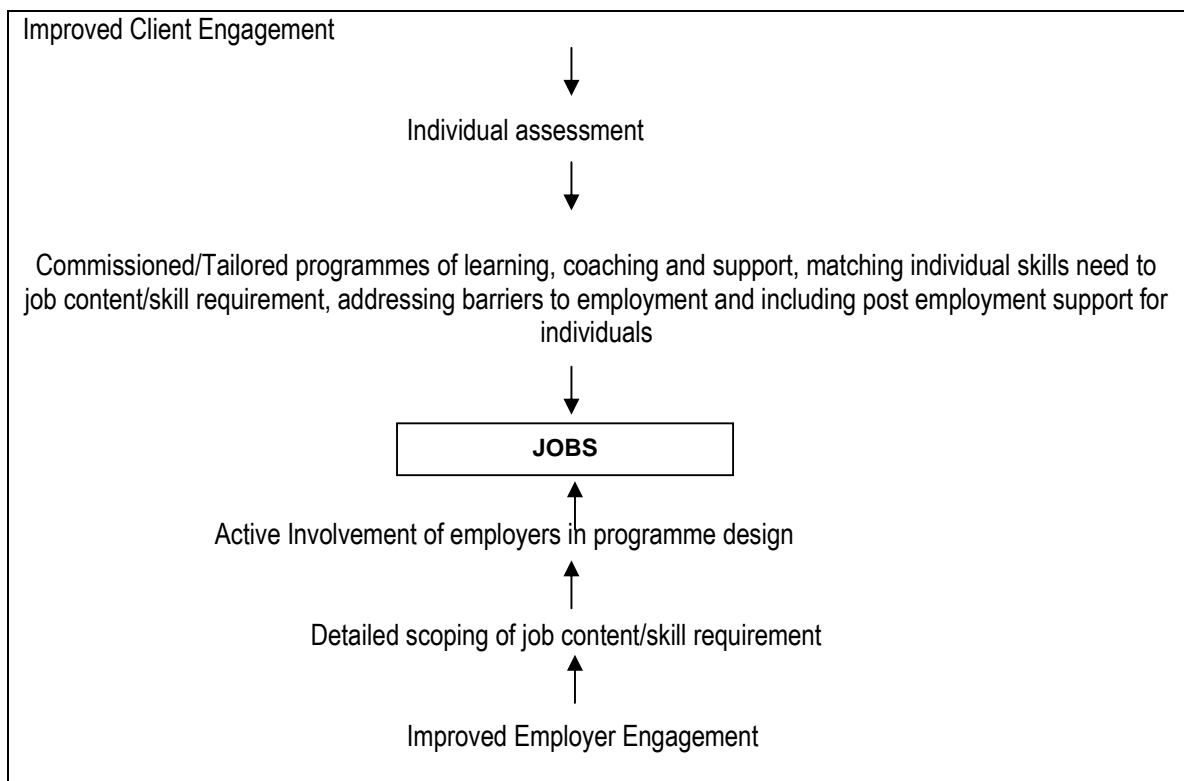
Participants gaining employment can be counted up to 26 weeks after completing skills for jobs provision

Providers should note it is anticipated that data will be collected using the ILR via the Provider On-line web-based system. In addition, it is anticipated that a manual payment system, and associated audit requirements will need to be put in place. There will also be a requirement for tracking of outcomes beyond the period of training and support provided through skills for jobs activity.

Aim

The overall strategic aim of services sought under this specification is to support the delivery of an integrated employment and skills system. Skills for jobs aims to tackle worklessness by reducing the number of individuals not in employment through more effective engagement, and to move individuals into sustainable jobs through coaching, ongoing support, learning and the achievement of qualifications. This will be achieved by linking people who want to work with employers/sectors where there are vacancies and preparing individuals to secure and sustain employment. Skills for jobs activity will support emerging Local Employment Partnerships, the Sector Employability Routeways and complement achievement of the Skills and Jobs pledges as appropriate.

The Integrated Employment and Skills system is outlined below:



Service requirement

Tenders are sought that add value to mainstream services by investing in a range of additional pre and post employment support for individuals, collectively referred to as 'skills for jobs' and linking in with other LSC and partner funded initiatives,

Skills for Jobs activity will be demand led by individuals and employers and will reflect the local labour market. It is anticipated that identified vacancies and associated tailored training will provide opportunities for customised support to equip individuals for specific job opportunities, including those provided by Local Employment Partnerships. Help to progress within employment, including further learning through Train to Gain or apprenticeships will form an integrated package of support for customers.

In the East Midlands Skills for Jobs incorporates a range of activities and is purposely not prescriptive in its approach. The actual activities commissioned must reflect the needs of local employers and unemployed individuals in order to have the greatest impact. These needs will vary, and the nature of the 'gaps' in current interventions will also be different across areas, so Skills for Jobs will be a flexible response to the local/sub-regional situation.

However, whilst no specific intervention activity is prescribed, we would expect the following table of activity to be available to address the particular needs of individuals

Table 1

Engagement of Individuals	<p>The provision of innovative, community-focused approaches to raising awareness and supporting the initial engagement of individuals.</p> <p>This should be done in close co-operation with local employment advisers and where possible as part of activity co-ordinated by local multi agency employment teams</p> <p>As part of a community empowerment strategy supporting activity with local community groups and the VCS will be vital to the engagement of individuals</p>
Flexible and responsive recruitment services and solutions for employers	<p>Establishing links with employers particularly in each local areas priority skill sectors, to offer a flexible and responsive solution to recruitment issues that focuses on securing local jobs for local people.</p> <p>Facilitation of structured work placements / work trials for the target group with employers in the priority sectors and securing employer commitment to Positive Action and Employment / Interview Guarantee programmes.</p> <p>Once a position is filled active referral of employers to the Train To Gain service to ensure the continuation of individual skills development and brokerage support.</p>
Access/foundation learning	<p>Provision tailored to meet the needs of potential learners with an emphasis on occupational activities leading to vocationally relevant skills development, including but not exclusively qualifications. Progression pathways that support a learner to move from engagement activity through to Level 2.</p>
Information Advice and Guidance	<p>Provision of Information, Advice and Guidance (IAG) for beneficiaries in relation to employment routes and training;</p>
Skills Coaching	<p>Individual skills diagnostics, undertaking research on local labour market opportunities and requirements leading to detailed skills action planning.</p>
“Softer” skills development eg assertiveness. Anger management, motivation	<p>Provision of “softer” skills development where a lack of same is seen as a barrier to progress, such as assertiveness training, anger management and motivation. Where appropriate this must be closely aligned to existing skills coaching and skills passports activity.</p>
Employability Skills Training	<p>Provision of employability skills and awards providing the skills needs often raised by employers as being important – communication skills, working as part of a team, flexibility, problem solving & personal management skills. Skills for Life training (literacy, numeracy and ESOL). Delivered in or accessible to the communities outlined under Target Locations. For migrant workers and</p>

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Tender applicants will be required to demonstrate how they work with Jobcentre Plus and how they will maximise identification and referral of specified customer groups and the ongoing relationship with Jobcentre Plus advisers.

In particular applicants will need to work closely with organisations supported by Jobcentre Plus ESF to provide local employment advisers and to participate in local, multi agency employment teams (JOBMAETS) promoted by Jobcentre Plus.

Where participants have been referred to provision by local employment advisers (supported by Jobcentre Plus) providers will need to ensure that advisers are fully involved in the progress of those participants and can maintain their vital mentoring and supporting role for those individuals.

The services detailed in the table below should only be provided by applicants where Multi Agency Employment teams and local employment advisers are not in place.

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http://www.dwp.gov.uk/supplyingdwp/what_we_buy/east_mids_esf_tenders.doc

Pre-employment support for individuals eg CV writing, mock interviews, action planning	<p>Initial advice, signposting, referral, writing letters, completing application forms, personal presentation, interview techniques, follow-up/review success.</p> <p>Individual action plans that include signposting and / or referral to specialist provision and support services where appropriate.</p> <p>Specialist assistance for the beneficiaries outlined above in job seeking, for example CV writing and “mock” interviews that builds upon the services currently provided by Job Centre Plus (JCP+).</p>
Mentoring and support services	<p>Provision of mentoring to unemployed individuals who may have additional problems related to motivation, health, disability, debt, etc that will require ongoing and targeted attention.</p> <p>Provision of mentoring and support services for individuals who secure job opportunities, to sustain employment and prevent a return to worklessness.</p>

Tender applicants will also be required to demonstrate effective linkages with, and between the voluntary and community sector and statutory sectors to support progression to mainstream learning and employment opportunities.

It is vital that applicants can demonstrate that they or their partnerships are sufficiently well developed to bring coherence within the skills and employment infrastructure offering a range of services in a holistic manner,

changing attitudes towards work and organisational working practices.

The LSC is committed to a community empowerment approach to Skills for Jobs. The ability to design and deliver local community based solutions to those that are hardest to help will be key to the successful delivery of Skills for Jobs within the framework of Jobmaets.

Continued Support in Work

As skills for jobs activity will focus on individuals facing a range of disadvantage, applicants are asked to demonstrate how they will ensure that relevant tailored support continues into employment. Where appropriate this will require effective linkages to in-work support e.g. through Train to Gain, Apprenticeships or Trade Union learning representatives in the workplace, continued support from Local employment advisers or where these are not available additional tailored coaching or ongoing advice may also be procured as part of a package of tailored support.

Skills for jobs will provide employability skills and routeways to employability including where appropriate additional training to prepare adults to be job ready, to secure sustainable employment and to continue to upskill to gain recognised qualifications. It may also provide individuals with skills in enterprise and self-employment.

Key outcomes will be:

- 1) Engagement – Eligible participants should participate in a range of activity identified in their personal action plan to ensure they are job ready and can take opportunities for employment.
- 2) Entry to sustained employment – the individual starts employment of at least 16 hours per week within 26 weeks of leaving the last Skills For Jobs activity and stays in that job for at least 13 weeks.
- 3) Progression into further learning – Participants continue to develop their skills either at work or as part of continued progress toward employment.

In addition to job outcomes, other participants in the programme could progress to vocational training, work-placements, supported work-placements, voluntary work.

Changes to partnerships and Provider behaviour/Infrastructure

Skills for jobs activities should give partners and providers real opportunities to shape the way they need to work together and behave in the future to meet the requirements of a truly demand-led provider base as set out by Lord Leitch. Providers will be expected to challenge and change the way they currently deliver services to individuals around skills and employment outcomes, so that they work together to enable progression along the customer journey, and improve employment outcomes of participants. This involves a move towards services that are integrated, flexible and bespoke, to enable better and more appropriate recruitment, upskilling of individuals, progression and employment outcomes.

Working in partnership will be vital to successful delivery that must be tailored to meet both individual and employer need. Applicants will need to demonstrate either:

- A partnership approach, if they are proposing to deliver all activity listed in the programme delivery section. Detailing clearly which organisations will deliver which aspects of the service and details of their capability and capacity.

This work needs to be focussed on the specific needs of individuals and responsive to employer's needs applicants must: provide convincing detail of how this will be achieved

Tenders are therefore welcomed from partnerships with a lead contractor.

For participants with particular disadvantage for example those with disabilities and or learning difficulties it may be appropriate that providers which deal specifically with particular interest groups should lead partnerships or be integral to their delivery.

Target groups & priority

The priority target group will be those adults (19+), not currently in employment, who want to work. Within this broad category, groups facing specific barriers and experiencing significant disadvantages would be prioritised, reflecting local and sub-regional needs, as detailed in part B of this tender document.

Skills for jobs is intended to create better engagement of disadvantaged adults who are both economically inactive or on benefits, and who need additional training, upskilling and support to prepare them for employment; and in-work training and help to enable them to sustain and progress in employment.

(Skills and employment training under skills for jobs will need to be compliant with existing benefit regulations, for example the 16-hour rule to those in receipt of Job Seekers Allowance or Job Seekers Income Support. Normal LSC eligibility criteria will apply with regards to mainstream provision and currently funded services.) LSC Funding Guidance refers:

http://www.lsc.gov.uk/providers/funding-policy/Furthereducation/Funding_Guidance_for_Further_Education_in_200708.htm

Geography / area of delivery

Priority will be given to areas where there are high numbers of economically inactive people. Applicants will need to demonstrate added value to areas where additional funding such as Neighbourhood Renewal Funding, Deprived Area Funding and existing LSC Skills For Jobs provision has been available. We are specifically seeking projects that demonstrate innovative ways of partnership working to engage the target group

In Leicestershire

Priority in Leicester City will be given to the 43 most deprived super output areas in the city which are concentrated in Abbey, Braunstone and Rowley Fields, New Parks, Beaumont Leys and Spinney Hill wards

In the county priority will be given to the priority neighbourhood areas: Ashby, Bagworth, Castle Donnington, Charnwood South, Coalville, Thringstone and Whitwick, Earl Shilton and Barwell, Enderby, Greenhill, Hinckley and Burbage St Catherines, Ibstock, Loughborough East, Loughborough West, Market Harborough, Measham, Melton Mowbray, Moira, Mountsorrel, Oadby and Wigston.

Note: It is intended that this specification does not exclude the option to tender for all or part of the identified geographic areas. This approach will ensure that small local providers, who may not have the capacity to operate on a regional basis, will not be disadvantaged.

Outputs

Total number of participants	962
Number and % of participants who are unemployed	42% 404
Number and % of participants who are inactive	34% 327

% of participants with disabilities or health conditions	22%
	212
% of participants who are lone parents	12%
	115
% of participants aged 50 or over	18%
	173
% of participants from ethnic minorities	21%
	202
% of female participants	51%
	490

Results

Number and % of participants in work on leaving	22%
	212
Number and % of participants in work six months after leaving	26%
	250
Number and % of economically inactive participants engaged in job-search activity or further learning	45%
	433

Other outcomes

Applicants should detail the range of soft outcomes that participants are likely to benefit from including opportunities for gaining work experience such as volunteering.

Funding available

Leicestershire £2,372,572.

Start and end dates

It is expected that projects will start in Spring 2008 and be completed by December 2010.

Contracting details

A funding model, based on payment for outcomes will apply. For activity commissioned through this specification. The proportion of funding paid will relate to achievement of the key outcomes for skills for jobs

50% of the unit cost will be paid for an engagement and activity within the skills for jobs provision

25% of the unit cost will be paid for entry to employment, defined as a minimum of 16 hours of paid employment per week.

25% of the unit cost will be paid on participants still being in employment after 13 weeks

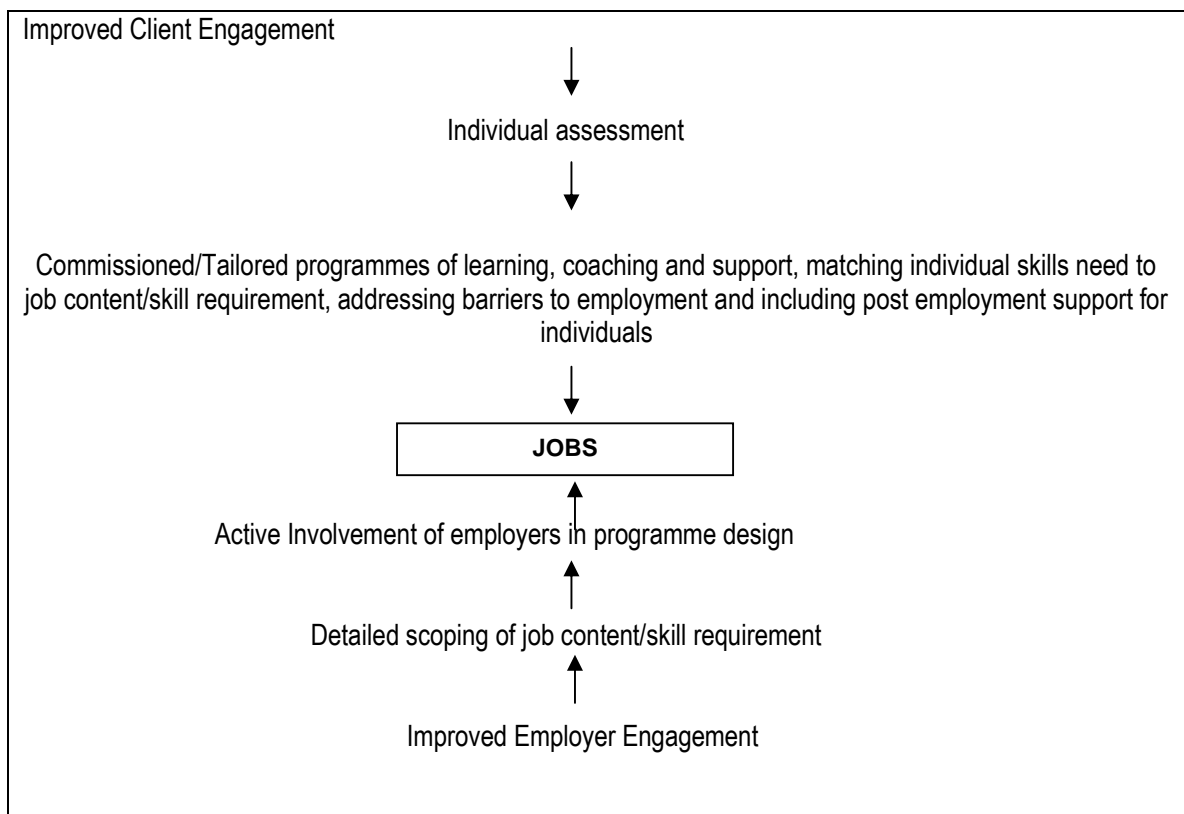
Participants gaining employment can be counted up to 26 weeks after completing skills for jobs provision

Providers should note it is anticipated that data will be collected using the ILR via the Provider On-line web-based system. In addition, it is anticipated that a manual payment system, and associated audit requirements will need to be put in place. There will also be a requirement for tracking of outcomes beyond the period of training and support provided through skills for jobs activity.

Aim

The overall strategic aim of services sought under this specification is to support the delivery of an integrated employment and skills system. Skills for jobs aims to tackle worklessness by reducing the number of individuals not in employment through more effective engagement, and to move individuals into sustainable jobs through coaching, ongoing support, learning and the achievement of qualifications. This will be achieved by linking people who want to work with employers/sectors where there are vacancies and preparing individuals to secure and sustain employment. Skills for jobs activity will support emerging Local Employment Partnerships, the Sector Employability Routeways and complement achievement of the Skills and Jobs pledges as appropriate.

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Service requirement

Tenders are sought that add value to mainstream services by investing in a range of additional pre and post employment support for individuals, collectively referred to as 'skills for jobs' and linking in with other LSC and partner funded initiatives,

Skills for Jobs activity will be demand led by individuals and employers and will reflect the local labour market. It is anticipated that identified vacancies and associated tailored training will provide opportunities for customised support to equip individuals for specific job opportunities, including those provided by Local Employment Partnerships. Help to progress within employment, including further learning through Train to Gain or apprenticeships will form an integrated package of support for customers.

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However, whilst no specific intervention activity is prescribed, we would expect the following table of activity to be available to address the particular needs of individuals

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Engagement of Individuals	<p>The provision of innovative, community-focused approaches to raising awareness and supporting the initial engagement of individuals.</p> <p>This should be done in close co-operation with local employment advisers and where possible as part of activity co-ordinated by local multi agency employment teams</p> <p>As part of a community empowerment strategy supporting activity with local community groups and the VCS will be vital to the engagement of individuals</p>
Flexible and responsive recruitment services and solutions for employers	<p>Establishing links with employers particularly in each local areas priority skill sectors, to offer a flexible and responsive solution to recruitment issues that focuses on securing local jobs for local people.</p> <p>Facilitation of structured work placements / work trials for the target group with employers in the priority sectors and securing employer commitment to Positive Action and Employment / Interview Guarantee programmes.</p> <p>Once a position is filled active referral of employers to the Train To Gain service to ensure the continuation of individual skills development and brokerage support.</p>
Access/foundation learning	<p>Provision tailored to meet the needs of potential learners with an emphasis on occupational activities leading to vocationally relevant skills development, including but not exclusively qualifications. Progression pathways that support a learner to move from engagement activity through to Level 2.</p>
Information Advice and Guidance	<p>Provision of Information, Advice and Guidance (IAG) for beneficiaries in relation to employment routes and training;</p>
Skills Coaching	<p>Individual skills diagnostics, undertaking research on local labour market opportunities and requirements leading to detailed skills action planning.</p>
“Softer” skills development eg assertiveness. Anger management, motivation	<p>Provision of “softer” skills development where a lack of same is seen as a barrier to progress, such as assertiveness training, anger management and motivation. Where appropriate this must be closely aligned to existing skills coaching and skills passports activity.</p>
Employability Skills Training	<p>Provision of employability skills and awards providing the skills needs often raised by employers as being important – communication skills, working as part of a team, flexibility, problem solving & personal management skills. Skills for Life training (literacy, numeracy and ESOL).</p>

	Delivered in or accessible to the communities outlined under Target Locations. For migrant workers and refugees recognition of previous qualifications and use of IELTS(International English Language Testing) may be appropriate
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Tender applicants will be required to demonstrate how they work with Jobcentre Plus and how they will maximise identification and referral of specified customer groups and the ongoing relationship with Jobcentre Plus advisers.

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Where participants have been referred to provision by local employment advisers (supported by Jobcentre Plus) providers will need to ensure that advisers are fully involved in the progress of those participants and can maintain their vital mentoring and supporting role for those individuals.

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Pre-employment support for individuals eg CV writing, mock interviews, action planning	<p>Initial advice, signposting, referral, writing letters, completing application forms, personal presentation, interview techniques, follow-up/review success.</p> <p>Individual action plans that include signposting and / or referral to specialist provision and support services where appropriate.</p> <p>Specialist assistance for the beneficiaries outlined above in job seeking, for example CV writing and “mock” interviews that builds upon the services currently provided by Job Centre Plus (JCP+).</p>
Mentoring and support services	<p>Provision of mentoring to unemployed individuals who may have additional problems related to motivation, health, disability, debt, etc that will require ongoing and targeted attention.</p> <p>Provision of mentoring and support services for individuals who secure job opportunities, to sustain employment and prevent a return to worklessness.</p>

Tender applicants will also be required to demonstrate effective linkages with, and between the voluntary and community sector and statutory sectors to support progression to mainstream learning and employment opportunities.

It is vital that applicants can demonstrate that they or their partnerships are sufficiently well developed to bring coherence within the skills and employment infrastructure offering a range of services in a holistic manner, changing attitudes towards work and organisational working practices.

The LSC is committed to a community empowerment approach to Skills for Jobs. The ability to design and deliver local community based solutions to those that are hardest to help will be key to the successful delivery of Skills for Jobs within the framework of Jobmaets.

Continued Support in Work

As skills for jobs activity will focus on individuals facing a range of disadvantage, applicants are asked to demonstrate how they will ensure that relevant tailored support continues into employment. Where appropriate this will require effective linkages to in-work support e.g. through Train to Gain, Apprenticeships or Trade Union learning representatives in the workplace, continued support from Local employment advisers or where these are not available additional tailored coaching or ongoing advice may also be procured as part of a package of tailored support.

Skills for jobs will provide employability skills and routeways to employability including where appropriate additional training to prepare adults to be job ready, to secure sustainable employment and to continue to upskill to gain recognised qualifications. It may also provide individuals with skills in enterprise and self-employment.

Key outcomes will be:

- 1) Engagement – Eligible participants should participate in a range of activity identified in their personal action plan to ensure they are job ready and can take opportunities for employment.
- 2) Entry to sustained employment – the individual starts employment of at least 16 hours per week within 26 weeks of leaving the last Skills For Jobs activity and stays in that job for at least 13 weeks.
- 3) Progression into further learning – Participants continue to develop their skills either at work or as part of continued progress toward employment.

In addition to job outcomes, other participants in the programme could progress to vocational training, work-placements, supported work-placements, voluntary work.

Changes to partnerships and Provider behaviour/Infrastructure

Skills for jobs activities should give partners and providers real opportunities to shape the way they need to work together and behave in the future to meet the requirements of a truly demand-led provider base as set out by Lord Leitch. Providers will be expected to challenge and change the way they currently deliver services to individuals around skills and employment outcomes, so that they work together to enable progression along the customer journey, and improve employment outcomes of participants. This involves a move towards services that are integrated, flexible and bespoke, to enable better and more appropriate recruitment, upskilling of individuals, progression and employment outcomes.

Working in partnership will be vital to successful delivery that must be tailored to meet both individual and employer need. Applicants will need to demonstrate either:

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For participants with particular disadvantage for example those with disabilities and or learning difficulties it may be appropriate that providers which deal specifically with particular interest groups should lead partnerships or be integral to their delivery.

Target groups & priority

The priority target group will be those adults (19+), not currently in employment, who want to work. Within this broad category, groups facing specific barriers and experiencing significant disadvantages would be prioritised, reflecting local and sub-regional needs, as detailed in part B of this tender document.

Skills for jobs is intended to create better engagement of disadvantaged adults who are both economically inactive or on benefits, and who need additional training, upskilling and support to prepare them for employment; and in-work training and help to enable them to sustain and progress in employment.

(Skills and employment training under skills for jobs will need to be compliant with existing benefit regulations, for example the 16-hour rule to those in receipt of Job Seekers Allowance or Job Seekers Income Support. Normal LSC eligibility criteria will apply with regards to mainstream provision and currently funded services.) LSC Funding Guidance refers:

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Geography / area of delivery

Priority will be given to areas where there are high numbers of economically inactive people. Applicants will need to demonstrate added value to areas where additional funding such as Neighbourhood Renewal Funding, Deprived Area Funding and existing LSC Skills For Jobs provision has been available. We are specifically seeking projects that demonstrate innovative ways of partnership working to engage the target group.

In Lincolnshire and Rutland

Delivery should cover the counties of Lincolnshire and Rutland with particular emphasis on the following priority wards.

Abbey, Birchwood, Boston Central, Castle, Fenside, Gainsborough East, Gainsborough North, Gainsborough South-West, Mablethorpe Central, Mablethorpe East, Mablethorpe North, Minster, Moorland, Park, Pilgrim and Skirbeck, Staniland South, Sutton on Sea North, Sutton on Sea South, Trusthorpe and Mablethorpe South.

Note: It is intended that this specification does not exclude the option to tender for all or part of the identified geographic areas. This approach will ensure that small local providers, who may not have the capacity to operate on a regional basis, will not be disadvantaged.

Outputs

Total number of participants	726
Number and % of participants who are unemployed	42% 305
Number and % of participants who are inactive	34% 249
% of participants with disabilities or health conditions	22% 160
% of participants who are lone parents	12% 87

% of participants aged 50 or over	18%
	131
% of participants from ethnic minorities	21%
	152
% of female participants	51%
	370

Results

Number and % of participants in work on leaving	22%
	160
Number and % of participants in work six months after leaving	26%
	189
Number and % of economically inactive participants engaged in job-search activity or further learning	45%
	328

Other outcomes

Applicants should detail the range of soft outcomes that participants are likely to benefit from including opportunities for gaining work experience such as volunteering.

Funding available

Lincolnshire £1,790,529.

Start and end dates

It is expected that projects will start in Spring 2008 and be completed by December 2010.

Contracting details

A funding model, based on payment for outcomes will apply. For activity commissioned through this specification. The proportion of funding paid will relate to achievement of the key outcomes for skills for jobs

50% of the unit cost will be paid for an engagement and activity within the skills for jobs provision

25% of the unit cost will be paid for entry to employment, defined as a minimum of 16 hours of paid employment per week.

25% of the unit cost will be paid on participants still being in employment after 13 weeks

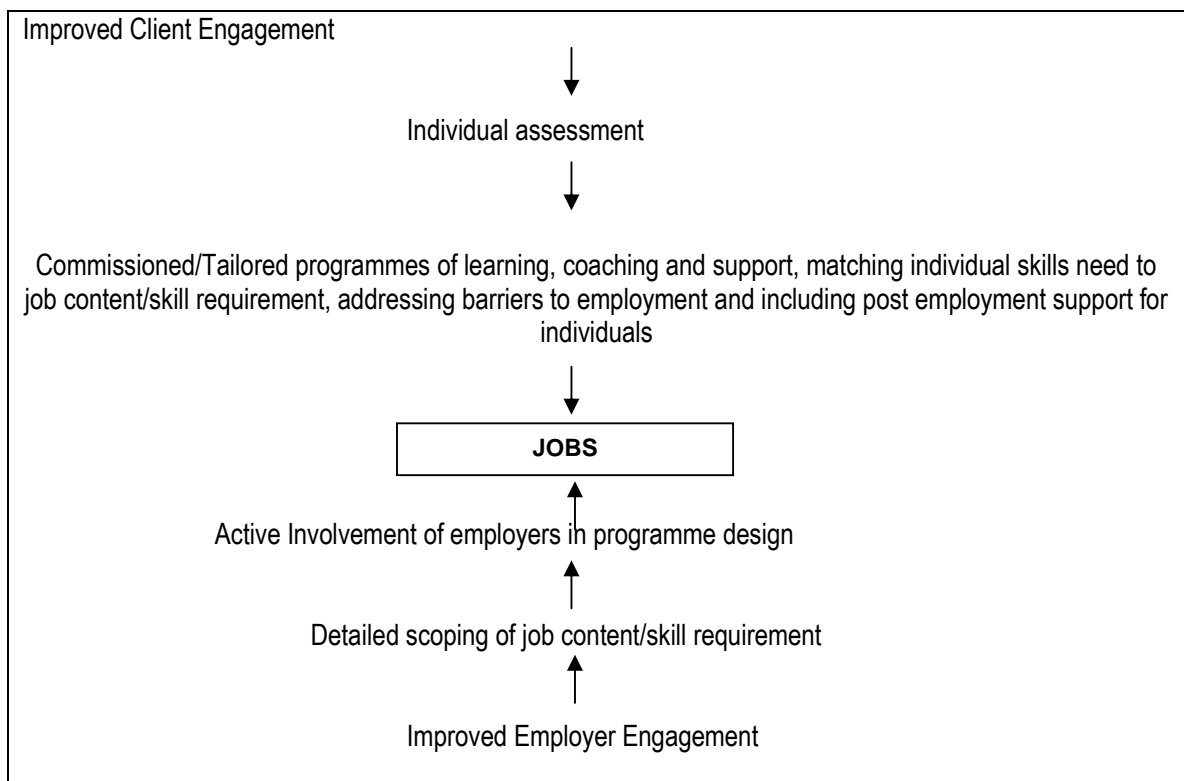
Participants gaining employment can be counted up to 26 weeks after completing skills for jobs provision

Providers should note it is anticipated that data will be collected using the ILR via the Provider On-line web-based system. In addition, it is anticipated that a manual payment system, and associated audit requirements will need to be put in place. There will also be a requirement for tracking of outcomes beyond the period of training and support provided through skills for jobs activity.

Aim

The overall strategic aim of services sought under this specification is to support the delivery of an integrated employment and skills system. Skills for jobs aims to tackle worklessness by reducing the number of individuals not in employment through more effective engagement, and to move individuals into sustainable jobs through coaching, ongoing support, learning and the achievement of qualifications. This will be achieved by linking people who want to work with employers/sectors where there are vacancies and preparing individuals to secure and sustain employment. Skills for jobs activity will support emerging Local Employment Partnerships, the Sector Employability Routeways and complement achievement of the Skills and Jobs pledges as appropriate.

The Integrated Employment and Skills system is outlined below:



Service requirement

Tenders are sought that add value to mainstream services by investing in a range of additional pre and post employment support for individuals, collectively referred to as ‘skills for jobs’ and linking in with other LSC and partner funded initiatives,

Skills for Jobs activity will be demand led by individuals and employers and will reflect the local labour market. It is anticipated that identified vacancies and associated tailored training will provide opportunities for customised support to equip individuals for specific job opportunities, including those provided by Local Employment Partnerships. Help to progress within employment, including further learning through Train to Gain or apprenticeships will form an integrated package of support for customers.

In the East Midlands Skills for Jobs incorporates a range of activities and is purposely not prescriptive in its approach. The actual activities commissioned must reflect the needs of local employers and unemployed individuals in order to have the greatest impact. These needs will vary, and the nature of the ‘gaps’ in current interventions will also be different across areas, so Skills for Jobs will be a flexible response to the local/sub-regional situation.

However, whilst no specific intervention activity is prescribed, we would expect the following table of activity to

be available to address the particular needs of individuals.

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In Northamptonshire

Delivery should cover the County of Northamptonshire with particular emphasis on the following areas of deprivation.

Avondale, Billing, Brickhill, Castle, Corby Central, Croyland, Danesholme, Delapre, Eastfield, Hazelwood, Hemmingwell, Hill, Kingswood, Lodge Park, Lumbertubs, Queensway, Spencer, St David's, St James, Swanspool, Thorplands, Warkton, Wickstead St Mary's,

Note: It is intended that this specification does not exclude the option to tender for all or part of the identified geographic areas. This approach will ensure that small local providers, who may not have the capacity to operate on a regional basis, will not be disadvantaged.

Outputs

Total number of participants	583
Number and % of participants who are unemployed	42% 249
Number and % of participants who are inactive	34% 202
% of participants with disabilities or health conditions	22% 130
% of participants who are lone parents	12%

	71
% of participants aged 50 or over	18%
	107
% of participants from ethnic minorities	21%
	124
% of female participants	51%
	302

Results

Number and % of participants in work on leaving	22%
	130
Number and % of participants in work six months after leaving	26%
	154
Number and % of economically inactive participants engaged in job-search activity or further learning	45%
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Other outcomes

Applicants should detail the range of soft outcomes that participants are likely to benefit from including opportunities for gaining work experience such as volunteering.

Funding available

Northamptonshire £1,461,706.

Start and end dates

It is expected that projects will start in Spring 2008 and be completed by December 2010.

Contracting details

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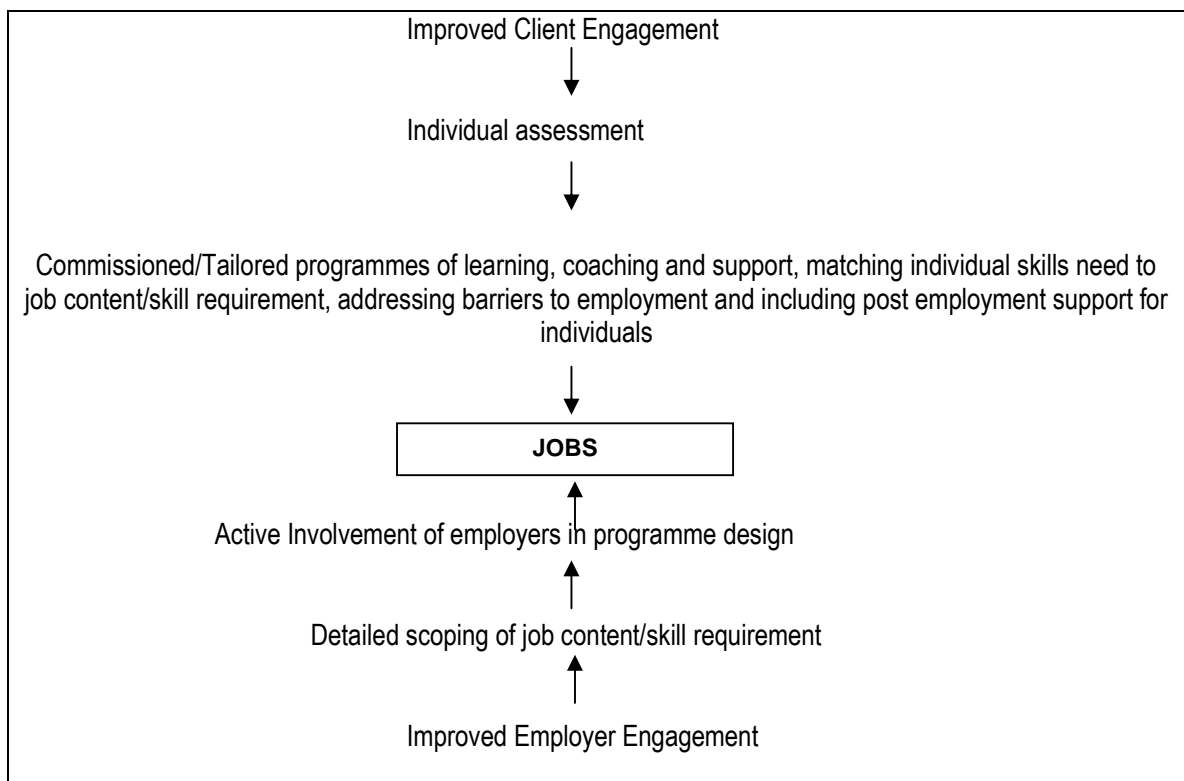
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Target groups & priority

The priority target group will be those adults (19+), not currently in employment, who want to work. Within this broad category, groups facing specific barriers and experiencing significant disadvantages would be prioritised, reflecting local and sub-regional needs, as detailed in part B of this tender document.

Skills for jobs is intended to create better engagement of disadvantaged adults who are both economically inactive or on benefits, and who need additional training, upskilling and support to prepare them for employment; and in-work training and help to enable them to sustain and progress in employment.

(Skills and employment training under skills for jobs will need to be compliant with existing benefit regulations, for example the 16-hour rule to those in receipt of Job Seekers Allowance or Job Seekers Income Support. Normal LSC eligibility criteria will apply with regards to mainstream provision and currently funded services.)

LSC Funding Guidance refers:

http://www.lsc.gov.uk/providers/funding-policy/Furthereducation/Funding_Guidance_for_Further_Education_in_200708.htm

Geography / area of delivery

Priority will be given to areas where there are high numbers of economically inactive people. Applicants will need to demonstrate added value to areas where additional funding such as Neighbourhood Renewal Funding, Deprived Area Funding and existing LSC Skills For Jobs provision has been available. We are specifically seeking projects that demonstrate innovative ways of partnership working to engage the target group

Nottinghamshire

In Nottinghamshire All local Authority areas should be covered, Nottingham City, Bassetlaw, Newark and Sherwood, Ashfield, Mansfield, Gedling, Rushcliffe, and Broxtowe.

Priority should be given to participants from the following wards with high levels of deprivation Arboretum, Aspley, Basford, Berridge, Bestwood, Bilborough, Bilsthorpe, Birklands, Blidworth, Boughton, Bridge, Broomhill, Bulwell, Forest, Carlton, Castle, Clifton South, Clipstone, Cumberlands, Dales, Daybrook, Devon, Eakring, East Retford East, East Retford North, East Retford South, Eastwood South, Forest Town East, Harworth, Hucknall East, Killisick, Kirkby in Ashfield Central, Kirkby in Ashfield East, Kirkby in Ashfield West, Ladybrook, Langold, Lindhurst, Mapperley, Meden, Oak Tree, Ollerton, Pleasley Hill, Portland, Priors, Rainworth, Rampton, Ravensdale, Robin Hood, Sherwood, St Annes, Sutton in Ashfield Central, Sutton in Ashfield East, Sutton in Ashfield North, Sutton in Ashfield West, Woodhouse, Worksop East, Worksop North East, Worksop North West, Worksop South East.

Note: It is intended that this specification does not exclude the option to tender for all or part of the identified geographic areas. This approach will ensure that small local providers, who may not have the capacity to operate on a regional basis, will not be disadvantaged.

Outputs

Total number of participants	1418
Number and % of participants who are unemployed	42%
	596

Number and % of participants who are inactive	34%
	482
% of participants with disabilities or health conditions	22%
	312
% of participants who are lone parents	12%
	170
% of participants aged 50 or over	18%
	255
% of participants from ethnic minorities	21%
	298
% of female participants	51%
	723

Results

Number and % of participants in work on leaving	22%
	312
Number and % of participants in work six months after leaving	26%
	367
Number and % of economically inactive participants engaged in job-search activity or further learning	45%
	638

Other outcomes

Applicants should detail the range of soft outcomes that participants are likely to benefit from including opportunities for gaining work experience such as volunteering.

Funding available

For Nottinghamshire the funding available will be £3,497,053.

Start and end dates

It is expected that projects will start in Spring 2008 and be completed by December 2010.

Contracting details

A funding model, based on payment for outcomes will apply. For activity commissioned through this specification. The proportion of funding paid will relate to achievement of the key outcomes for skills for jobs

50% of the unit cost will be paid for an engagement and activity within the skills for jobs provision

25% of the unit cost will be paid for entry to employment, defined as a minimum of 16 hours of paid employment per week.

25% of the unit cost will be paid on participants still being in employment after 13 weeks

Participants gaining employment can be counted up to 26 weeks after completing skills for jobs provision

Providers should note it is anticipated that data will be collected using the ILR via the Provider On-line web-based system. In addition, it is anticipated that a manual payment system, and associated audit requirements will need to be put in place. There will also be a requirement for tracking of outcomes beyond the period of training and support provided through skills for jobs activity.

Introduction to tender

Foundation Learning Tier

The East Midlands has a high employment rate overall, with male and female rates of employment above the national average. While there is clearly not an issue with availability of work, there are potential risks in the quality and sustainability of that employment.

The region has a significant proportion of employment in manufacturing and in low skilled occupations which exposes the region's economy and employers to international competition and technological change. High rates of employee 'turn over' are also an issue. Many sub-sectors within manufacturing are unable to compete with the low-cost imports from around the world. While high proportions of the workforce in the region are employed in lower order occupations, the region is also unable to cope effectively with the rapid development of new methods and processes.¹

Given this level of lower order occupations, there is clear demand for low skilled people to fill these roles. Employment forecasts do show that although there will continue to be demand for these occupations it will at best remain constant. The increase in employer demand is for employees with higher skills levels. A large part of this demand will be to replace retirees and others who leave the workforce. The issue for the region is that there will be fewer young people entering the workforce, and while young people are better qualified and more highly skilled than those leaving, they will not be enough in number to fill the gaps².

While the proportions of adults with NVQ Level 2 or 3 (or equivalent) qualifications has increased, there are still over a million working age people who do not hold Level 2 or equivalent qualifications.³ There are also high estimates for the number of people with only entry level literacy and numeracy⁴, yet only a small proportion recognises that they need to improve these skills.⁵ Innovative methods of communication will be needed to inform those who struggle to read and write in English how they can go about improving those skills.

There is a clear geographic pattern of low educational attainment and skills, high unemployment and health problems that result from urban deprivation, industrial restructuring within the context of a low waged/low skills economy and rural isolation. The areas primarily affected are in the cities, especially in Nottingham and Leicester, as well as in the former coalfields areas of Nottinghamshire and Derbyshire, and the coastal region of Lincolnshire.⁶ As the roots of this complex deprivation are diverse and not exclusive to the areas mentioned, it will require committed partnership working across the region to address the needs of these various communities.

The region needs to focus on the existing workforce and new groups of employees so that they stay and work in the region and most importantly are given opportunities to access accredited learning at Entry and level 1 which is structured to enable their progression into level 2 learning (TtG/adult apprenticeships) wherever possible. A "Foundation Learning Tier"⁷ for employed low skilled low waged workers would meet this need.

¹ Emda, *The East Midlands in 2006: Evidence Base for the East Midlands Regional Economic Strategy*, p.88

² LSC East Midlands: Progress Report 2007, Chapter 1, Skills Challenges

³ Annual Population Survey, December 2005.

⁴ DfES, Read Write Plus – Skills for Life Survey 2003 accessed from http://www.dfes.gov.uk/readwriteplus_skillsforlifesurvey/

⁵ BMG, *LSC East Midlands Household Survey – East Midlands Report*, p.119

⁶ Anne E. Green, *Mapping Deprivation in the East Midlands – Implications for Policy*, 2006, (Nottingham: emda), p.4

⁷ The Foundation Learning Tier is a programme of work to develop a more focussed and strategic approach to entry level and level 1 in order to raise participation, achievement and progression at these levels. The Foundation Learning Tier will incorporate a range of programmes that will consist of a coherent offer of units and qualifications drawn, in time, from the Qualifications and Credit Framework (QCF). The units and qualifications will be combined into validated progression pathways that will propel learners towards Level 2 or other positive outcomes; they will be delivered through learning programmes which emphasise personalisation alongside access to accreditation. By 2010, the QCF will be populated and a full set of programmes with robust progression opportunities will be in place across entry level and level 1 in the new framework; phased implementation of the Foundation Learning Tier will begin from September 2007.

FOUNDATION LEARNING TIER - DERBYSHIRE	Reference: EM/A/S06
Aim	
<p>Employed status FLT framework Aim and objectives Aim: The delivery of a flexible foundation level of learning with targeted support, inclusive of childcare and additional learning support where appropriate, to address the multiple barriers that prevent low skilled adults from engaging in skills development and progression in employment.</p> <p>Objectives: This employed status FLT will:</p> <ul style="list-style-type: none"> • Increase the numbers of employees with nationally recognised and accredited literacy and numeracy qualifications thereby raising basic skills levels in the workforce. • Increase the “employability skills” of existing workers to support their progression within employment. • Offer vocational level 1 learning. • Deliver a ladder of progression from entry to level 2 learning. • Offer support to employees to maintain their skills development and their employment. • Move more people within the labour market to level 2 learning. 	
Service requirement	
<p>Overall activities. Tenders are requested that put together activities based around:</p> <ul style="list-style-type: none"> • A personalised approach to learning and achievement supported by individual learning plans with employee aspirations and goals at the core. • Clearly identified skills and employment progression pathways. • High quality and in depth initial and ongoing assessment processes. • Continuous review and development. • Targeted support to respond to employees personal circumstances and learning support requirements. <p>Specific Tender activities. Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills</p> <p>Actions</p> <ul style="list-style-type: none"> • The engagement of the target group of employees within the sector priority areas with basic skills development needs to provide and deliver personalised skills and employment progression opportunities in nationally recognised qualifications. • The provision of innovative responses to employees excluded from skills and economic progression that motivate adults to stay in learning and progress their employment. • Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work. • English Skills testing for Migrant workers (through IELTS). • The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support. • Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities. 	
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	
Actions	

- The delivery of a ladder of Basic and Vocational skills progression, at entry and level 1, in order to move more people within the regional priority sectors of the labour market into full level 2/Train to Gain and Apprenticeship learning.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- English Skills testing for Migrant workers (through IELTS).
- The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support.
- Long term advice, from assessment through to achievement/progression that provides realistic expectations of future work and training progression opportunities.

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Actions

- The provision of flexible person centred learning programmes that offer advice and practical support to disabled people to progress their Basic and Vocational skills and maintain and where possible develop their employment.
- The in depth assessment of skills development needs, learning aims and vocational preferences.
- Helping people identify their skills and preferences through the development of a vocational profile.
- The provision of relevant learning opportunities and the delivery of skills progression.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities.
- The delivery of practical advice and support to employers to overcome any difficulties associated within the workplace which may present barriers to the successful and sustained employment of people with learning difficulties and/or disabilities.

The delivery of 'just enough' support to employers and the employee to secure longer term success.

Target groups & priority

The following information identifying the target groups, sector priorities and activities applies to all aspects of the **Service Requirement** Section, with the exception of the last section entitled "**Supporting people with learning difficulties.....**" which applies to employees with learning difficulties and/or disabilities only.

Target learners.

Adults to be targeted and prioritised to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
 - Lone parents
 - People with learning difficulties and/or disabilities
 - Ex-offenders
 - People from minority ethnic communities
 - People from any other group who are disadvantaged in, or disaffected with, their skills and economic progression.

- Employees with low skills levels facing redundancy.
- Migrant workers requiring certification and recognition in English skills.

Target employment sectors.

Priority will be given to those employees who are currently employed within the regional priority sector areas of:

- Construction
- Engineering and Manufacturing
- Health, the Public sector and Social Care
- Tourism, Leisure and Hospitality
- Food and Drink Manufacturing
- Retail
- Logistics

Geography / area of delivery

Delivery is to be prioritised within the areas of greatest need in the City of Derby and in the Coalfield Alliance area of Derbyshire against the target groups described in the **Target Groups & Priority** Section.

Outputs

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in basic and employability skills learning.	79
The following rows break this down into:	
Total Number of employees engaged in basic skills learning.	79
Overall total of employees in this activity aged 50 and over	20% 16
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 7
Overall total of female employees in this activity	50% 39
Overall total of employees with disability or health condition	15% 11

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry to Level 1 and Level 1 to Level 2 Basic and Vocational skills progression.	49
The following rows break this down into:	
Total Number of employees engaged in Level 1 Basic skills/vocational learning.	49
Overall total of employees in this activity aged 50 and over	20% 10

Overall total of employees in this activity from Ethnic Minority backgrounds	9% 4
Overall total of female employees in this activity	50% 24
Overall total of employees with disability or health condition	15% 7

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry and Level 1 Basic and Vocational skills programmes. The following rows break this down into:	21
Total Number of employees engaged in Entry/Level 1 Basic skills/vocational learning.	21
Overall total of employees in this activity aged 50 and over	20% 4
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 2
Overall total of female employees in this activity	50% 10
Overall total of employees with disability or health condition	15% 3

Results

Results	ESF Beneficiary volumes
Total Number employees gaining a basic skills qualification (70% success rate).	55
Total Number employees gaining a Level 1 Basic skills/Vocational qualification (70% success rate).	49

Other outcomes

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged progressing their 'employability skills' (improving confidence, communication, working with others, problem solving and ICT skills) – 80% of total	63
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	12
All employees receiving individually tailored mentoring support	79

All employees receiving long term advice regarding future work	79
Number of employees receiving individually tailored childcare/learning support – 20% of total	16

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	39
Number of employees progressing to level 2 Basic and/or Vocational skills learning – 50% of total.	24
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	7
All employees receiving individually tailored mentoring support	49
All employees receiving long term advice regarding future work	49
Number of employees receiving individually tailored childcare/learning support – 20% of total	10

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	17
All employees receiving individually tailored mentoring support	21
All employees receiving long term advice regarding future work	21
Number of employees receiving childcare/learner expenses support – 20% of total	4

Funding available

The maximum available budget for this provision in Derbyshire is⁸: £336,360 for 149 beneficiaries.

Activity	Funding
Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.	£177,500
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	£113,280
Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.	£45,580

Breakdown of unit costs are:

- Cost per beneficiary overall: £2,257
- Basic Skills/Skills for Life delivery costs: £1,750 per beneficiary paid 70% on achievement
- Level 1 delivery costs: £1,750 per beneficiary paid 70% on achievement
- Certificate and recognition of English skills testing (IELTS) at £1,000 on enrolment.
- Employability Skills for 80% of total beneficiaries: £130 per beneficiary
- Individually tailored mentoring: £70 per beneficiary & £150 per employee with LLDD
- Long term advice regarding future work opportunities: £70 per beneficiary
- Childcare/learning support costs for 20% of total beneficiaries: £500 per beneficiary

Delivery partners should note that, given the focus on customers with children as priority groups, there could be a higher demand for childcare provision.

Start and end dates
June 2008 – December 2010
Contracting details
Not applicable

FOUNDATION LEARNING TIER - LEICESTERSHIRE	Reference: EM/A/S07
Aim	
<p>Employed status FLT framework Aim and objectives</p> <p>Aim: The delivery of a flexible foundation level of learning with targeted support, inclusive of childcare and additional learning support where appropriate, to address the multiple barriers that prevent low skilled adults from engaging in skills development and progression in employment.</p> <p>Objectives: This employed status FLT will:</p> <ul style="list-style-type: none"> • Increase the numbers of employees with nationally recognised and accredited literacy and numeracy qualifications thereby raising basic skills levels in the workforce. • Increase the “employability skills” of existing workers to support their progression within employment. • Offer vocational level 1 learning. • Deliver a ladder of progression from entry to level 2 learning. • Offer support to employees to maintain their skills development and their employment. • Move more people within the labour market to level 2 learning. 	
Service requirement	
<p>Overall activities.</p> <p>Tenders are requested that put together activities based around:</p> <ul style="list-style-type: none"> • A personalised approach to learning and achievement supported by individual learning plans with employee aspirations and goals at the core. • Clearly identified skills and employment progression pathways. • High quality and in depth initial and ongoing assessment processes. • Continuous review and development. • Targeted support to respond to employees personal circumstances and learning support requirements. <p>Specific Tender activities.</p> <p>Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills</p> <p>Actions</p> <ul style="list-style-type: none"> • The engagement of the target group of employees within the sector priority areas with basic skills development needs to provide and deliver personalised skills and employment progression opportunities in nationally recognised qualifications. • The provision of innovative responses to employees excluded from skills and economic progression that motivate adults to stay in learning and progress their employment. • Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work. • English Skills testing for Migrant workers (through IELTS). • The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support. • Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities. 	
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	
Actions	

- The delivery of a ladder of Basic and Vocational skills progression, at entry and level 1, in order to move more people within the regional priority sectors of the labour market into full level 2/Train to Gain and Apprenticeship learning.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- English Skills testing for Migrant workers (through IELTS).
- The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support.
- Long term advice, from assessment through to achievement/progression that provides realistic expectations of future work and training progression opportunities.

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Actions

- The provision of flexible person centred learning programmes that offer advice and practical support to disabled people to progress their Basic and Vocational skills and maintain and where possible develop their employment.
- The in depth assessment of skills development needs, learning aims and vocational preferences.
- Helping people identify their skills and preferences through the development of a vocational profile.
- The provision of relevant learning opportunities and the delivery of skills progression.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities.
- The delivery of practical advice and support to employers to overcome any difficulties associated within the workplace which may present barriers to the successful and sustained employment of people with learning difficulties and/or disabilities.

The delivery of 'just enough' support to employers and the employee to secure longer term success.

Target groups & priority

The following information identifying the target groups, sector priorities and activities applies to all aspects of the **Service Requirement** Section, with the exception of the last section entitled "**Supporting people with learning difficulties.....**" which applies to employees with learning difficulties and/or disabilities only.

Target learners.

Adults to be targeted and prioritised to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
 - Lone parents
 - People with learning difficulties and/or disabilities
 - Ex-offenders
 - People from minority ethnic communities
 - People from any other group who are disadvantaged in, or disaffected with, their skills and economic progression.

- Employees with low skills levels facing redundancy.
- Migrant workers requiring certification and recognition in English skills.

Target employment sectors.

Priority will be given to those employees who are currently employed within the regional priority sector areas of:

- Construction
- Engineering and Manufacturing
- Health, the Public sector and Social Care
- Tourism, Leisure and Hospitality
- Food and Drink Manufacturing
- Retail
- Logistics

Geography / area of delivery

Delivery is to be prioritised within the areas of greatest need in the City of Leicester against the target groups described in the **Target Groups & Priority** Section.

Outputs

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in basic and employability skills learning.	92
The following rows break this down into:	
Total Number of employees engaged in basic skills learning.	92
Overall total of employees in this activity aged 50 and over	20% 18
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 8
Overall total of female employees in this activity	50% 46
Overall total of employees with disability or health condition	15% 13

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry to Level 1 and Level 1 to Level 2 Basic and Vocational skills progression.	57
The following rows break this down into:	
Total Number of employees engaged in Level 1 Basic skills/vocational learning.	57
Overall total of employees in this activity aged 50 and over	20% 11

Overall total of employees in this activity from Ethnic Minority backgrounds	9% 5
Overall total of female employees in this activity	50% 28
Overall total of employees with disability or health condition	15% 8

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry and Level 1 Basic and Vocational skills programmes. The following rows break this down into:	25
Total Number of employees engaged in Entry/Level 1 Basic skills/vocational learning.	25
Overall total of employees in this activity aged 50 and over	20% 5
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 2
Overall total of female employees in this activity	50% 12
Overall total of employees with disability or health condition	15% 3

Results

Results	ESF Beneficiary volumes
Total Number employees gaining a basic skills qualification (70% success rate).	64
Total Number employees gaining a Level 1 Basic skills/Vocational qualification (70% success rate).	57

Other outcomes

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged progressing their 'employability skills' (improving confidence, communication, working with others, problem solving and ICT skills) – 80% of total	73
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	14

All employees receiving individually tailored mentoring support	92
All employees receiving long term advice regarding future work	92
Number of employees receiving individually tailored childcare/learning support – 20% of total	18

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	45
Number of employees progressing to level 2 Basic and/or Vocational skills learning – 50% of total.	28
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	8
All employees receiving individually tailored mentoring support	57
All employees receiving long term advice regarding future work	57
Number of employees receiving individually tailored childcare/learning support – 20% of total	11

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	20
All employees receiving individually tailored mentoring support	25
All employees receiving long term advice regarding future work	25
Number of employees receiving childcare/learner expenses support – 20% of total	5

Funding available

The maximum available budget for this provision in Leicestershire is⁹: £392,000 for 174 beneficiaries.

Activity	Funding
Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.	£206,370
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	£131,280

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.	£54,350
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Breakdown of unit costs are:

- Cost per beneficiary overall: £2,252
- Basic Skills/Skills for Life delivery costs: £1,750 per beneficiary paid 70% on achievement
- Level 1 delivery costs: £1,750 per beneficiary paid 70% on achievement
- Certificate and recognition of English skills testing (IELTS) at £1,000 on enrolment.
- Employability Skills for 80% of total beneficiaries: £130 per beneficiary
- Individually tailored mentoring: £70 per beneficiary & £150 per employee with LLDD
- Long term advice regarding future work opportunities: £70 per beneficiary
- Childcare/learning support costs for 20% of total beneficiaries: £500 per beneficiary

Delivery partners should note that, given the focus on customers with children as priority groups, there could be a higher demand for childcare provision.

Start and end dates

June 2008 – December 2010

Contracting details

Not applicable

FOUNDATION LEARNING TIER – LINCOLNSHIRE & RUTLAND	Reference: EM/A/S08
<p>Aim</p> <p>Employed status FLT framework Aim and objectives</p> <p>Aim: The delivery of a flexible foundation level of learning with targeted support, inclusive of childcare and additional learning support where appropriate, to address the multiple barriers that prevent low skilled adults from engaging in skills development and progression in employment.</p> <p>Objectives: This employed status FLT will:</p> <ul style="list-style-type: none"> • Increase the numbers of employees with nationally recognised and accredited literacy and numeracy qualifications thereby raising basic skills levels in the workforce. • Increase the “employability skills” of existing workers to support their progression within employment. • Offer vocational level 1 learning. • Deliver a ladder of progression from entry to level 2 learning. • Offer support to employees to maintain their skills development and their employment. • Move more people within the labour market to level 2 learning. 	
<p>Service requirement</p> <p>Overall activities.</p> <p>Tenders are requested that put together activities based around:</p> <ul style="list-style-type: none"> • A personalised approach to learning and achievement supported by individual learning plans with employee aspirations and goals at the core. • Clearly identified skills and employment progression pathways. • High quality and in depth initial and ongoing assessment processes. • Continuous review and development. • Targeted support to respond to employees personal circumstances and learning support requirements. <p>Specific Tender activities.</p> <p>Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills</p> <p>Actions</p> <ul style="list-style-type: none"> • The engagement of the target group of employees within the sector priority areas with basic skills development needs to provide and deliver personalised skills and employment progression opportunities in nationally recognised qualifications. • The provision of innovative responses to employees excluded from skills and economic progression that motivate adults to stay in learning and progress their employment. • Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work. • English Skills testing for Migrant workers (through IELTS). • The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support. • Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities. <p>The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.</p>	

Actions

- The delivery of a ladder of Basic and Vocational skills progression, at entry and level 1, in order to move more people within the regional priority sectors of the labour market into full level 2/Train to Gain and Apprenticeship learning.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- English Skills testing for Migrant workers (through IELTS).
- The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support.
- Long term advice, from assessment through to achievement/progression that provides realistic expectations of future work and training progression opportunities.

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Actions

- The provision of flexible person centred learning programmes that offer advice and practical support to disabled people to progress their Basic and Vocational skills and maintain and where possible develop their employment.
- The in depth assessment of skills development needs, learning aims and vocational preferences.
- Helping people identify their skills and preferences through the development of a vocational profile.
- The provision of relevant learning opportunities and the delivery of skills progression.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities.
- The delivery of practical advice and support to employers to overcome any difficulties associated within the workplace which may present barriers to the successful and sustained employment of people with learning difficulties and/or disabilities.

The delivery of 'just enough' support to employers and the employee to secure longer term success.

Target groups & priority

The following information identifying the target groups, sector priorities and activities applies to all aspects of the **Service Requirement** Section, with the exception of the last section entitled "**Supporting people with learning difficulties.....**" which applies to employees with learning difficulties and/or disabilities only.

Target learners.

Adults to be targeted and prioritised to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
 - Lone parents
 - People with learning difficulties and/or disabilities
 - Ex-offenders
 - People from minority ethnic communities
 - People from any other group who are disadvantaged in, or disaffected with, their skills and economic progression.
- Employees with low skills levels facing redundancy.
- Migrant workers requiring certification and recognition in English skills.

Target employment sectors.

Priority will be given to those employees who are currently employed within the regional priority sector areas of:

- Construction
- Engineering and Manufacturing
- Health, the Public sector and Social Care
- Tourism, Leisure and Hospitality
- Food and Drink Manufacturing
- Retail
- Logistics

Geography / area of delivery

Delivery is to be prioritised within the areas of greatest need in the East Coast areas of Lincolnshire against the target groups described in the **Target Groups & Priority** Section.

Outputs

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in basic and employability skills learning.	35
The following rows break this down into:	
Total Number of employees engaged in basic skills learning.	35
Overall total of employees in this activity aged 50 and over	20% 7
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 3
Overall total of female employees in this activity	50% 17
Overall total of employees with disability or health condition	15% 5

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry to Level 1 and Level 1 to Level 2 Basic and Vocational skills progression.	21

The following rows break this down into:	
Total Number of employees engaged in Level 1 Basic skills/vocational learning.	21
Overall total of employees in this activity aged 50 and over	20% 4
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 2
Overall total of female employees in this activity	50% 10
Overall total of employees with disability or health condition	15% 3

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry and Level 1 Basic and Vocational skills programmes.	9
The following rows break this down into:	
Total Number of employees engaged in Entry/Level 1 Basic skills/vocational learning.	9
Overall total of employees in this activity aged 50 and over	20% 2
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 1
Overall total of female employees in this activity	50% 4
Overall total of employees with disability or health condition	15% 1

Results

Results	ESF Beneficiary volumes
Total Number employees gaining a basic skills qualification (70% success rate).	25
Total Number employees gaining a Level 1 Basic skills/Vocational qualification (70% success rate).	21

Other outcomes

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged progressing their 'employability skills' (improving confidence, communication, working with others, problem solving and ICT skills)	28

– 80% of total	
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	5
All employees receiving individually tailored mentoring support	35
All employees receiving long term advice regarding future work	35
Number of employees receiving individually tailored childcare/learning support – 20% of total	7

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	17
Number of employees progressing to level 2 Basic and/or Vocational skills learning – 50% of total.	11
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	3
All employees receiving individually tailored mentoring support	21
All employees receiving long term advice regarding future work	21
Number of employees receiving individually tailored childcare/learning support – 20% of total	4

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	7
All employees receiving individually tailored mentoring support	9
All employees receiving long term advice regarding future work	9
Number of employees receiving childcare/learner expenses support – 20% of total	2

Funding available

The maximum available budget for this provision in Lincolnshire and Rutland is¹⁰: £146,480 for 65 beneficiaries.

Activity	Funding
Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.	£78,290
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	£48,550

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.	£19,640
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Breakdown of unit costs are:

- Cost per beneficiary overall: £2,253
- Basic Skills/Skills for Life delivery costs: £1,750 per beneficiary paid 70% on achievement

Level 1 delivery costs: £1,750 per beneficiary paid 70% on achievement

- Certificate and recognition of English skills testing (IELTS) at £1,000 on enrolment.
- Employability Skills for 80% of total beneficiaries: £130 per beneficiary
- Individually tailored mentoring: £70 per beneficiary & £150 per employee with LLDD
- Long term advice regarding future work opportunities: £70 per beneficiary
- Childcare/learning support costs for 20% of total beneficiaries: £500 per beneficiary

Delivery partners should note that, given the focus on customers with children as priority groups, there could be a higher demand for childcare provision.

Start and end dates

June 2008 – December 2010

Contracting details

Not applicable

FOUNDATION LEARNING TIER – NORTHAMPTON	Reference: EM/A/S09
Aim	
<p>Employed status FLT framework Aim and objectives</p> <p>Aim: The delivery of a flexible foundation level of learning with targeted support, inclusive of childcare and additional learning support where appropriate, to address the multiple barriers that prevent low skilled adults from engaging in skills development and progression in employment.</p> <p>Objectives: This employed status FLT will:</p> <ul style="list-style-type: none"> • Increase the numbers of employees with nationally recognised and accredited literacy and numeracy qualifications thereby raising basic skills levels in the workforce. • Increase the “employability skills” of existing workers to support their progression within employment. • Offer vocational level 1 learning. • Deliver a ladder of progression from entry to level 2 learning. • Offer support to employees to maintain their skills development and their employment. • Move more people within the labour market to level 2 learning. 	
Service requirement	
<p>Overall activities.</p> <p>Tenders are requested that put together activities based around:</p> <ul style="list-style-type: none"> • A personalised approach to learning and achievement supported by individual learning plans with employee aspirations and goals at the core. • Clearly identified skills and employment progression pathways. • High quality and in depth initial and ongoing assessment processes. • Continuous review and development. • Targeted support to respond to employees personal circumstances and learning support requirements. <p>Specific Tender activities.</p> <p>Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills</p> <p>Actions</p> <ul style="list-style-type: none"> • The engagement of the target group of employees within the sector priority areas with basic skills development needs to provide and deliver personalised skills and employment progression opportunities in nationally recognised qualifications. • The provision of innovative responses to employees excluded from skills and economic progression that motivate adults to stay in learning and progress their employment. • Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work. • English Skills testing for Migrant workers (through IELTS). • The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support. • Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities. 	
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	
Actions	

- The delivery of a ladder of Basic and Vocational skills progression, at entry and level 1, in order to move more people within the regional priority sectors of the labour market into full level 2/Train to Gain and Apprenticeship learning.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- English Skills testing for Migrant workers (through IELTS).
- The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support.
- Long term advice, from assessment through to achievement/progression that provides realistic expectations of future work and training progression opportunities.

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Actions

- The provision of flexible person centred learning programmes that offer advice and practical support to disabled people to progress their Basic and Vocational skills and maintain and where possible develop their employment.
- The in depth assessment of skills development needs, learning aims and vocational preferences.
- Helping people identify their skills and preferences through the development of a vocational profile.
- The provision of relevant learning opportunities and the delivery of skills progression.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities.
- The delivery of practical advice and support to employers to overcome any difficulties associated within the workplace which may present barriers to the successful and sustained employment of people with learning difficulties and/or disabilities.

The delivery of 'just enough' support to employers and the employee to secure longer term success.

Target groups & priority

The following information identifying the target groups, sector priorities and activities applies to all aspects of the **Service Requirement** Section, with the exception of the last section entitled "**Supporting people with learning difficulties.....**" which applies to employees with learning difficulties and/or disabilities only.

Target learners.

Adults to be targeted and prioritized to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
 - Lone parents
 - People with learning difficulties and/or disabilities
 - Ex-offenders
 - People from minority ethnic communities
 - People from any other group who are disadvantaged in, or disaffected with, their skills and economic progression.

- Employees with low skills levels facing redundancy.
- Migrant workers requiring certification and recognition in English skills.

Target employment sectors.

Priority will be given to those employees who are currently employed within the regional priority sector areas of:

- Construction
- Engineering and Manufacturing
- Health, the Public sector and Social Care
- Tourism, Leisure and Hospitality
- Food and Drink Manufacturing
- Retail
- Logistics

Geography / area of delivery

Delivery is to be prioritised within the areas of greatest need in Corby and other pockets of low skilled employment anywhere in Northamptonshire, against the target groups described in the **Target Groups & Priority** Section.

Outputs

- 1) **Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.**

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in basic and employability skills learning.	41
The following rows break this down into:	
Total Number of employees engaged in basic skills learning.	41
Overall total of employees in this activity aged 50 and over	20% 8
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 4
Overall total of female employees in this activity	50% 20
Overall total of employees with disability or health condition	15% 6

- 2) **The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.**

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry to Level 1 and Level 1 to Level 2 Basic and Vocational skills progression.	25
The following rows break this down into:	
Total Number of employees engaged in Level 1 Basic skills/vocational learning.	25

Overall total of employees in this activity aged 50 and over	20% 5
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 2
Overall total of female employees in this activity	50% 12
Overall total of employees with disability or health condition	15% 3

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry and Level 1 Basic and Vocational skills programmes.	11
The following rows break this down into:	
Total Number of employees engaged in Entry/Level 1 Basic skills/vocational learning.	11
Overall total of employees in this activity aged 50 and over	20% 2
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 1
Overall total of female employees in this activity	50% 5
Overall total of employees with disability or health condition	15% 1

Results

Results	ESF Beneficiary volumes
Total Number employees gaining a basic skills qualification (70% success rate).	29
Total Number employees gaining a Level 1 Basic skills/Vocational qualification (70% success rate).	25

Other outcomes

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged progressing their 'employability skills' (improving confidence, communication, working with others, problem solving and ICT skills) – 80% of total	33
Number of migrant workers achieving certification and recognition of	6

English Skills testing through IELTS	
All employees receiving individually tailored mentoring support	41
All employees receiving long term advice regarding future work	41
Number of employees receiving individually tailored childcare/learning support – 20% of total	8

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	20
Number of employees progressing to level 2 Basic and/or Vocational skills learning – 50% of total.	13
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	4
All employees receiving individually tailored mentoring support	25
All employees receiving long term advice regarding future work	25
Number of employees receiving individually tailored childcare/learning support – 20% of total	5

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	9
All employees receiving individually tailored mentoring support	11
All employees receiving long term advice regarding future work	11
Number of employees receiving childcare/learner expenses support – 20% of total	2

Funding available

The maximum available budget for this provision in Northamptonshire is¹¹: £173,920 for 77 beneficiaries.

Activity	Funding
Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.	£91,780
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	£58,300

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.	£23,840
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Breakdown of unit costs are:

- Cost per beneficiary overall: £2,259
- Basic Skills/Skills for Life delivery costs: £1,750 per beneficiary paid 70% on achievement
- Level 1 delivery costs: £1,750 per beneficiary paid 70% on achievement
- Certificate and recognition of English skills testing (IELTS) at £1,000 on enrolment.
- Employability Skills for 80% of total beneficiaries: £130 per beneficiary
- Individually tailored mentoring: £70 per beneficiary & £150 per employee with LLDD
- Long term advice regarding future work opportunities: £70 per beneficiary
- Childcare/learning support costs for 20% of total beneficiaries: £500 per beneficiary

Delivery partners should note that, given the focus on customers with children as priority groups, there could be a higher demand for childcare provision.

Start and end dates

June 2008 – December 2010

Contracting details

Not applicable

FOUNDATION LEARNING TIER - NOTTINGHAMSHIRE	Reference: EM/A/S10
Aim	
<p>Employed status FLT framework Aim and objectives</p> <p>Aim: The delivery of a flexible foundation level of learning with targeted support, inclusive of childcare and additional learning support where appropriate, to address the multiple barriers that prevent low skilled adults from engaging in skills development and progression in employment.</p> <p>Objectives: This employed status FLT will:</p> <ul style="list-style-type: none"> • Increase the numbers of employees with nationally recognised and accredited literacy and numeracy qualifications thereby raising basic skills levels in the workforce. • Increase the “employability skills” of existing workers to support their progression within employment. • Offer vocational level 1 learning. • Deliver a ladder of progression from entry to level 2 learning. • Offer support to employees to maintain their skills development and their employment. • Move more people within the labour market to level 2 learning. 	
Service requirement	
<p>Overall activities.</p> <p>Tenders are requested that put together activities based around:</p>	
<ul style="list-style-type: none"> • A personalised approach to learning and achievement supported by individual learning plans with employee aspirations and goals at the core. • Clearly identified skills and employment progression pathways. • High quality and in depth initial and ongoing assessment processes. • Continuous review and development. • Targeted support to respond to employees personal circumstances and learning support requirements. 	
<p>Specific Tender activities.</p>	
<p>Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills</p>	
<p>Actions</p>	
<ul style="list-style-type: none"> • The engagement of the target group of employees within the sector priority areas with basic skills development needs to provide and deliver personalised skills and employment progression opportunities in nationally recognized qualifications. • The provision of innovative responses to employees excluded from skills and economic progression that motivate adults to stay in learning and progress their employment. • Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work. • English Skills testing for Migrant workers (through IELTS). • The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support. • Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities. 	
<p>The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.</p>	

Actions

- The delivery of a ladder of Basic and Vocational skills progression, at entry and level 1, in order to move more people within the regional priority sectors of the labour market into full level 2/Train to Gain and Apprenticeship learning.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- English Skills testing for Migrant workers (through IELTS).
- The continuous provision of support that responds to individual social, cultural, community and personal circumstances in order to secure attainment of qualifications and skills progression e.g. childcare, mentoring and learning support.
- Long term advice, from assessment through to achievement/progression that provides realistic expectations of future work and training progression opportunities.

Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Actions

- The provision of flexible person centred learning programmes that offer advice and practical support to disabled people to progress their Basic and Vocational skills and maintain and where possible develop their employment.
- The in depth assessment of skills development needs, learning aims and vocational preferences.
- Helping people identify their skills and preferences through the development of a vocational profile.
- The provision of relevant learning opportunities and the delivery of skills progression.
- Integrated approaches that improve employability by developing generic skills (improving confidence, communication, working with others, problem solving and ICT skills) and by supporting individuals to widen their experience of work.
- Long term advice, from the assessment phase through to achievement/progression that provides realistic expectations of future work and training progression opportunities.
- The delivery of practical advice and support to employers to overcome any difficulties associated within the workplace which may present barriers to the successful and sustained employment of people with learning difficulties and/or disabilities.

The delivery of 'just enough' support to employers and the employee to secure longer term success.

Target groups & priority

The following information identifying the target groups, sector priorities and activities applies to all aspects of the **Service Requirement** Section, with the exception of the last section entitled "**Supporting people with learning difficulties.....**" which applies to employees with learning difficulties and/or disabilities only.

Target learners.

Adults to be targeted and prioritised to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
 - Lone parents
 - People with learning difficulties and/or disabilities
 - Ex-offenders
 - People from minority ethnic communities

- People from any other group who are disadvantageded in, or disaffected with, their skills and economic progression.
- Employees with low skills levels facing redundancy.
- Migrant workers requiring certification and recognition in English skills.

Target employment sectors.

Priority will be given to those employees who are currently employed within the regional priority sector areas of:

- Construction
- Engineering and Manufacturing
- Health, the Public sector and Social Care
- Tourism, Leisure and Hospitality
- Food and Drink Manufacturing
- Retail
- Logistics

Geography / area of delivery

Delivery is to be prioritised within the areas of greatest need in the City of Nottingham and in the Coalfield Alliance area of North Nottinghamshire against the target groups described in the **Target Groups & Priority** Section.

Outputs

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in basic and employability skills learning.	69
The following rows break this down into:	
Total Number of employees engaged in basic skills learning.	69
Overall total of employees in this activity aged 50 and over	20% 14
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 6
Overall total of female employees in this activity	50% 35
Overall total of employees with disability or health condition	15% 10

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry to Level 1 and Level 1 to Level 2 Basic and Vocational skills progression.	43
The following rows break this down into:	
Total Number of employees engaged in Level 1 Basic skills/vocational	43

learning.	
Overall total of employees in this activity aged 50 and over	20% 9
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 4
Overall total of female employees in this activity	50% 21
Overall total of employees with disability or health condition	15% 6

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Outputs	ESF Beneficiary volumes
Total Number of employees engaged in Entry and Level 1 Basic and Vocational skills programmes.	19
The following rows break this down into:	
Total Number of employees engaged in Entry/Level 1 Basic skills/vocational learning.	19
Overall total of employees in this activity aged 50 and over	20% 4
Overall total of employees in this activity from Ethnic Minority backgrounds	9% 2
Overall total of female employees in this activity	50% 9
Overall total of employees with disability or health condition	15% 3

Results

Results	ESF Beneficiary volumes
Total Number employees gaining a basic skills qualification (70% success rate).	48
Total Number employees gaining a Level 1 Basic skills/Vocational qualification (70% success rate).	44

Other outcomes

1) Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged progressing their 'employability skills' (improving confidence, communication, working with others, problem solving and ICT skills) – 80% of total	56
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	10
All employees receiving individually tailored mentoring support	69

All employees receiving long term advice regarding future work	69
Number of employees receiving individually tailored childcare/learning support – 20% of total	14

2) The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	35
Number of employees progressing to level 2 Basic and/or Vocational skills learning – 50% of total.	21
Number of migrant workers achieving certification and recognition of English Skills testing through IELTS	8
All employees receiving individually tailored mentoring support	43
All employees receiving long term advice regarding future work	43
Number of employees receiving individually tailored childcare/learning support – 20% of total	9

3) Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.

Other Outcomes	ESF Beneficiary volumes
Number of employees engaged in developing generic employment skills – 80% of total.	15
All employees receiving individually tailored mentoring support	19
All employees receiving long term advice regarding future work	19
Number of employees receiving childcare/learner expenses support – 20% of total	4

Funding available

The maximum available budget for this provision in Nottinghamshire is¹²: £297,540 for 131 beneficiaries.

Activity	Funding
Increase the numbers of employees with nationally recognised literacy and numeracy qualifications and improve their overall employability skills.	£154,690
The delivery of progression from Entry to Level 1 and Level 1 to Level 2 learning and skills development.	£101,470
Supporting people with learning difficulties and/or disabilities in work to maintain their employment and to progress their Basic and Vocational skills at Entry and Level 1.	£41,380

Breakdown of unit costs are:

- Cost per beneficiary overall: £2,271
- Basic Skills/Skills for Life delivery costs: £1,750 per beneficiary paid 70% on achievement
- Level 1 delivery costs: £1,750 per beneficiary paid 70% on achievement
- Certificate and recognition of English skills testing (IELTS) at £1,000 on enrolment.
- Employability Skills for 80% of total beneficiaries: £130 per beneficiary
- Individually tailored mentoring: £70 per beneficiary & £150 per employee with LLDD
- Long term advice regarding future work opportunities: £70 per beneficiary
- Childcare/learning support costs for 20% of total beneficiaries: £500 per beneficiary

Delivery partners should note that, given the focus on customers with children as priority groups, there could be a higher demand for childcare provision.

Start and end dates

June 2008 – December 2010

Contracting details

Not applicable