



Leading learning and skills

**TENDER**

**SPECIFICATION and  
QUESTIONNAIRE (PART A)**

**LEARNING & SKILLS COUNCIL**

**GREATER LONDON  
LONDON CITY STRATEGY PATHFINDER  
WORK FOCUSED ESOL PILOT**

**PROJECT SPECIFICATIONS**

**October 2008**

**Title: London City Strategy Pathfinder work focused ESOL Pilot**

**Reference: ESOL LC**

## **Aim**

The aim of this programme is to deliver a work focused ESOL Pilot which tests out new, work-focused approaches for parents who have ESOL needs and who are either on benefits or working tax credits.

The LSC is procuring this programme on behalf of the Department for Work and Pensions (DWP) and the Boards of the City Strategy Pathfinders (CSP) in the West London, and East and South East London areas.

The programme supports the aims of the CSPs to develop integrated employment and skills services and demonstrate how parents with ESOL needs can gain sustainable employment and progress at work.

The key objective of the programme is to help parents with ESOL needs to improve their employability, gain sustainable employment and progress in work. The programme must be able to be effectively evaluated by the CSPs and DWP, as the results are expected to help shape the kind of provision that is available for people with ESOL needs in the future.

## **Service requirement**

### **DEFINING THE ACTIVITY**

On behalf of the CSP Boards and DWP, the LSC wishes to procure programmes that deliver work focused ESOL as part of wider journeys to work.

**'Stand alone' ESOL provision that does not show how ESOL is part of integrated journeys to employment will not be considered.**

We are aware that this is different from the usual way of procuring ESOL provision. Whilst we do not want to be prescriptive about what the provision should look like, the following brief illustrative examples of integrated journeys are intended to help clarify the activity. We expect these journeys to be delivered by a range of organisations working together – each playing to their strengths.

**Example 1:** A journey for mothers who are not in work, have poor reading and writing, reasonable spoken English, good soft skills but little knowledge of the UK labour market. The journey includes:

- Community/family-based engagement activities that explore different jobs/self-employment options
- initial assessment and screening (for skills, work goal and other needs)
- an individual employability plan that identifies a work-related goal and progression points towards it
- Work focused ESOL provision embedded/contextualised in other training (vocational, numeracy etc.) according to the work-related goal. This should also include employability skills.
- Mentoring and support at key transition points
- Childcare support if required
- Work experience
- Jobsearch and/or enterprise support
- Job brokerage
- Post- employment mentoring and support

**Example 2:** A journey for low skilled parents with ESOL needs, who are already working in kitchen occupations. The journey includes:

- engagement activities in the workplace
- initial assessment and screening (for skills, work goal and other needs)
- an individual employability plan that identifies a work-related goal and progression points towards it
- work focused ESOL provision embedded/contextualised in other training according to the work-related goal.

- This should be delivered in the workplace and/or outside working hours – to suit the employee and employer.
- Mentoring and support at key transition points
  - Childcare support if required.
  - Support for the employer

These examples are intended to help explain the principles of work focused ESOL embedded within an employability journey. Applicants should design their activities taking into account the needs and goals of the specific group of parents with ESOL needs that they are intending to target. Because we expect programmes to respond in this way, we anticipate that journeys will be delivered through providers working together. We welcome applications that can demonstrate how a range of organisations will form a 'supply chain' to deliver these journeys.

It is critical that proposals for this programme have a clear focus on supporting parents with ESOL needs into sustained employment and/or better jobs. However, it is acknowledged that some people are much farther from the labour market. Where movement into work is not a short term option, applicants are expected to demonstrate progress towards employment, for example, through volunteering, school activities etc.

Programmes must be able to offer flexible delivery, must be available year round (i.e. 12 months of the year) and at times that suit the participants and employers. Where appropriate, services and provision must be delivered in the workplace.

We expect applicants to have robust arrangements in place so that when participants find jobs or volunteering placements etc. they are able to start work **and** have access to continued training and support, including work focused ESOL where appropriate. Partners delivering the journey for participants will be expected to be able to offer the continued training and support that is required, or to make arrangements that ensure the participant can access it through other arrangements eg: through Train to Gain etc.

Qualifications are not the primary focus of the programme, although providers are expected to deliver provision of the standard required by the ESOL core curriculum. Further details on outputs and outcomes are provided later in this document.

## **COMPLEMENTING EXISTING PROGRAMMES AND LINKAGES**

The purpose of the pilot is to fund activities that will fill the gaps in existing services in order to make individuals' journeys to work more effective. Therefore, the activities will look different depending on the area of delivery and particular segment of the target group that your proposal focuses on.

For example, in a given area, it may be that there is sufficient outreach activity, but not enough work-focused ESOL at Entry 2 for parents not in work. In another area, there may be a need for targeted outreach for a particular group of parents and some work-focused engagement activities with embedded work focused ESOL.

For this reason, we are not prescriptive about precisely what mix of activities are funded, but it is essential that the funding from this Pilot is not used to deliver services that are already funded through other means.

This programme may fund the following activities **if they are not already being funded through other sources**:

- Embedded and contextualised work focused English language provision, including employability skills provision
- Customised outreach and engagement to attract participants to the work focused ESOL pilot. We expect this to be delivered in partnership with voluntary and community sector organisations and other appropriate organisations such as schools, children's centres etc.
- Additional in depth skills diagnostics and assessment including screening for other needs
- Development of individual employability plans for participants
- Mentoring and support throughout the journey, including help to get work and after job entry
- Childcare

We do not expect to fund provision that is already funded through mainstream or ESF programmes such as vocational training, job brokerage etc. There are a number of existing funds and arrangements for childcare provision that we expect applicants to use eg: Childcare Affordability Programme (CAP) Transition to Employment Programme, wherever possible. Successful applicants will also be expected to provide a variety of information on progression and destinations, including soft and hard indicators. Applicants are advised to be clear about the tracking systems that will be in place to provide this essential information.

We are currently exploring how the funding for this programme can be drawn down in such a way as it follows the individual. This means that, using an individual employability plan, the interventions needed by the parent can be identified and costed, with funding being drawn down for those elements not being funded through other sources. We welcome proposals that can support this flexible approach.

Because the funding available for this programme will only support some of the elements that parents will need, in your application you must identify which elements of an integrated journey are to be funded through this work focused ESOL pilot and which elements are already in place and funded. You must also identify which organisation will deliver each of the elements (those funded through this programme and those funded through other sources).

The Licence to Skill starter kit is a tool that can help develop an integrated journey with partners and may be useful in preparing your proposal. It provides a matrix to identify which organisation delivers each element and how elements are funded. A worked example is included at the end of this specification to illustrate the model. You will be expected to use this matrix in preparing your application. License to Skill - for an up-to-date version of License to Skill toolkit go to: <http://www.jhconsulting.org.uk/licencetoskill.asp>

It is expected that the integrated journeys proposed by applicants will maximise the opportunities and input of existing initiatives and partnerships.

In particular, applicants will be expected to show how their proposals support and work with the activities being developed through the CSPs. Further details about the CSPs can be found in their business plans on the following links:

West London: [www.westlondonworking.org.uk](http://www.westlondonworking.org.uk)

East and South East London: [www.lda.gov.uk/server/show/ConWebDoc.1720](http://www.lda.gov.uk/server/show/ConWebDoc.1720)

It is also important to note that:

The Single Points of Access in East and South East London are designed to improve access to services and provision for all workless people. They will deliver a core service that will include:

- Outreach and engagement
- In-depth personal employment advice and support
- Employability training
- Help overcoming other barriers e.g. debt, childcare
- Support when entering work

In West London, the work packages for outreach and IAG will also provide additional access for workless people.

Applicants must be able to show how their proposals complement these CSP activities and must also demonstrate that they are not duplicating these CSP funded services.

Other key strategic works of relevance to this pilot include:

- the work of the London Child Poverty Commission ([www.londonchildpoverty.org.uk](http://www.londonchildpoverty.org.uk)) which has very recently produced its final report 'Capital Gains'
- the London Skills and Employment Board's Strategy and the recent update, The London Approach ([www.london.gov.uk/lseb/strategy.jsp](http://www.london.gov.uk/lseb/strategy.jsp))

## **PARTNERSHIP WORKING AND TRACK RECORD**

Whilst we are not prescriptive about delivery models, we expect that successful employability journeys are likely to be delivered by providers that work closely together. This helps parents with ESOL needs to have access to the range of services that they need and supports the progression routes required if they are to move into sustainable jobs and be successful in the labour market. It is unlikely that any one organisation will be able to offer the full range of services required and we are keen to encourage providers to play to their strengths.

For such a partnership model, we expect all applicants to demonstrate that they have the relevant track record required to deliver the identified element(s) of support to enable parents with ESOL needs to get sustainable jobs. For example, an organisation that takes responsibility for the outreach element must be able to demonstrate a track record in attracting parents with ESOL needs in a way that helps them to progress into work-related activity.

All organisations that are responsible for delivering the work focused ESOL element of journeys must be able to demonstrate that they have a track record in delivering embedded, contextualised ESOL that is focused in developing employability and work-related skills. Where appropriate, this includes a track record in delivering in the workplace.

Lead organisations of partnerships must demonstrate track record in taking responsibility for delivering high quality integrated employability journeys. This should include experience of formal partnership working as well as evidence of successful collaboration.

## Target groups & priority

### Individuals

The broad target group for this tender specification is parents who have an ESOL need and are receiving, or eligible for, benefits or tax credits. Participants must be eligible to work in the United Kingdom and must live or work in the East and South East London and West London City Strategy Pathfinder areas.

We expect this pilot to be particularly focused on parents who are not in work when they begin their journey. Across the pilot, we expect a maximum of 15% of participants to be in work at the beginning of their journey.

Definitions are:

- **Parent:** Somebody who has responsibility for a child under 16, or aged 16-19 in full-time, non-advanced education which includes GCSEs, AS/A2 Levels.
- **Benefits:** Jobseekers Allowance (JSA), Incapacity Benefit/Employment & Support Allowance, Carers Allowance and Income Support. Partners of those receiving benefits are also considered as part of the target group.
- **Tax credits:** Working Tax Credit and Child Tax Credit. As Tax Credits are paid only to one person in a couple, partners of people receiving Tax Credits would also be considered to be in receipt of them.
- **ESOL need:** lack of English language skills is presenting a barrier to moving into sustainable employment and/or progressing at work. This will vary and in part will be dependent on the type of work that people want to get or are engaged in, and it will encompass a range of levels. It is however expected that a significant focus of the pilot will be on people with skills needs at Pre-entry and Entry 1 and Entry 2.

The broad target group is not homogenous. It includes sub-groups with differing skills, attributes and needs. Parents will have different levels of English language ability as well as vary types and levels of other qualifications and skills. They may also have a range of other barriers to learning and work that may include lack of knowledge of the UK labour market (and other UK systems), poor self confidence and problems with health, housing, childcare etc. The Licence to Skill tool provides a way of understanding the different types of groups, their characteristics, needs and goals. You can find the Licence to Skill starter kit at <http://www.jhconsulting.org.uk/licencetoskill.asp>

We expect applicants to be clear about the particular 'segment' of the broad target group, their needs and goals, and how the proposed journeys address those needs, whilst bearing in mind the requirement to comply with discrimination legislation.

Consideration must also be given to the conditions attached to benefit receipt, for example enabling those individuals receiving Jobseeker's Allowance to continue job search alongside training and not to exceed the maximum number of hours training permitted.

Estimates of the number and type of people with ESOL needs are derived from a range of 'proxy' information including country of birth, level of skills/qualifications, information from school data etc. Information of this type is

available at [www.lsc.gov.uk/regions/London/Providers/](http://www.lsc.gov.uk/regions/London/Providers/).

## **Sectors**

We expect applicants to demonstrate knowledge of the main sectors in which there are appropriate vacancies that will provide sustainable employment opportunities for participants, and design and deliver provision that is responsive to the needs of employers and sectors. Where proposals include meeting the needs of parents who are working, we expect applications to demonstrate the employers and sectors in which participants are employed.

London has a diverse economy and it is acknowledged that participants may progress into a range of jobs not necessarily located in the City Strategy Pathfinder areas. Proposals must demonstrate how work focused ESOL will prepare participants for the kinds of vacancies generated through the Employer Accord and Local Employment Partnerships. The predominant sectors in the Pilot areas where participants would typically find opportunities are noted below. Parents who are working and who have poor English language will also be typically found in these sectors.

This is not intended as an exhaustive list. Applicants are encouraged to supply additional information on sectors and employers they propose working with for this Pilot where appropriate.

Key sectors for **East and South East London CSP** are:

- Retail
- Care
- Hospitality and Facility Services
- Public Sector

Key sectors for **West London CSP** are:

- Retail
- Hospitality
- Food processing
- Construction
- Care

These sectors contain the top occupations for both CSPs (sales and retail assistants, cleaners, domestic helps, office assistants, kitchen and catering assistants) filled by the most disadvantaged groups which would best reflect people requiring ESOL support/entry level jobs ie: Priority Group 1 (PG1) - Lone Parents, People with Health Conditions or Disabilities and Priority Group 2 (PG2) - people on JSA New Deals and unemployed over 6 months.

There is a particular need across all service sectors for people with customer service skills.

## **Geography / area of delivery**

Applications are invited for provision for parents with ESOL needs who live or work in the East and South East London and West London City Strategy Pathfinder areas. For the purposes of this tender, these cover the boroughs of:

**East and South East London:** Greenwich, Hackney, Newham and Waltham Forest

**West London:** Ealing, Hammersmith & Fulham, Hillingdon and Hounslow

Within these boroughs, there are 'hotspots' of need which proposals will need to address. A range of information that can help to identify particular areas of need can be found on the [www.lsc.gov.uk/regions/London/Providers/](http://www.lsc.gov.uk/regions/London/Providers/).

Please see [www.westlondonworking.org.uk](http://www.westlondonworking.org.uk) and [www.lda.gov.uk/server/show/ConWebDoc.1720](http://www.lda.gov.uk/server/show/ConWebDoc.1720) for Local Authority contacts who can provide further information on 'hot spots' of need.

## Outputs

We expect to support 5,000 participants over the 2 years of this pilot programme of which 2130 are to be contracted at this round, divided as follows across the East and South East London and West London CSP areas:

Outputs	East and South East London	West London	Total
Number of participants	530	1600	2130

As contracts, have already been let in both the East and South East and West London areas, this tender is **ONLY** looking to support the following numbers of participants by borough as below:-

### East

Waltham Forest	124
Hackney	56
Newham	160
Greenwich	190

### West

Hounslow	348
Hammersmith & Fulham	346
Ealing	560
Hillingdon	346

## Results

The pilots have a clear expectation that they will help move clients closer towards the labour market, enter employment and progress in work. We expect applicants to deliver on a range of outputs and outcomes. Applicants are advised to be clear about the tracking systems that will be in place to record and monitor progress and enable regular updates to be provided to the LSC.

**Across the pilot programme**, we expect to achieve as a minimum the following results for participants who are not in work when they begin their journey:

- 20% moving into sustainable work/self employment (13 weeks or more after completion of the programme – full or part-time work), **of which:**
- half move into sustainable work with further training (including Train to Gain)

For the remaining participants, we expect applicants to indicate in their proposals the proportion that will achieve the following progression points:

- % into voluntary work
- % into a work trial/work experience
- % getting a guaranteed job interview (e.g. through LEP or Employer Accord)
- % progressing into another positive outcome (which must be specified)

We recognise the diverse range of parents that may be supported in this programme. We expect applicants to clearly state the number of participants that they expect to achieve the job targets and progression points listed above. We expect that these proportions to be appropriate for the groups for which they are delivering employability journeys and applicants to explain the rationale for them.

As we have made clear, this pilot programme is different to what would normally be procured. A key difference in

respect of the 'destinations' of participants is that, whilst we recognise that some parents will not achieve sustainable jobs by the time the pilot completes, we expect that journey partners will have in place plans to help them reach this goal. For example, if a participant successfully moves into some volunteering or further training without work as the final destination during the pilot period, as part of the sustainability of the journey approach, we expect applicants to be clear about how the participant will continue to be supported towards achieving their work goal. This means that we expect the pilot to have a lasting impact on how providers work together to deliver an integrated employment and skills system.

For participants who are in work, we expect applicants to identify their measures of success and progress as employees, and, where appropriate, business benefits and other impact for employers.

### **Other Outcomes**

Applicants will be expected to produce the following additional outcomes:

- Individual employability plans for all participants demonstrating progress;
- Evidence of established and functioning processes for ensuring work focused ESOL services are integrated with wider employability journeys
- Number of employers signing up to guaranteed job interviews for participants
- Processes in place to measure progression outcomes.
- Quarterly interim evaluation reports, including identification of successful approaches
- Final evaluation reports

### **Funding available**

The total amount of funding available for this pilot through this procurement round is £4.128 million over two years. £1.02m is available for East and South East London and £3.1m for West London.

Some funding has been retained which will be used for targeted capacity building once provision has been contracted.

Applicants are expected to demonstrate value for money in relation to the particular groups of parents with ESOL needs that they are targeting, and to clearly explain for which elements of their proposal they are seeking funding from this pilot programme. As stated earlier, we are aware that the nature of this pilot is to deliver flexible approaches that meet the needs of individuals. For this reason, we are not prescriptive about unit costs. Whilst the 'average' amount of funding per participant is just under £1,938, we invite proposals that reflect the range of individual need and resources required to meet these needs.

We are particularly interested in proposals that include suggested mechanisms for funding following the individual.

Please bear in mind the stipulation that only those services that are not already funded can be funded through this pilot.

### **Start and end dates**

Delivery is expected to begin in February/March 2009 and must be completed by January/February 2011. Delivery should be scheduled to ensure there is sufficient time for outcomes to be achieved. This includes demonstrating that the proposed number of clients have moved into sustained employment (at least 13 weeks) and progressed onto further training. All job outcomes must be delivered by the end of March 2011 i.e.: the 13 week point must be reached by then which means those beneficiaries to be counted as sustainable job outcomes must be in employment by 1<sup>st</sup> Jan 2011.

### **Contracting details**

Although we expect to let approximately 4 contracts in each CSP area, we are not necessarily expecting to let one contract per borough. Proposals must be for a minimum annual contract value of £200,000.

Given that applicants are expected to demonstrate that the provision is part of wider employability journeys, a partnership approach is anticipated. The lead contractor must demonstrate how it will ensure good partnership working to deliver employability journeys e.g. a main contractor working with outreach/community specialists or

vocational skills providers.

Partnership arrangements are expected to be equitable and fair. Managing agents fees and top slicing are not permitted. We do not expect to support sub-contracting chains beyond one level of sub-contracting as a maximum. Any management costs must be transparent and there must be evidence of clear and robust partnership agreements.

The Learning and Skills Council intends to contract the activity within this tender specification against a set of deliverables as detailed in this specification. This will include the number of participants starting on journeys, delivery of individual employability plans, movement into jobs and successful achievement of a range of progression points including further training, volunteering etc., and evidence of progress in work.

Successful applicants will be required to submit regular information on participants and performance to the LSC. Applicants will also be expected to cooperate with external contractors undertaking a qualitative evaluation of the effectiveness of the pilot. The LSC will normally reconcile contracts on a quarterly basis, which may affect future profile payments, or seek to recover funds where necessary.

The Learning and Skills Council may choose to invite projects to be retained on a reserve list to enable them to be funded at a later point.

**The following participants are ineligible under this specification:**

- Non-legal guardians
- Not on benefits / Tax Credits / Child Tax Credits
- In full time work
- In advanced education which means HND/degree

## Appendix 1: Planning Matrix

To help applicants identify how they will develop work focused ESOL as part of wider journeys to work; the following matrix is designed to help you identify:

- which partners will deliver which element
- which elements require funding through the work focused ESOL Pilot
- which elements are already funded and the source (CSP DAF, LSC, JCP/DWP, LDA etc)
- what volumes of activities will be delivered and their cost
- how elements might need reshaping or developing in order to deliver an effective customer journey

This table is intended as a planning aid and is part of the Licence to Skill Starter Kit. You are provided with a blank matrix, (in question 5) to complete and this will be part of your proposal. If you are going to deliver in geographical areas that have different conditions, or to different segments within the overall target group of parents with ESOL needs, you may need to complete one matrix for each area or target group. This is because you may have different services that need to be funded, and different delivery partners etc. We recommend that you use the Licence to Skill tool as an aid in developing your proposal.

To use the table, identify provision that is already funded (but that may need modifying) and services that you want to bid for through the CSP work focused ESOL Pilot. The partially worked example below uses ***bold and italics*** to identify where CSP work focused ESOL Pilot funding is required. **All organisation names are intended to be fictional. This is an example only and not intended to prescribe any particular delivery method.**

System element (linked to the Licence to Skill Employability Template elements)		Which organisation(s) deliver this element? Who takes the routeway broker role?	Which agency (and budget) funds this element?	Number of participants taking up services	Amount of funding required for these participants	How does this element need reshaping/ developing?
<b>Initial Elements</b>	Marketing, promotion and outreach for individuals and for employers	Ref Aid, Mulberry Children's Centre, Signhouse Library, The Skills House Routeway Broker for initial elements will be a mentor from refugee aid	ESF, LDA, Local Authority <b>Part CSP ESOL to support Routeway Broker role</b>			Needs to be specifically focused on target group and our employer needs
	Information, Advice and Guidance (learning and job related) for individuals	Next step and JCP (co-location)	LSC, DWP/JCP			Must get the co-location idea going, and the routeway broker to keep people in the handover from outreach, IAG and skills diagnostics.
	Skills diagnostics and assessment services for individuals (and screening for other needs)	The Skills House and Ref Aid	<b>CSP ESOL Pilot</b>			More in depth assessment that identifies the big goal (not just skills). Need to incorporate screening for non-skills needs.
	Business support for employers to diagnose skills and vacancies needs	CSP Business Alliance	LDA			Need to get a better link from this into the routeway design.
<b>Programme content (before job entry)</b>	Development of individual employability plan	The Skills House	<b>CSP ESOL Pilot</b>			Want to rename this employability plan and make sure that all partners use the same one.
	Childcare	Childcare Trust	Part Local Authority <b>Part CSP ESOL Pilot</b>			
	Access/foundation learning for entry level or below participants ie: work focused ESOL embedded and contextualised, other Skills for Life where needed.	The Skills House and Ref Aid	<b>CSP ESOL Pilot</b>			Getting RA to make sure the ESOL is contextualised and embedded with employability materials.
	Work-focused ESOL for Entry 3 and above	Not applicable for this group				
	Vocational skills training	The Skills House or our local DWP contractor or FE college (dependent on skills area)	LSC or DWP			Need to reorganise this to ensure the ESOL can be embedded in it.
	Employability skills training, including 'soft skills'	The Skills House	Part existing contracts (LDA, LSC) <b>Part CSP ESOL Pilot</b>			This needs to be part of the ESOL – need to check the ESOL content for employability.
		The Job Brokers	LDA			OK

Pre-employment support for individuals  
e.g. CV writing, job applications, mock interviews, preparation for self-

System element (linked to the Licence to Skill Employability Template elements)	Which organisation(s) deliver this element? Who takes the routeway broker role?	Which agency (and budget) funds this element?	Number of participants taking up services	Amount of funding required for these participants	How does this element need reshaping/ developing?
employment etc.					
Co-ordinating support for individuals as a bridge between employment and training	The Job Brokers Train to Gain Brokers JCP	LDA LSC JCP			Get arrangements sorted for potential move into TTG. We don't do it, so need to find out who does.
Work placements/work trials	JCP	JCP			OK
Flexible and responsive recruitment services and solutions for employers	CSP Business Alliance	LDA			Need some staff development to have enough cover for delivery in workplace. Need to look at clustering SMEs if possible.
<b>Programme content (post job entry)</b> Training and assessment services delivered on employers' premises (including through Train to Gain)	The Skills House, Jobs for All, Local Employment Partnership partners, UnionLearn	LSC, LDA <b>Part CSP ESOL</b> where it is a language need.			Need more input from employers on what the work related ESOL need is.
<i>Post recruitment bespoke training to meet the needs of employers</i>	The Skills House, Jobs for All, Local Employment Partnership partners	Where it is ESOL and cannot be funded through TTG, <b>CSP ESOL</b>			As above.
<i>Skills coaching/workplace mentoring/support for people in self-employment</i>	The Skills House, Jobs for All	<b>Part CSP ESOL</b>			ESOL awareness training for staff.

**Please be aware that minimum scores have been set for questions 1-5.**

**SECTION 1: ACTIVITY SUMMARY AND DELIVERY ARRANGEMENTS -**

**Activity Overview** (Not Scored) (Max character limit = 500 )

Tip: Please provide a summary of the activities you intend to deliver. This will be used for publicity purposes and by completing it the applicant will be deemed to have given permission for its use in this way.

- Ref: [Overview]

Please enter your answer here

**1. Meeting the Service Requirements**(Max score available = 12, Min score required = 8) (Max character limit = 3,500 )

**Criteria: Demonstrate how the proposed activity addressed the Service Requirements Section of the Tender Specification.**

Tip: In responding to this criteria:

- Please provide a summary of the activities you intend to deliver and give examples /evidence of how they link into the Service Requirements Section of the Tender Specification.
- Identify the aim and SMART objectives for your proposed activity. An aim identifies ultimately what the activity is seeking to address. An objective identifies how the activity will deliver its aim. A SMART objective is specific, measurable, achievable, realistic and time-bound. In identifying your activity's aim ensure that it is relevant to the Tender Specification and that your SMART objectives clearly explain how the aim will be delivered.
- In responding to this criteria clearly explain what activities you propose to undertake, who the participants are, what it is you propose to do with them, and where. Indicate how the proposed activities are part of wider integrated journeys to sustainable employment and include information on any areas of innovation.
- Identify the results that will be achieved.

Ref: ESOL.C01

Please enter your answer here

**2. Defining the Target Groups** (Max score available = 6, Min score required = 4) (Max character limit = 3,000)

**Criteria: Demonstrate an understanding of the target group and their needs.**

Tip: In responding to this criteria:

- The Tender Specification identifies the target groups. This section must clearly identify which of the target groups listed in the Specification will be supported through the activity you are proposing to deliver, and where they are located.
- Explain how this fits with the priority needs for the geographic locations you are proposing to deliver activity in. Details of where to find this information are included in the Tender Specification.
- Give information on the main sectors in which there are likely to be appropriate vacancies for participants moving into jobs. Details of this information are included in the Tender Specification. For activity targeted for parents in employment explain the sectors and types of jobs in which participants are likely to be working.
- Explain about the planned target groups' needs and goals, making reference to any specific characteristics. Specify in what way your proposed activities have been designed to meet those needs and goals, taking into consideration how activity funded through this pilot is integrated with other support.
- You are expected to access existing provision whenever possible for support such as childcare, transport costs or additional learner support costs, to enable participation in the planned activity. If you have identified gaps in provision that mean you wish to use funding from this programme for such gaps, you must carefully explain why.
- When identifying the needs of the target groups and sectors, refer to any documents that identify these needs and quote them in this section.

Ref: ESOL.C02

Please enter your answer here

**3. Engaging and Meeting the Needs of Eligible Target Groups** (Max score available = 10 , Min score required = 6 ) (Max character limit = 3000 )

**Criteria: Demonstrate how the proposed activity will meet the needs and goals of the target group.**

Tip: In responding to this criteria:

- Explain the range of approaches that you plan to provide to engage, recruit and retain the particular groups of parents with ESOL needs that you will target, and how these approaches will meet their needs and goals. The specification is not prescriptive but you should carefully consider the illustrative examples given. You should also consider the role of community based organisations for outreach and engagement where appropriate.
- The purpose of the pilot is to fund activities that will fill the gaps in existing services, in order to make individuals journeys to work more effective and provision offered must be part of an integrated journey to employment. You should demonstrate that this is the planned approach and how it will ensure that participants progress into employment, further learning or other positive outcomes; or for those in work that there is demonstrable progress and/or business benefits.
- In the matrix below (question 5) you will be asked to demonstrate which elements of the integrated journey will be funded through this work focused ESOL pilot and which elements are already in place and funded. You may wish to summarise this information here and provide further details in the matrix.
- You need to demonstrate that you are able to offer flexible delivery and have robust arrangements in place so that participants continue their learning and have support if they secure work or a volunteering/job placement.
- You should include any proposals or innovative approaches that will test out ways in which funding follows the individual e.g. using an individual employability plan.
- Indicate how you will ensure successful tracking of individuals to demonstrate that they achieve the positive outcomes sought.
- Identify how you will ensure that participants are eligible for support and that any benefit constraints will be taken into account in designing the participants' programmes.
- Explain how you will ensure equality of opportunity throughout the programme.

Ref: ESOL.C03

Please enter your answer here

**4. Responding to Local Partnerships, Strategies and Plans** (Max score available = 8 , Min score required = 5 ) (Max character limit = 3,000)

**Criteria: Demonstrate how the activities proposed will contribute to the objectives of local partnerships, strategies and plans.**

Tip: In responding to this criteria:

- You should demonstrate how your proposals maximise the opportunities and input of existing initiatives and partnerships in the geographical areas you aim to target, and for the particular segment of the target group and/or sectors that your proposal focuses on.
- In particular, you should demonstrate how your proposal complements, works with and does not duplicate activities being developed through the City Strategy Pathfinders and explained in the Specification. .
- You should also demonstrate the linkages and relevance to the London Skills and Employment Board's draft Strategy and the work of the London Child Poverty Commission.

Ref: ESOL.C04

Please enter your answer here

**5 Planning matrix for integrated journeys to sustainable employment**(Max score available = 6, Min score required = 4)

**Criteria: Demonstrate how the activities proposed will be part of wider integrated journeys to sustainable employment.**

Tip: In order to be able to complete this section properly, you will need to be guided by the “*Licence to Skill at a Glance Summary*” attached to this tender spec. Each question relates directly to a system element within the Summary.

- Complete the planning matrix that follows to demonstrate your planned approach and how the funded activity will be part of a wider integrated journey to sustainable employment. A worked example is provided in on Appendix 1, page 10.
- Taking into account your target group and geographical area, you should identify which partners will deliver which element; which elements require funding through the work focused ESOL Pilot; which elements are already funded and the source (CSP, LSC, JCP/DWP, LDA etc); what volumes of activities will be delivered and their cost; and how elements might need reshaping or developing in order to deliver an effective customer journey
- If you are going to deliver in geographical areas that have different conditions, to different segments within the overall target group of parents with ESOL needs, or different sectors, you may need to complete more than one matrix. This is because you may have different services that need to be funded, and different delivery partners etc.

Ref: ESOL.C05

**System element (linked to the licence to Skill Employability Template Elements)**

**Initial Elements** – Marketing, promotion and outreach for individuals and for employers

Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00

**System element (linked to the licence to Skill Employability Template Elements)**

**Initial Elements** – Information, Advice and Guidance (learning and job related) for individuals

Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP	£0.00

to reshape this element?	
<b>System element (linked to the licence to Skill Employability Template Elements)</b>	
<b>Initial Elements – Skills diagnostics and assessment services for individuals (and screening for other needs)</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b>	
<b>Initial Elements – Business support for employers to diagnose skills and vacancies needs</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b>	
<b>Programme content (before job entry) – Development of individual employability plan</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b>	
<b>Programme content (before job entry) – Childcare</b>	
Which organisation(s) will deliver this element?	Please enter your answer here

Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Access/foundation learning for entry level or below participants ie: work focused ESOL embedded and contextualised, other Skills for Life where needed.</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Work-focused ESOL for Entry 3 and above</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a thorough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Employability skills training, including ‘soft skills’</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00

How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Pre-employment support for individuals e.g. CV writing, job applications, mock interviews, preparation for self-employment etc.</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Co-ordinating support for individuals as a bridge between employment and training.</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Work Placements/work trials</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here

How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (before job entry) – Flexible and responsive recruitment services and solutions for employers</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (post job entry) – Training and assessment services delivered on employers' premises (including through Train to Gain)</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b> <b>Programme content (post job entry) – Post recruitment bespoke training to meet the needs of employers</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00
<b>System element (linked to the licence to Skill Employability Template Elements)</b>	

<b>Programme content (post job entry) – Skills coaching/workplace mentoring/support for people in self-employment</b>	
Which organisation(s) will deliver this element?	Please enter your answer here
Who will take up the routeway broker role?	Please enter your answer here
What funding do you already draw down for this element? Amount and funding agency. (If none at present, please state this)	£0.00
How many participants are you proposing should take up this service, please provide a borough breakdown of the proposed target group (as identified in the tender specification).	Please insert your answer here
How does this element need re-shaping / developing?	Please enter your answer here
How much <b>additional</b> funding (if any) would you need from the ESOL CSP to reshape this element?	£0.00

**PLEASE BE AWARE THAT ANY PROPOSALS WHICH FAIL TO MEET THE  
MINIMUM QUALITY THRESHOLD FOR QUESTIONS 1 TO 5 WILL NOT  
CONTINUE TO BE SCORED BY THE ASSESSMENT PANEL**

**6. Partnership Working** (Max score available = 2) (Max character limit = 3,000)

**Criteria:** Describe your partnership approach and the added value this will bring.

Tip: In responding to this criteria:

- Given that applicants are expected to demonstrate that the provision is part of wider employability journeys, a partnership approach is anticipated.
- You should describe the benefits of your particular approach and how it will strengthen the impact of the proposed activities and facilitate the progression of individuals as part of an integrated journey.
- Outline the role and responsibility of the lead organisation
- Name your active partners including community and voluntary sector organisations and explain their role and responsibilities.
- If potential partnerships are **not fully established**, identify which organisations would be expected / invited to participate in proposed activities, and how you will secure their commitment and / or involvement;
- Please describe the extent to which unsecured partner involvement is required, and highlight where reduced or lack of involvement might place the proposed activities at risk;
- Demonstrate the involvement of other relevant partners and agencies (not identified as partners) in the proposed activities.
- Demonstrate how you will ensure good partnership working with equitable and fair partnership arrangements and sub-contracting chains with one level of sub-contracting as a maximum.
- The programme is expected to have a lasting impact on how providers work together to deliver an integrated employment and skills system and you should indicate how your proposed approach contributes to this.
- Please note the LSC reserve the right to contact all named Partners in this section.

**NB: Should Applicants be invited to enter into contracting discussions they will need to provide the LSC with signed letters of support from all partners identified as active partners. This will be required at Contract Clarification stage.**

Ref: ESOL.C06

Please enter your answer here

**Role of the lead organisation**

Please enter name here

**Partner/Sub-contractor 1**

Name of Partner/Sub-contractor: Please enter name here

If this tender is successful will this partner be in receipt of funds from this proposal? Yes No

If yes, please identify the approximate amount which will be awarded to this partner: £0.00

Is this organisation an active partner in the proposed activities at the point of Tender Submission? Yes No

Is this organisation a sub-contractor? Yes No

Roles and Responsibilities: (Max character limit = 250)

Please enter answer here

**Partner/Sub-contractor 2**

Name of Partner/Sub-contractor: Please enter name here

If this tender is successful will this partner be in receipt of funds from this proposal? Yes No

If yes, please identify the approximate amount which will be awarded to this partner: £0.00

Is this organisation an active partner in the proposed activities at the point of Tender Submission? Yes No

Is this organisation a sub-contractor? Yes No

Roles and Responsibilities: (Max character limit = 250)

Please enter answer here

**Partner/Sub-contractor 3**

Name of Partner/Sub-contractor: Please enter name here

If this tender is successful will this partner be in receipt of funds from this proposal? Yes No

If yes, please identify the approximate amount which will be awarded to this partner: £0.00

Is this organisation an active partner in the proposed activities at the point of Tender Submission? Yes No

Is this organisation a sub-contractor? Yes No

Roles and Responsibilities: (Max character limit = 250)

Please enter answer here

**Partner/Sub-contractor 4**

Name of Partner/Sub-contractor: Please enter name here

If this tender is successful will this partner be in receipt of funds from this proposal? Yes No

If yes, please identify the approximate amount which will be awarded to this partner: £0.00

Is this organisation an active partner in the proposed activities at the point of Tender Submission? Yes No

Is this organisation a sub-contractor? Yes No

Roles and Responsibilities: (Max character limit = 250)

Please enter answer here

**Please put details of additional Partners/Sub-contractors below.**

Please enter answer here

**SECTION 2: \_\_\_\_\_ MANAGEMENT ARRANGEMENTS**

**7. Delivery Mechanisms** (Max score available = 6 ) (Max character limit = 3000 )

**Criteria:** The delivery mechanisms for the proposed activity demonstrate that they are appropriate to the proposed target groups, sectors and geographic locations and fits with the requirement of the Specification.

Tip: In responding to this criteria:

- This section must demonstrate how the activity will be delivered. As a minimum please address the bullet points below:
- Describe how the different activities within your proposal will be developed, implemented, measured and evaluated and how they will deliver the aim, objectives and milestones identified and be part of integrated journeys to sustainable employment. When completing this section, ensure that the activities proposed are eligible (i.e. that they are within scope of the relevant Tender Specification).
- Describe the infrastructure for the delivery of your proposed activity in the proposed geographic locations and how the integrated approach will operate. If the lead organisation is based outside of the LSC Area Office area in which it is proposing to deliver activity, please set out here what the arrangements will be for managing and delivering the proposed activity.
- How you plan to publicise and promote the programme – this must include clear links to partner agencies and other provision supporting the target groups.
- Details of any additional staff and resources which will need to be secured, including any staff training needs. Where additional staffing is required please state what posts these will be and how you intend to recruit to them.
- How your activity will remain sufficiently flexible over the term of your contract to respond to emerging economic development and policy initiatives and changes.
- The minimum, average and maximum number of hours that each participant will be supported.
- Activity under this Specification aims to move clients closer to the labour market, enter employment or progress in work and you should indicate how this will be demonstrated.
- Qualifications are not the primary focus of the programme but if you propose offering them you should give details here.
- For participants who are in work we expect applicants to identify their measures of success and progress for employees, and where appropriate, business benefits and other impact for employers.

Ref: ESOL.C07

Please enter your answer here

If you are proposing to deliver accredited qualifications, please specify which qualifications will be delivered and the number of each qualification you expect to be delivered.

Please enter your answer here

If you are proposing to deliver qualifications, please specify which qualifications will be achieved and the number of each qualification you expect to be achieved.

Please enter your answer here

Please specify the average number of hours that each participant will participate on the proposed activities

Please specify the minimum number of hours that each participant will participate on the proposed activities

Please specify the maximum number of hours that each participant will participate on the proposed activities

Please specify the average number of weeks that each participant will participate on the proposed activities

**8. Ensuring Quality of Provision** (Max score available = 4 ) (Max character limit = 2000 )

**Criteria:** Demonstrates that the activity will be delivered within a quality assurance framework.

Tip: In responding to this criteria:

- Please explain how you will ensure the quality of provision offered by your proposal. As a minimum your proposal must contain:
  - How your provision will meet the standard required by the ESOL core curriculum.
  - What your quality assurance arrangements are; how you will ensure continuous improvement and how you will seek and evaluate learner feedback, including details of quality systems used by all partner organisations such as Common Inspection Framework, Matrix standards etc.
  - How you plan to monitor programme activity and learner needs throughout the lifetime of the programme and in respect of other elements of the journey to sustainable employment.
  - Your organisation's commitment to or recognition as an Investor in People;
  - Your management information systems and resources and how they will be applied to the gathering and recording of the information required for the Individual Learner Record (ILR) and performance management, as well as that required by the employability evaluation framework.
  - How you will monitor financial spend including your internal audit arrangements;

Ref: ESOL.C08

Please enter your answer here

**9. Timescales and Milestones** (Max score available = 4 ) (Max character limit = 3000 )

**Criteria:** Demonstrate a clear programme of the key stages of your proposal indicating how they will deliver the activities with appropriate timescales and milestones.

Tip: In responding to this criteria:

- Outline the key stages of your programme and how it will meet the description Service Requirements section of the Tender Specification, including being part of a wider integrated journey for participants. Ensure the response provides a clear programme plan, indicating activities, timescales and people responsible for these activities. The plan must also:
  - Describe the timescales (start and end dates) for the main processes and stages of the programme including any lead-in time required for activity design, planning, partnership development, etc;
  - Demonstrate that these dates are realistic in relation to the activities and expected outcomes;
  - Provide details of the implications (if any) of the programme not starting on the specified date
- All Tenders must include the following milestones and timescales for their achievement:
  - Staff Recruited/In Place
  - Partnership Agreements Signed
  - Integrated arrangements in place
  - Marketing Activity Commences
  - Delivery Commences
  - Participants Recruited
  - Induction Activities Undertaken

Ref: ESOL.C09

Please enter your answer here

**10. Management and Monitoring Arrangements** (Max score available = 4 ) (Max character limit = 2000 )

**Criteria:** Demonstrate that effective management and monitoring arrangements are in place.

Tip: In responding to this criteria:

- Identify how the activities will be managed and monitored effectively to ensure delivery of the aims and objectives, outputs and milestones.
- Please include details of any sub-contracting management arrangements that will be in place. Please also identify how and where evidence of delivery will be monitored and stored.
- Identify how you will ensure that participants are eligible for support
- Please be aware that for this programme the lead organisation may only sub-contract to one level of provider. The lead organisation should ensure that their sub-contractors do not subsequently sub-contract any element of their delivery.

Ref: ESOL.C10

Please enter your answer here

**SECTION 3: \_\_\_\_\_ ADDED VALUE AND VALUE FOR MONEY**

**11. Adding Value to Other Activities Available for Target Groups in the Geographic Location** (Max score available = 8) (Max character limit = 6,000)

**Criteria:** Demonstrate how the identified activities will add value to other activities available for the target groups in the proposed geographic locations. The LSC aims to support activity which enhances and complements rather than duplicates existing provision and proposals for funding under this programme must fill gaps in provision and be part of wider integrated journeys to employment. Your response should demonstrate this.

Tip: In responding to this criteria:

- Give details of any further similar or complementary initiatives and highlight linkages between these and the integrated approach that this activity will be part of, describing how you will ensure that provision operates to maximum mutual benefit, and how duplication will be avoided.
- Refer to recent or existing projects, mainstream programmes or research projects.
- Explain how you have researched this issue and what other activity is taking place.
- Give information on creative ideas that are not already delivered that will take place and how effective practice will be shared and further developed in this area.

Ref: ESOL.C11

Please enter your answer here

## 12 Value for Money (Max score available = 4 ) (Max character limit = 3500 )

### Criteria: Demonstrate value for money

Tip: In responding to this criteria:

- Applicants are expected to demonstrate value for money in relation to the particular groups of parents with ESOL needs that they are targeting and to clearly explain for which elements of their proposal they are seeking funding from this pilot programme.
- The programme is not prescriptive about unit costs and proposals should demonstrate and justify the planned costs. If you are working with different participants there may be different costs for them.
- You are asked to include proposals that include suggested mechanisms for funding following the individual, including any innovative approaches.
- Please bear in mind that only those services that are not already funded can be funded through this programme and you should demonstrate that existing funding is not available.
- All applicants must explain here how the activity has been designed to ensure maximum effectiveness, promote excellence and high quality delivery and avoid unnecessary bureaucracy.

Ref: ESOL.C12

Please provide a number and average cost for each of the following (where applicable)

	Number	Average Cost £
Average cost per participant assisted		£0.00
Average cost per participant entering a job with training at 13 weeks		£0.00
Average cost to support participants in work and achieve progress and business benefits/impact for employers		£0.00

Justification for Value for Money

Please enter your answer here

## SECTION 4: \_\_\_\_\_ TRACK RECORD

### 13a Track Record of Managing and Delivering Similar Activity and Management Capacity

(Max score available = 4 ) (Max character limit =2000 )

**Criteria: Demonstrate that the lead organisation and its staff have a track record of managing and successfully delivering similar activity and that the organisation has the capacity to manage activity of the size proposed.**

Tip: In responding to this criteria:

- Outline the lead organisation and the previous experience of staff in managing and delivering similar activities including:
- Details of projects managed indicating the size of projects managed.
- Justification that the lead organisation has the capacity to deliver the proposed activity.
- Details of staff and staff qualifications relevant to the activities proposed.
- Identify any relevant specialist expertise in your organisation.
- Please outline previous experience of managing partners/ sub-contractors.
- Explain your partnership approach and the added value for the client group.

Ref: ESOL.C13

Please enter your answer here

**13b Track Record of Working with Target Groups** (Max score available = 4) (Max character limit = 2000 )

**Criteria:** Demonstrate that the organisations involved in delivering the proposed activity have a successful track record of working with the proposed target groups.

Tip: In responding to this criteria:

- Indicate the lead organisation and/or partners' track-record of working with the proposed target group(s), specifically naming projects/initiatives. The response must:
- Indicate your experience of designing and delivering activity for the target groups including any additional support provided.
- Provide evidence of previous success in engaging target groups.
- Provide details including specific examples of engagement and retention strategies that have proved successful with the proposed target groups.
- Specify what the projects originally intended to deliver and the results achieved; include details of outputs and results targets and volumes delivered.
- Applicants who do not have a track-record of working with the proposed target groups, must describe how they and their partners have worked with similar target groups and explain how this experience will inform their work.

Ref: ESOL.C14

Please enter your answer here

**13c Track Record of Working in Geographic Locations** (Max score available =4) (Max character limit = 2000)

**Criteria:** Demonstrate that the organisations and/or the people involved in delivering the proposed activity have a successful track record of working in the proposed geographic locations.

Tip: In responding to this criteria:

Indicate the lead organisation and/or partners' track-record of working in the proposed geographic location(s), specifically naming projects/initiatives. Specify what the projects originally intended to deliver and the results achieved; include details of outputs and results targets and volumes delivered.

Applicants who do not have a track-record of working in the proposed location(s), must describe how they and their partners have worked in similar areas and explain how this experience will inform their work in the new location(s).

Ref: ESOL.C15

Please enter your answer here

## SECTION 5: \_\_\_\_\_ EQUALITY & DIVERSITY AND EXIT STRATEGY

**14 Contribution to Equality & Diversity** (Max score available = 8 across all 4 questions) (Max character limit = 2000 characters for each 4 sub questions)

**14A Do you understand the wide range of needs you might have to deal with when working with the participants?** (2 points)

Tip: In responding to this criteria:

- Describe the wide range of needs that exist within your target group(s) and demonstrate that you understand these different needs.
- Explain any previous experience you have of working with the different target group(s) and or/how you have conducted research or consultation exercises to find out about their different needs.
- Explain how you will influence employer behaviour to respond to the needs of participants.

Ref: ESOL.C16

Please enter your answer here

**14B Will the way you design and deliver your activities meet these different needs? (2 points)**

Tip: In responding to this criteria:

- Explain how the design and delivery of your proposal takes into account the wide range of needs that exist within your target group(s).
- Explain how your previous experience and/or research/consultation have informed the design and delivery of the proposed activities.

Ref: ESOL.C17

Please enter your answer here

**14C Does your organisation have an Equal Opportunities Policy and a Plan that explains how you will put this into place and monitor progress? How will this impact on your proposed activities? (2 points)**

Tip: In responding to this criteria:

- Explain how your Policy and Plan will impact upon staff and participants involved in your proposal.
- Describe what equal opportunities targets you will set and explain how these will be monitored and reviewed during its lifetime. If you are working with other organisations, explain how you will ensure that they are committed to equal opportunities.
- Explain how you will deal with any complaints of discrimination, bullying or harassment that you may be made by staff, participants or the general public.
- Finally, please confirm that your organisation will meet its obligations under the Disability Discrimination Act, the Race Relations (Amendment) Act, the Sex Discrimination Act, the Employment Equality Regulations for Sexual Orientation and Religion/Belief, and any other relevant legislation in the delivery of the proposed activities. It is not necessary to attach a copy of your organisation's Equal Opportunities Policy.

Ref: ESOL.C18

Please enter your answer here

**14D Will you use appropriate marketing and publicity for your proposed activities that reflect your organisation's commitment to equal opportunities? (2 points)**

Tip: In responding to this criteria:

- Describe the different methods and types of marketing and publicity material you will use to promote your proposed activities, with particular reference to how equal opportunities issues will be reflected in your choice of material.

Ref: ESOL.C19

Please enter your answer here

**15 Exit Strategy (Max score available = 2 ) (Max character limit = 2000 )**

**Criteria: Demonstrate that the project has a clear and appropriate exit strategy**

Tip: In responding to this criteria:

- Funding is available for this CSP Work Focused ESOL Pilot for a 2 year period. A key aim of the pilot is to develop new, more successful ways of helping parents with ESOL needs into sustainable work and better jobs. Successful applicants will need to demonstrate how they will take forward the successful aspects of the pilot through their mainstream work after the pilot has finished.

**It is expected that this pilot will have a lasting impact on how providers work together to deliver an integrated employment and skills system and you should also describe here how this will take place.**

Ref: ESOL.C20

Please enter your answer here