

Learners with Learning Difficulties and/or Disabilities
Invitation to submit a proposal for Investment to Change Funding
2009/2010

Background

The LSC nationally has invested £51million Investment to Change funding from 2006 to present, to accelerate change and improve provision for learners with learning difficulties and/or disabilities. Activities have included;

- Joint working to map and adapt the curriculum to ensure that there is a curriculum that
 - offers real progress from school to Further Education locally
 - provides the skills necessary for employment;
- the development of effective transition planning groups to ensure that learners have the support they need to make the transition from school and that providers can make timely reasonable adjustments to support learners
- established links between FE providers and supported employment providers to facilitate progression from learning to employment;
- providing professional development opportunities for staff delivering to this group of learners, including sharing of expertise between specialist colleges and the General FE sector.

Funding

The North West has a regional development budget of £1,850,000 for improving provision for learners with LDD in 2009-10, including £50,000 capital funding. Details of what qualifies as capital funding are set out under the section the Assessment Process, of this document.

Preference in the North West will be to continue projects begun with Investment to Change funding in 2008/09 or earlier, that have proven success in impacting upon regional priorities. However, as much of the current activity in the North West focuses on supported employment for this group of learners, the LSC would also welcome a small number of additional proposals that focus on other aspects of improving provision, as set out under the section heading 'Regional Priorities' in this document.

Regional Priorities

Multi-Agency Applications

Proposals **must** demonstrate multi-agency and collaborative working, to deliver the proposed activity. Characteristics of appropriate partnerships will include:

- established multi-agency transition planning or good practice partnerships involved in planning and delivering learning provision for learners aged 16-25 with LDD, in particular those with links to 14-19 planning groups;
- organisations that intend to develop a transition planning group for learners with LDD aged 16-25, where none exists locally. These should be

organisations that have the potential to lead such a development, to influence partners and to link to 14-19 planning groups.

- Multi-agency planning groups involved in commissioning/delivering services for adults with LDD.

Proposals should also take account of national and regional strategies, plans and publications; including the North West LLDD Strategic Implementation Plan, the Reviews of LLDD provision carried out in January 2007 and May 2008, and the Strategic review 2008/09. These can be found at

<http://www.lsc.gov.uk/regions/NorthWest/LLDA+Plan+2007-2010.htm>

<http://www.lsc.gov.uk/regions/NorthWest/Review+of+FE+Provision+for+LLDD+in+the+North+West.htm>

<http://readingroom.lsc.gov.uk/lsc/NorthWest/LLDDAnalysisMay2008.pdf>

http://readingroom.lsc.gov.uk/lsc/NorthWest/Provision_for_Young_People_Aged_14-19.pdf

http://readingroom.lsc.gov.uk/lsc/NorthWest/North_West_Adult_Learner_Responsive_Provision.pdf

Proposals may also take account of relevant local research and plans, for example 14-19 partnership plans or research carried out by 14-19 partnerships.

Proposals are requested for projects that deliver improvements to one or more of the following aspects of the learner's experience:

1. Multi-agency working

- developing the membership of multi-agency support for learners with LDD, to include representation from the PCT, and children's and adult social care. Partnerships should be focussed on planning for and supporting the learner to access the local post 16 learning offer and with a view to pooling or aligning budgets and/or services to support learners to enter and sustain learning;

2. Information Sharing

- systems to ensure the transfer of key information to improve
 - learner assessments and identification of suitable programmes, or to reduce the number of assessments of a learner;
 - progression through learning and on to supported or open employment or on to HE;
- systems to collate and share person-centred planning, or other individual level data, relating to aspirations and support needs for specific groups of learners with specialised support needs. Information should support multi-agency strategic planning, focussed on FE provision;
- in particular we would welcome proposals to pilot the Learning for Living and Work Framework to make overall improvements to transition and strategic planning. This framework is available on the LSC website at <http://readingroom.lsc.gov.uk/lsc/National/nat-learningforlivingworkFWOCT08-mar09.pdf>

3. Improve the Learning Experience

- develop brokerage of flexible packages of learning for those individuals who require an enhanced package of provision, over and above the local offer. This may be because an individual requires a blending of independence and

vocational skills that is not currently available locally or access to provision to develop specific skills such as independent travel skills; proposals should include clear selection criteria to identify individuals who need such support.

- identify and implement adaptations to the curriculum, based on analysis of local need, for example by embedding of essential therapies, such as speech and language therapy or physiotherapy, within the local curriculum offer.

4. Professional Development

- develop professional capacity to support identified locally increasing needs, such as ASD, BESD or mental health issues;
- identify and implement an area wide programme of professional development based on a training needs analysis; the analysis should consider the needs of all post 16 providers in an area, including work-based learning providers.
- share expertise between the independent specialist college sector and general FE providers and work-based learning providers to improve skills needs identified locally.

5. Improving Employability Skills

- map and adapt the curriculum to the needs of employers
- move learners from learning about work to developing practical skills for employment.
- establish links between providers and supported employment providers, to facilitate smooth transition from learning to work.

6. Area/Sub-regional working

The LSC would be interested in proposals that facilitate area-wide or multi-area/sub-regional wide good-practice sharing groups of organisations involved in innovative delivery to learners with LDD. Themes for group sessions might include:

- Transition and long term planning
- Teaching and Learning
- Qualitative and quantitative research
- Learning from other industries that have similar processes
- whole organisation approach
- support services
- responsiveness to employers
- information management
- frontline services and advice and guidance;
- developing improvement plans

The Application Process

Partnerships, including those proposing continuation of 2008/09 activity, are requested to complete the proposal form attached as Annex A to this document, and to submit an electronic copy to: NW-LLDDstrategy@lsc.gov.uk by 5 pm 26 May 2009.

The subject line must read Investment to Change, proposal 2009, followed by the lead provider name. Proposals submitted without this subject title may not be accepted. Proposals emailed to any other LSC email address may not be processed.

Proposals may include a split between capital and revenue expenditure. Capital expenditure can include; buildings, land, leases of building and/or land, ground works, building works, equipment or educational resources, including proprietary or bespoke software (but excluding those items usually funded from revenue expenditure) which add significant value. No virement of money from capital to revenue and vice versa can be made.

Whilst projects may have a lifespan beyond March 2010, funding relates to the financial period 2009-2010 and **must** be spent by March 2010. Any activity not completed or goods and services not delivered to the LSC by 31 March 2010 cannot be charged to the 2009-10 financial year.

Assessment Process

Assessment is a three stage process. The preliminary stage and stage one will be progressed by LSC North West and stage two by LSC National Office.

Preliminary Stage

All proposals, including those for continuation activity, must fully meet multi agency working requirements and one or more of the regional priorities, as set out in this specification. Those that do not will not progress to the next stage.

Stage One

Proposals will be scored against:

- Understanding the environment
- Methodology e.g. does the proposal clearly identify how, who and when.
- Outcome/outputs
- Staff and working arrangements
- Project timescales
- Cost and value for money – educational case

Only proposals that meet the minimum score will be considered for funding. This applies to both new proposals and proposals for the continuation of activity begun in 2008/09.

Stage Two

Proposals for new activity that meet the minimum score threshold will be moderated by LSC National Office.

Proposals for continuing activity from 2008/09 that meets the minimum score will be not subject to second stage moderation by LSC national office as these are deemed to have been through that element of the process in 2008/09.

Successful providers will be notified following the completion of assessment by LSC National Office.

The total cost of proposals must remain within the regional budget allocated. If in aggregate, successful proposals exceed budget, costs will be moderated.

**LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES
DEVELOPMENT FUNDING PROFORMA 2009/10**

Total Cost of Project*:	
Budget required for 2009-10	

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Project Delivery Plan 2009-10

Please use this delivery plan to outline the stages of activity, together with the intended outcome, associated cost and timing. Please also state what evidence you will provide to support / confirm that the activity has taken place (additional information can be provided at page 10):

Activity description	Intended outcome	Cost		Completion date (payment date)	Evidence of spend
		Capital	Revenue		

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Activity description	Intended outcome	Cost		Completion date (payment date)	Evidence of spend
		Capital	Revenue		
Maximum LSC Contribution					

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Future Planning

If the project is anticipated to extend beyond March 2010, please outline the estimated costs:

Note: if the project extends beyond 3 years please provide details on a separate sheet of paper

Year	Capital		Revenue	
	Description	Cost	Description	Cost
2010-11 - to be provided to inform transition planning				
2011-12				

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PROJECT OUTCOMES

Where a project is continuing from 2008-09, please detail the outcomes to date:

**Outline link to Regional Learning for Living and Work Development
Plan/Strategy and Outcomes from Regional Needs Analysis for 2008-09:**

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Are the outputs in line with LSC targets (for example):

- Increased participation
- Achievement
- Accessibility
- Quality
- Planning
- Resources
- Not in Education, Employment, Training (NEET) reduction
- Has/will the bid increase partnership working
- Is the project sustainable without future LSC funding?
- Continuous professional development

**Demonstrate links to key National/Regional LSC target/s i.e. LSC
Statement of Priorities:**

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[Empty box for project details]

AIMS AND OBJECTIVES - Outline the methodology i.e. project management arrangements (including staffing), timeline, stages and tasks, sample sizes, contact procedures, method of contract, risks etc

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[Empty box for project details]

REVIEW AND MONITORING - How will the project be monitored and reviewed i.e. will the LSC receive reports at set times? Will it be through steering group meetings etc

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[Empty box for project details]

INTENDED OUTCOME(S)– Provide quantifiable aims and objectives or milestones and outcomes e.g. number of staff received mental health awareness training, to achieve X% higher retention rate than in previous years

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Briefly outline the long term financial and non-financial benefits of the project:

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STAGE TWO

For completion by National LLDD team – on receipt of file

Date Development Bid including completed pro forma (Annex A) and Evaluation criteria (Annex B) received at National Office:	
Are the capital and revenue costs clear:	Yes _____ No _____
Regional score (taken from evaluation criteria - Annex B))	
Date Development Bid, Pro forma (Annex A) and Evaluation Criteria (Annex B) sent to LLDD Group Moderator:	
Name of LLDD Group Moderator:	

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STAGE THREE

For completion by LLDD Group Moderator

Date received:	
Regional LLDD Group Moderator decision against evidence received	<p>*Agree with Regional decision</p> <p>*Disagree with Regional decision (as set out in summary statement (Annex B))</p> <p>(*Delete as appropriate)</p>
Date returned to National LLDD National team:	

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For completion by National LLDD team – on receipt of file from LLDD
Group Moderator

Date file received from LLDD Group Moderator:	
Date sent to Allocations team to moderate value for money (if LLDD Group Moderator agreed with Regional decision) If LLDD Group Moderator disagreed with Regional decision – go to stage six	

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STAGE FIVE

To be completed by National Office Allocations Team

Are the financial consequences of this submission adequately outlined?

Does this submission demonstrate value for money?

Is the project affordable within the 2009-10 budget?

What about future years' commitments?

Outcome:

Authorised Signatory:

.....

Name (print):

.....

Date:

.....

STAGE SIX

**LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITIES
DEVELOPMENT FUNDING PROFORMA 2009/10****To be completed by National Office LLDD team**

Date file returned from Allocations team:	
Date file returned to Region:	
Decision:	*Agreed *Rejected (*Delete as appropriate)

STAGE SEVEN

To be completed by Regional Team

Evaluation – Development Bids 2009-10			
Provider/Partners	Aims/Objectives	Activities that took place	Outcomes/Beneficiaries
Impact on learners	Sustainability of Project	Future Developments	Additional Comments
Issues			
Name of Evaluator:		Position:	Date:

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