



**Title: Employer Skills Programme**

**Regional Priority Theme: Developing the skills of employed people to address skills gaps.**

**Reference: WM3PH4402**

---

### **Aims**

This project will enhance Train to Gain, operating in the same way as the Learning and Skills Council Train to Gain programme.

- Support the delivery of Train to Gain by raising regional skills levels.
- Improve the skills base and adaptability of the employed labour force

These aims will be achieved by identifying and meeting developing skills gaps through:

- The delivery of first NVQ Level 2 qualifications to employed people and/or
- The delivery of subsequent NVQ Level 2s for individuals already holding a qualification who wish to develop skills in a new vocational area.

### **Activity**

- Initial Assessment of learner needs to determine the appropriate level of qualification required
- Matrix-accredited Information, Advice and Guidance (IAG) on qualifications and training linked to regional skills shortages and priorities
- Identification of sector-specific qualifications (via reference to relevant Sector Skills Council (SSC) Sector Skills Agreements (SSA))
- Innovative and flexible (e.g. in the workplace) delivery of full NVQ Level 2 qualifications using an “assess - train - assess” methodology

### **Initial Assessment**

The Initial Assessment process will, as a minimum, examine the individual's:

- Career ambitions (referenced against employer needs)
- Current level of Vocational Skills (appropriate to career ambitions)



- Skills for Life<sup>1</sup> needs

### **Learner Action Plan**

Each Initial Assessment will produce a Learner Action Plan which will set out (where relevant):

- What Vocational Skills they should develop
- What additional steps they should take in order to progress

### **Information Advice & Guidance (IAG)**

The preferred model is a minimum of 3 interventions i.e.:

- On-entry
- Mid-term
- On exit

### **Skills for Life**

Where Skills for Life needs are identified the Support Package must offer guidance and signposting to organisations already delivering Skills for Life support. Funding in this specification does not include Skills for Life activity as this is already funded by mainstream programmes.

### **Target Groups**

- 19+
- Employed status

Where appropriate please also specify:

- Disadvantaged groups and associated barriers

### **Target Sectors**

The project may target all sectors however it should focus on the delivery of priority qualifications (see Additional Background Information)

---

<sup>1</sup> Including Literacy, Numeracy and ESOL



Leading learning and skills

**Geographical Coverage (minimum number of areas)**

West Midlands region including: Birmingham and Solihull, Black Country, Hereford and Worcester, Coventry and Warwickshire, Staffordshire, and Shropshire.

Applicants will be expected to detail the areas that they intend to target.



**Minimum Outputs and Outcomes**

Sector	Indicative Learner Starts 2006 – 2007 academic year
Retail and Commercial Enterprise	200
Engineering and Manufacturing Technologies: Business Improvement Techniques NVQ	200
Construction, Planning and the Built Environment: Delivered via OSAT	300
Leisure, Travel and Tourism, Hospitality	200
Sports Coaching VRQ	200
Information Communication Technology ITQ Qualifications	200
Other Sectors:	400
<b>Total Learner Starts</b>	<b>1700</b>

Outputs/Outcomes	West Midlands
Initial Assessments	1700
Learner Action Plans	1700
Matrix-accredited IAG	1700
Full NVQ Level 2 Qualification Achieved (* )	1700



(\*) All Qualifications must be listed in Section 96 or 97 of the National Qualifications Framework.

**Funding Available**

The maximum level of funding available is £2,080,000

The level of funding is indicative. It does not automatically reflect the amount of funds that will be contracted. Tenders must justify the amount of funding being sought, be realistic and demonstrate clear value for money. There must be a direct correlation between activity and methods of delivery being proposed and the funding sought

**Additional Background Information**

The following is an *illustrative* list of Level 2 qualifications identified by some Sector Skills Councils as a priority for 2007-8. The list is not exhaustive and the project may cover all sectors.

Sector Skills Council	Sector	Illustrative Priority Qualifications
Skillsmart	Retail	<b>Level 2:</b> 1005666X BTEC First Diploma in Retail
Construction Skills	Construction	Level 2: 10057791 NVQ in Construction Operations  Q1052615 NVQ in Specialised Plant and Machinery Operations (Lifting and Transferring) 10057791 NVQ in Construction Operations  10051144 NVQ in Demolition  10057535 NVQ in Highways Maintenance  10033087 NVQ in Maintenance Operations  1005750X NVQ in Plant Operations  10057547 NVQ in Roadbuilding  10051077 NVQ in Roofing Occupations  10029321 NVQ in Site Logistics (Construction)
SEMTA	Science, Engineering and Manufacturing Technologies	Level 2:  10026320 NVQ in Business-Improvement Techniques

**ESF OBJECTIVE 3  
PHASE IV TENDER SPECIFICATION**



Leading learning and skills

		<p>10020846 NVQ in Business-Improvement Techniques</p> <p>10052690 NVQ in Business-Improvement Techniques</p> <p>Q1053812 NVQ in Performing Engineering Operations</p> <p>Q1053547 NVQ in Performing Engineering Operations</p>
SkillsActive UK	Active leisure and learning	<p>10029072 NVQ in Sport, Recreation and Allied Occupations: Coaching, Teaching, Instructing</p> <p>10029308 NVQ in Instructing Exercise and Fitness</p> <p>10029473 NVQ in Sport, Recreation and Allied Occupations: Activity Leadership</p>
People 1 <sup>st</sup>	Hospitality, Leisure, Travel & Tourism	<p>10053864 NVQ in Food and Drink Service</p> <p>10053815 NVQ in Housekeeping</p> <p>10053645 NVQ in Food Processing and Cooking</p>
Go Skills	Passenger transport	<p>10020263 NVQ in Road Passenger Transport</p> <p>10062038 NVQ in PCV Driving (new recently accredited NVQ)</p> <p>10057559 NVQ in Providing Aviation Operations on the Ground</p> <p>10044942 NVQ in Transport Engineering and Maintenance</p>
Skills for Care & Development	Social care, young people, children and families	<p>10047955 NVQ in Health and Social Care</p> <p>10047980 NVQ in Health and Social Care</p> <p>10048194 NVQ in Health and Social Care</p> <p>10049241 NVQ in Health and Social Care</p> <p>NVQ in Childcare and Education</p>
Financial Services	Financial services	500/1384/1 GOAL NVQ in Retail Financial Serv

Also included:



**IT Skills:**

Level 2 Information Technology Qualification (ITQ)

Level 3 Information Technology Qualification (ITQ)

**Leisure, Travel & Tourism:**

Level 2 NVQ Volunteer Workers

VRQ Sports Coaches(\*)

(\*) A VRQs is accepted for this qualification only as a full NVQ is not available.

**Funding and Eligibility**

This section only relates to funded provision. Funding and eligibility for other activity procures in this process is detailed in the relevant regions' annexes.

**Programmed Eligible for Funding**

Funding supports learners towards full level two qualifications only.

**Full Level 2**

The definitive list of full level two qualifications, eligible for funding, is published by the LSC in the learning aim database that is available on the LSC's web site at <http://providers.lsc.govc.uk/lad/>. Select the 'Full Level 2 Qualification' option from the 'Level 2 Entitlement' criteria and click the search button.

Funding through this programme is available for earners who already possess a full level 2 qualification. Funding is not available for any level 2 vocational qualifications that are not classified as full.

**Initial assessment**

Assessment may show that a learner already has good literacy or numeracy skills and has no need for a separate basic skills qualification, but would nonetheless benefit from some on-course support to meet any residual needs and to ensure that they achieve their Level 2 vocational programme. Good practice suggests that this support should be provide as part of the Level 2 vocational programme and is already accounted for in the funding rates. It will therefore not be funded separately.

**Further Funding Guidance**

The levels of funding that should be claimed for full level two qualifications are shown in the table (Costing Methodology paragraph 4). The higher rate should only be claimed where providers are delivering the underpinning knowledge and understanding as well as supplying the support and assessment of the qualification.



There are two funding rates for each level full 2. The higher and lower rates are intended to reflect the different costs incurred by providers to train each individual. This is based on the assess/train/assess concept and both the funding rates include elements for providers to give initial advice and guidance and assess training needs for each individual learner. Where learners require a reasonable amount of training then the higher rate should be used ( Learning consisting of underpinning knowledge and understanding within normal working hours. The 20 hours cannot include Induction, Information Advice and Guidance, Initial Assessment, time for the assessor to mark work). Where the proportion of training is more limited and assessment predominates the lower rate should apply.

#### Information, Advice and Guidance

Information, Advice and Guidance (IAG) **to employees** on qualifications and training and eligibility for funded training must be delivered as part of the training provision offer as learners need to be aware of the learning, skills and work opportunities that are available to them and understand how they can gain access to them.

Once the learner is engaged within the provision offer, IAG should be offered at an early stage to confirm the learner is on the right course and thereafter as part of an in learning review process. IAG should also be offered immediately prior to or post exist learning to support progression planning.

All requests for advice and guidance should meet the following response times:

- 24 hour response to requests for information. The response could take the form of a text message, phone call, email or face-to-face.
- where users require signposting to alternative or further sources of IAG, this should be done within 24 hours of the original enquiry.
- if information has to be sought elsewhere the user should be advised of this within 3 working days;
- appointments for advice should be available within 5 working days of the date of receipt of the original request. (*Source: IAG for Adults: A National Policy Framework and Action Plan DfES 2003*)

Providers wishing to access the funding offer should ensure that their IAG processes identify clearly the goals or progression pathways for all programmes. All Individual Learning Plans should identify possible progression routes.

Providers wishing to access the funding offer must provide an information, advice and guidance service for learning and skills, accredited to the matrix Quality Standard or be working towards matrix Accreditation appropriate to the IAG service being offered.

#### Project Duration

- Anticipated start date: April 2007                      End date: May 2008

**ESF OBJECTIVE 3  
PHASE IV TENDER SPECIFICATION**



Leading learning and skills

**Exclusions/Ineligible Activity:**

- Enhancement of mainstream funding
- Part qualifications
- Public Sector Employees
- Employees of companies with more than 250 employees

**Useful Sources of Information**

[www.traintogain.gov.uk](http://www.traintogain.gov.uk)