



European Union
European Social Fund
Investing in jobs and skills



**Young People's
Learning Agency**



SKILLS FUNDING AGENCY

On behalf of the YPLA

ESF 2011-2013 - Youth

Specification Questionnaire EM/YP/05

**14-18 Year Olds who are in danger of being Not
in Education, Employment or Training or are
NEET in Nottingham City and Nottinghamshire**

October 2010

14-18 Year Olds who are in danger of being Not in Education, Employment or Training or are NEET in Nottingham City and Nottinghamshire

REFERENCE: EM/YP/05

Detail of provision

Tenders are invited for provision to meet the needs of those who are in danger of becoming Not in Education, Employment or Training (NEET), aged 14-16 and those who are NEET or in danger of becoming NEET aged 16-18. As stated in the introduction, the key focus is those who are the hardest to reach. Research has shown that so far, despite the success of the 2007-10 ESF programme, the hardest to reach are still not accessing ESF provision sufficiently.

What provision is required?

In this section, the broad approach required is described and examples of possible activities are given. However, tenders should seek to be more innovative and wide ranging in their activities and programme delivery than the examples given in this Invitation to Tender. It is expected that as a result of their engagement with the learning activities, young people will progress, either into work or into further education or training such as an Apprenticeship. Outcome measures reflect this requirement.

Provision must be flexible (for instance, potential for delivery outside of school/college hours where appropriate). Depending on the group of learners accessing provision (for example, young offenders or Looked After children), it is expected that providers will indicate how they will work in close partnership with a range of partners such as schools, Youth offending teams and third sector and community organisations or specialist providers who have a track record in offering provision for these groups. In addition, location of delivery is important. Tenders should seek to show how they will take into account outreach and engagement of young people at a range of geographical locations and local venues (inside and outside of school) and where appropriate residential activity. Use of local venues such as village halls, youth centres, children's centres, and Young Offender Institutions should all be considered to ensure that learning is flexible and located as close to the hardest to reach as possible.

In submitting tenders, providers should take note of the following. It is important that provision should take into account three types of needs to cater for the diverse client group.

- Those who require some preliminary activity to prepare them for further study or employment
- Those who require longer term support, often of a one-to-one nature and then a programme which is similar to mainstream activities but with added features to help young people sustain their engagement with learning/employment.
- Those who require all of the above and then further support once they are enrolled into a mainstream programme/Apprenticeship to assist with overcoming the barriers that the hardest to reach face.

It is expected that activities will be delivered to engage learners, help them tackle their barriers to learning, and access Foundation Learning/employment so that they can progress to level 2/3 or suitable employment/an Apprenticeship. It is also important that as far as possible learners are provided with the opportunities to achieve a qualification, either within the ESF programme itself or as a result of having undertaken the ESF programme, being able to sustain learning in an Apprenticeship or mainstream programme which leads to a qualification.

Successful organisations will deliver a programme in three basic stages:

1. Conducting an Initial/Diagnostic Assessment which as a minimum will examine the individual's career ambitions, Skills for Life needs and social and personal competences to identify barriers to progression. Tenders should make clear exactly what will be encompassed by this stage and what use will be made of the results to assist learners, tutors and mentors in helping the young person achieve self sufficiency and progress. Again innovative approaches and a wide range of diagnostic tools should be considered here.

It is recognised that for some learners, this assessment and a very short course of support will result in work or learning readiness.

2. The Development of an Individual Learning Plan. Each learner will need to have a plan that delivers individualised learning to meet their needs and overcome their barriers. The plan needs to demonstrate a sustained programme of learning provision and should include opportunities for the young person to be mentored. Mentoring should focus on sourcing opportunities for the individual learning plan, working collaboratively across agencies, pastoral support, signposting key services and supporting transition events.

3. Progression into mainstream provision/employment. The final part of the programme is a set of activities which will support vulnerable young people into employment or training through support packages linked to mainstream programmes. These will assist with transitions and ongoing learning or learning within employment, including employment brokerage, mentoring and support for young people, as well as additional support for employers who are prepared to engage the hardest to reach.

Qualification/Accreditation:

Programmes need not necessarily be qualification driven. Any qualifications will seek to move a young person forward; either as a motivational tool (to counteract any previous low attainment) or as a means of demonstrating occupational/employability competence, including:

- Awards and Certificates on the Qualification & Credit Framework (QCF). Providing Entry to Level 3 units/credits.
- QCF Level 1 (or as appropriate to the learner) vocational qualifications, for those who are vocationally focused and seeking employment in a specific sector.
- The National Youth Agency Awards Network. Designed to be delivered in non-formal education settings these are the softer skills to accredit personal and social development

What Types of Activities are specified?

Examples of a range of activities through which the individual learning plan/ progression may be delivered are given below. These are only a small sample of the types of support that will be needed. Tenders should provide clarity about the activities that will be undertaken. They should be wide ranging, intended to enhance mainstream provision and be innovative with the hardest to reach. It is expected that such programmes will be of the 'roll-on roll-off type', so that learners can join at any point during the year and leave when their own individualised learning plan has been completed and they are ready to progress.

All such programmes should include mentoring, personal development, vocational experience, sporting and creative activities and taster sessions which lead to progression into mainstream provision and/or work. In addition, access to appropriate and impartial

Information Advice and Guidance will be crucial as will a focus on progression.

Examples of the expected types of activities **may include those listed below, but those wishing to tender should note that innovation is required and these activities will not be sufficient in and of themselves to be successful in the tender round.** Those wishing to tender should note that merely listing all the activities below will not result in a successful bid.

- Functional skills
- Vocational taster sessions
- Increased work related opportunities through the involvement of independent providers
- Volunteering opportunities
- Virtual and e-learning
- Foundation learning to bridge the gap between Entry and level 2 programmes
- Pre-entry level foundation learning
- Signposting and access to other services
- ESOL and additional learning support
- Programmes for those in custody or serving their sentences in the community
- Long term mentoring and work placement activities to improve retention and qualifications success particularly to those at risk of dropping out of school or Further Education (FE).
- Summer activities that are work-related and enable transition to learning over the summer period
- Parenting support and work with families to improve retention
- Dedicated support workers for groups of young people to progress them from NEET to work with training or an Apprenticeship and support them for the first six months in a new job
- Creating a support infrastructure for individuals in the transition to work as an Apprentice eg. information, advice and guidance, CV preparation, interview preparation, coaching and mentoring

Other Provision to support learners.

The intended destination for some learners will be that of an Apprenticeship. A proportion of the starts and outcomes in this Invitation to Tender are specifically targeted at those wishing to become Apprentices. The East Midlands regards the following types of activities to be important if Apprenticeships part of the model of delivery. Providers should make it clear in their tender if part of it is to achieve Apprenticeship outcomes.

i. Preparing for Apprenticeships. For those 14-18 year olds who are not quite ready for an Apprenticeship provider may wish to bid for delivering a pre-apprenticeship programme and providing these learners with an apprenticeship mentor. Delivery will include a 'ready for apprenticeship' introductory course, a level 1 pre-apprenticeship qualification and will include specific activity for the voluntary sector. Specific outputs have been costed for this type of activity within the tender specification. Providers wishing to tender for this provision should make it clear in their tender that part of it is to offer this programme, and further that they are prepared to adjust their programme over time to dovetail with the Coalition Government's new pre-Apprenticeship Programme when this is announced in 2011.

ii Apprenticeship Incentive Scheme

This is an activity open to 16-18 year olds only. It is an initiative to encourage businesses to engage in and support apprenticeship activity. This will be based on the

AGE 16 - 17 grant activity programme delivered in 2010. It will give unemployed young people the chance to become an apprentice by providing a training allowance to enable that young person to be placed with a host organisation prior to any Apprenticeship engagement, that can support their work based experience until they are ready to move into an employed placement, preferably within the host organisation. This should not be confused with previous programmes called Programme Led Apprenticeships.

It is recognised that providers may wish to spend funding on some activities designed to support learners in different ways. The following type of expenditure is considered to be worthy of consideration as part of the model of delivery.

iii. Offering financial support

Providing learners with access to financial support for items linked to learners taking up opportunities such as transport costs for courses/interviews, lunch where learner is unable to fund this, clothes, materials or equipment necessary for participation in learning or work programme, incentive for attendance equivalent to Education Maintenance Allowance where a learner does not qualify for this.

Target groups & priorities

The following groups are seen as being important across both authorities.

General NEET beneficiaries: - both local Authorities

- 14-16 year olds who are at risk of becoming NEET
- 17 and 18 year olds in the NEET group
- 16 -17 year olds who are at risk of becoming NEET
- The long-term unemployed (16-24 year olds who have been unemployed for more than one year);

Specific priority groups within the NEET population

In Nottingham City and Nottinghamshire the priority groups are:

- Young offenders
- Young parents/parents to be
- Those who are NEET and have learning Difficulties and or Disabilities

The proportions are shown in the funding section to assist those wishing to tender in demonstrating that they can provide activities suited to these groups and to enable them, where necessary to plan their partnership/ sub contracting delivery. Contract monitoring will include monitoring the proportions of learners in each of these priority groups.

Each of these groups has specific needs. Providers are expected to be able to offer specialist activities for these groups as in the examples below and show how their partnership arrangements will facilitate such specialist delivery.

LLDD

Additional support to better meet the needs of learner with learning difficulties through improve skills development and employment opportunities, and driving improvements and innovation in provision. This could include additional employability skills such as work

experience, internships, job coaching and job mentoring. Further activities which could be offered include:

- Information advice and guidance should be integrated into the programme at all stages.
The production of an Individualised Learning Plan (ILP) for each learner, linked to existing and anticipated job vacancies in the area.
- The delivery of appropriate transition provision to include life skills, basic skills, vocational taster sessions, personal and social development, employability skills and Independent Travel Training where appropriate.
- The provision of suitable work placements utilising partner links and relationships
- Referrals to partners to provide continued support including supported employment
- Prepare the young person so they will be emotionally ready to learn or work and to apply their learning, skills and behaviours to further studies or work;
- All progression options should be explored, including further learning, employment or volunteering;
- Consider using a residential option to allow the learners to fully benefit from the course
- Pilot provision aimed at supporting LLDD into employment with the aim of improving transition in to paid work

Young Offenders

Delivery should be focused on progression into mainstream education, training and employment, by working with, Youth Offending Services existing interventions and processes. The provider is expected to engage and work with identified young people in custody prior to their release or with young people in the community from the earliest possible date. The young offenders will remain on programme until the end of their Court Order. Specific activities should include:

- Integrated and coherent partnership working with the YOT Case Workers, to ensure an effective and robust referral process using the results of YOT assessment and baseline data
- The development of an area wide strategic infrastructure which ensures that support is provided to engage young offenders before, during and after release into the community, with a view to determining needs, improving levels of attainment and signposting/referral to services which allow complete and meaningful reintegration back into the community, through the securing of education, training and employment placements
- Development or purchase and delivery of some quality assured in-house training, using QCF accredited qualifications wherever possible, where necessary to prepare harder to help learners for employment or access to mainstream provision. The preference remains for referral to mainstream programmes such as Foundation Learning but it is accepted that this client group face significant barriers to learning or work that may need to be addressed before.
- Constant mentoring, accompaniment and assessment of the offender's needs in addition to effectively implementing a tutorial system, placed at regular intervals, to support the offender in continuing in their appropriate pathway until completion, or other appropriate time
- Destination focussed intervention with the aim of having beneficiaries in sustainable employment, education or training by the end of their sentence.

Young Parents/Parents to be

Provision to help engage and/or re-engage young mums to be and teenage parents into sustainable education, training and/or employment or completion of their learning journey after the birth of their child. It is expected that providers will endeavour to help remove barriers to learning through the provision of Learner support such as childcare (Care to Learn) and travel costs as part of their provision. The tender should specify if this is to be costed in.

Delivery of a range of specialist learning provision and engagement programmes that will involve family learning, skills for teenage parents and parents-to-be, peer learning through the development and use of peer educators, programmes that build confidence and enhance awareness of career opportunities, and provide opportunities to train in childcare whilst also having their own child looked after. Learner led programmes that support the development of skills in literacy and numeracy, and ICT should be considered. Provision needs to be flexible and offered at a range of times to suit childcare arrangements.

Opportunities using open and distance learning that can be undertaken in a home environment, providing courses in money management, job search, CV building, and becoming a parent, are examples of other potential activities, as are:

- Child Development,
- Positive Parenting
- First Aid

Geography / area of delivery

Providers must indicate in their tenders the proportion of delivery they are offering in each of the local authority areas, and where specified in particular districts. Providers must indicate clearly where they are not already engaged in delivery in each local authority and clearly state how they expect to be able to develop premises/arrangements for delivery with other partners, if applicable to the delivery model, and how long such arrangements would take to put in place.

Funding available

Targets and outputs.

	proportion of total regional budget	starts	participants	participants on apprenticeships	entering employment/training	Funding
overall 14-18						
Nottinghamshire	17.80%	1605	1025	457	738	£2,697,910
Nottingham City	11.20%	1012	645	287	465	£1,697,575

Targets and outputs by Local Authority area. Average unit cost per participant is: £2622.

Within the starts and programme numbers below, it is expected that in Nottinghamshire the following proportions will be devoted to priority groups:

- 14-16 30%
- 16-18 LLDD 21%
- 16-18 NEET 25%
- 16-18 young parents 21%
- 16-18 young offenders 4%

It is expected that in Nottingham City expects the following proportions will be devoted to priority groups:

- 14-16 30%
- 16-18 LLDD 14%
- 16-18 NEET 21%
- 16-18 young parents 7%
- 16-18 young offenders 7%

Nottingham City

Outputs	Number of learners	Unit costs	Total Funding available
Start (S2) – Participant Assessment, planning and support 14-18 year olds who are NEET or in danger of becoming NEET	1012	£200	£202,400
OPP (S21) 14-18 year olds who are NEET or in danger of becoming NEET who are on programme (excluding apprenticeships)	645	£1,000	£645,000
OPP (S22)14-18 year old Participants on programme (Apprenticeships only)	287	£695	£199,465
(Prog into job with trg @13 weeks) (P4) 16-18 year old Participants entering Apprenticeships (includes AGE allowance)	120	£2,305	£276,600
(P3) 14-16 year old Participants entering Apprenticeships at 16	167	£305	£50,935
(P1/P3) Prog into Job/trg 14-18 year old participants who are NEET entering employment /training (excluding Apprenticeships)	465	£695	£323,175

Nottinghamshire

Outputs	Number of learners	Unit costs	Total Funding available
Start (S2) – Participant Assessment, planning and support 14-18 year olds who are NEET or in danger of becoming NEET	1605	£200	£321,000
OPP (S21) 14-18 year olds who are NEET or in danger of becoming NEET who are on programme (excluding apprenticeships)	1025	£1,000	£1,025,000
OPP (S22)14-18 year old Participants on programme (Apprenticeships only)	457	£695	£317,615
(Prog into job with trg @13 weeks) (P4) 16-18 year old Participants entering Apprenticeships (includes AGE allowance)	191	£2,305	£440,255
(P3) 14-16 year old Participants entering Apprenticeships at 16	266	£305	£81,130
(P1/P3) Prog into Job/trg 14-18 year old participants who are NEET entering employment /training (excluding Apprenticeships)	738	£695	£512,910

Start and end dates

January 2011– December 2013

Projects must not recruit individuals if there is insufficient time available to allow them to achieve the outcomes of the project.

Contracting details

The Skills Funding Agency wishes to contract at sub regional / LA level, however we are looking to award the minimum number of contracts required in order to ensure both the required full geographical coverage and value for money.

SPECIFICATION QUESTIONNAIRE:	
TENDER TITLE:	EM/YP/05 - 14-18 Year Olds who are in danger of being Not in Education, Employment or Training or are NEET in Nottingham City and Nottinghamshire
ORGANISATION NAME:	Please enter your organisation name here

ACTIVITY OVERVIEW

Please provide a summary of the activities you intend to deliver. This information will be used as part of the decision making process to provide an overview of the applicant's response to the tender. Please remember that the East Midlands is looking for innovation in delivery. Repeating the activities suggested in the Tender Specification will not gain a high score
 (maximum character limit = 5000)

Ref: [Q Overview]

Please enter your answer here

1	<p>What is your proposed delivery model and what structures will you use to support the model? (Maximum character limit = 9000) (Maximum score = 200)</p> <p>This section is about your proposed delivery model that will be put in place to work with and through LAs in your role as a successful organisation.</p> <p>Tips</p> <p>This section must clearly demonstrate:</p> <ul style="list-style-type: none"> • Why your model is appropriate for the target groups • How you will provide within your model for the needs of the different groups specified • In what way your model is innovative • The arrangements for delivering activities and whether you have the infrastructure in place to start immediately in all areas of the region • How you will identify and work with other deliverers / intermediary bodies, where appropriate, particularly those with experience of delivery to the specified target groups • If appropriate to your delivery model, your previous experience of managing partners / sub-contractors where appropriate to your delivery model • Outlines of key milestones and timetables • An appropriate exit strategy for your proposed activities is expected (inc. links within your partnership to enable progression to further learning) • It should, where appropriate, reference national and local strategies, plans and policy initiatives demonstrating an understanding of the 14-19 agenda <p>Ref: [Q1]</p>
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Please enter your answer here

<p>2</p>	<p>How will you manage and deliver the proposed activity? (Maximum character limit = 9000) (Maximum score = 250)</p> <p>Tips This section must clearly demonstrate:</p> <ul style="list-style-type: none"> • Your approach to initial assessment and designing of individual learning plans. • Where activity is to take place (with appropriate reference to NEET hotspots and where specified, districts in the tender specification) • Any partnerships arrangements proposed, if appropriate to your delivery model • Any sub-contracting arrangements, if relevant (inc. an explanation of their role and responsibilities in planning and delivery) • How the different activities within your proposal will be developed, implemented, measured and evaluated (with due consideration to the flexibility required to deliver a changing offer dependent on the varying needs of the target groups) • The outcomes that are expected • How you plan to monitor programme activity and learner needs • How you plan to signpost learners to other relevant services • How you will ensure value for money is demonstrated • Your admin costs and justification for the percentage you are proposing • How you will monitor financial spend including your internal audit • How you will ensure data returns to the Skills Funding Agency are timely and accurate • How you will review performance against targets and be flexible to ensure the project meets those targets • How you will collate evidence to ensure that you have all paperwork to meet contractual requirements from partners <p>Ref: [Q2]</p>
<p>Please enter your answer here</p>	
<p>3</p>	<p>What is your experience of working successfully with the target group? (Maximum character limit = 9000) (Maximum score = 200)</p> <p>Tips Your response should identify and/or describe:</p> <ul style="list-style-type: none"> • Your, or the lead organisation if a partnership / consortium, staffs' previous experience of managing and delivering similar activities • The experience of other members of the consortium or partners (where applicable). • Your track record of designing, managing and successfully delivering similar activity (inc. details of outputs and projects / initiatives in the region). • Specific examples of engagement and retention strategies that have proved successful with the proposed target / client groups. <p>Applicants who do not have a track record of working with the proposed target groups must describe how they and/or their partners have worked with similar groups and explain how this experience will inform their work.</p> <p>Ref: [Q3]</p>
<p>Please enter your answer here</p>	

<p>4</p>	<p>How will you engage with and meet the needs of the eligible target group? (Maximum character limit = 9000) (Maximum score = 200)</p> <p>Tips As a minimum your response should describe:</p> <ul style="list-style-type: none"> • The range of strategies that you will use to engage with, recruit and retain individuals and demonstrate how the strategies are appropriate to the target group • How you will target and engage with those who are the most hardest to reach, who may have a range of challenges • How you will ensure that your delivery will be flexible in meeting the needs of different target groups • How you will ensure equality of opportunity • How you will provide continuing training and coaching for participants who leave their programmes (positively or not) to ensure they are either continuing in employment, education or training, or are referred on when the programme isn't suitable <p>Ref: [Q4]</p>
<p>Please enter your answer here</p>	
<p>5</p>	<p>How do your proposed activities complement and link in to other activities that are available to the target group? (Maximum character limit = 9000) (Maximum score = 100)</p> <p>Tips Your response should describe:</p> <ul style="list-style-type: none"> • Your understanding of the core provision available to the target groups in the region / sub-region and experience of working with referral agencies. • How your proposed activity enhances and complements rather than duplicates existing provision • How duplication will be avoided <p>Ref: [Q5]</p>
<p>Please enter your answer here</p>	
<p>6</p>	<p>How will you ensure the quality of provision? (Maximum character limit = 9000) (Maximum score = 50)</p> <p>Tips: As a minimum your response should describe:</p> <ul style="list-style-type: none"> • What your proposed quality assurance arrangements are • An explanation of how your organisation assesses the quality of its provision if it is not currently inspected • Confirmation that accreditation exists within your organisation and, if applicable to your delivery model within your partnership to deliver the qualifications / activity being proposed • If applicable to your delivery model, how you will deal with partner under-performance

- | | |
|--------------------------------------|--|
| | <ul style="list-style-type: none">• How you will review your project activities taking into account the Cross Cutting Themes of Equal Opportunities and Sustainable Development including the creation and follow up on action plans |
| Please enter your answer here | |

Ref: [Q6]

Please enter your answer here