



**European Union**  
**European Social Fund**  
Investing in jobs and skills



**Young People's  
Learning Agency**

**Skills  
Funding  
Agency**

## **SKILLS FUNDING AGENCY**

**On behalf of the YPLA**

**ESF 2011-2013 - Youth**

### **Specification Questionnaire NW/YP/05**

## **BLACKBURN WITH DARWEN, BLACKPOOL AND LANCASHIRE PROVISION FOR NEET**

October 2010

**Detail of provision**

**Aim of Project**

The aim is to reduce the number of young people, aged 14-18 (or up to 25 for young people with LLDD) in the Lancashire sub-regional area, including Blackburn with Darwen and Blackpool, who are not in education, employment or training (NEET), or are at risk of becoming NEET. This is in order to improve their education, employability and personal skills and to enable them to successfully progress into work or further learning.

Activities must complement mainstream funded opportunities and demonstrate the added value that they will provide. They should be innovative and provide appropriate support, information, advice and guidance, mentoring and re-energising. Proposals should detail the proposed delivery model that will encompass a range of suitable provision including where appropriate the voluntary sector. All proposals must demonstrate the support of local partnerships and fit into local 14-19 plans. Successful organisations are expected to have a track record in managing and delivering projects and provision for this client group. The project management arrangements should include 14-19 partnership and/or local authority representation.

There are five priority areas:

- Engagement of 14-16 year olds at risk of becoming NEET
- Energiser activities for post-16 NEET
- Retention in post-16 learning
- Engagement of hardest to reach NEET
- Vulnerable Groups

*Engagement of 14-16 year olds at risk of becoming NEET* is aimed at strengthening the transition into post-16 learning for young people who find particularly difficult. The programme should provide tailored support for each young person, with intensive personal guidance and help to develop their understanding of the post 16 opportunities available to them. The activity may include the development of a set of indicators which can be used by schools/partners to identify specific individual learners in KS4 who are at risk of becoming disengaged.

The key to this type of activity will be:

- the effective use of enhanced and impartial IAG
- individual and continuous mentor/key worker support
- the production of individualised learner transition plans
- the availability of a range of opportunities such as work tasters to raise awareness of the world of work, confidence building/motivational activities and summer activities to maintain interest and engagement such as volunteering

*Energiser activities for post-16 NEET* (not required for the Blackpool area) are aimed at re-engaging some of the hardest to reach NEET young people by removing barriers which are preventing them from entering post 16 learning and providing highly motivating and

inspiring activities plus impartial IAG, leading to progression into learning or employment. This may be through the use of short innovative, creative and fun engagement activities such as:

- sport related activities, perhaps involving sporting heroes or short placements in sporting clubs;
- themed participation events such as 'Ready Steady Cook' or 'Dragon's Den' in business / enterprise;
- vocational tasters in skill areas which are relevant to the local economy and/or local developments; or
- working in teams towards a Duke of Edinburgh Award.

The programme should include the following features:

- initial assessment of learners' personal and social development and the type of learning that will improve these skills
- be flexible in terms of start dates, with activities available continuously
- all progression opportunities explored to suit the individual's aims and aspirations for their future, such as further learning, employment or volunteering
- engagement with specialist providers where necessary
- counselling, support activities, motivational activities and team building

*Retention in post-16 learning* (not required for the Blackpool area) aims to ensure that all young people who enter post 16 learning progress through a clear and successful pathway of education, training or employment through to the age of 19. The activities should include innovative approaches to retaining young people in learning such as targeted support, enhanced learning programmes and the development of clearer and more coherent progression routes.

Amongst various other innovative approaches, the type of activity may involve:

- enhanced support or mentoring arrangements for post 16 learners who have specific support needs
- ongoing advice and guidance for those year 12 learners on one year full time courses to enable progression onto further learning
- measures to ensure learners are progressed and signposted appropriately
- Key Worker activity to ensure retention and continuing engagement

*Engagement of hardest to reach NEET* aims to contact and re-engage young people aged 16-18 and improve their attendance, attainment, performance and behaviour to enable them to access suitable learning and/or employment

The programme should be based on achieving the following:

- a bridge to positive outcomes such as further learning or employment;
- young people who are emotionally ready to apply their learning, skills and behaviours to further learning or work;
- young people who have higher self esteem and are more optimistic about their future and opportunities;
- young people who are self-motivated to remove barriers to success.

It should:

- be flexible so that young people can start and progress at the most appropriate times to them;
- have additional support needs identified and provided, particularly to support progression;
- track progression into positive outcomes at least 6 months after the young person leaves the programme;
- include health awareness/education (eg drug/alcohol misuse, sexual health, mental health)
- develop a personalised transition or 'moving on' plan for every learner that will include a portfolio of activities and achievements whilst on the programme;
- engage specialist providers where necessary;
- clarify the young person's vision (aims and aspirations) for their own future
- include activities such as mentoring, counselling, motivation, team building, work preparation or tasters, particularly in priority sectors for employment growth

Projects to support *Vulnerable Groups* (not required in Blackpool) would address participation, retention, achievement and progression of young people with certain disadvantages, including:

- Young people with a learning difficulty or disability
- Young Offenders
- Looked after children
- Young Parents

Projects should

- support sustained engagement, transition and progression through creation of appropriate, individual support packages.
- demonstrate joint working across services and support agencies, including third sector organisations, in order to pool key information and create an appropriate support package.
- ensure young people have a single contact point through a key worker to offer consistent support.

*Applicants will need to demonstrate*

- their ability to deliver the specification, based on a track record in the successful delivery of this type of programme;
- their ability to work with disengaged and vulnerable young people who have particular learning needs or barriers to learning;
- that the target groups will benefit from a creative, flexible and innovative approach to meeting their needs;
- how they will engage young people
- how their assessment tools will work and how they will construct individual learning plans; and
- ability to work in partnership with key stakeholders in the respective local authority area such as employers, Integrated Youth Services, Connexions, and specialist local services for young people and vulnerable groups, to enhance progression opportunities.

## Target groups & priorities

### Engagement of 14-16 year olds at risk of becoming NEET

- Young people at key stage 4, aged 14-16, who are disengaged from, or are at risk of disengaging from, learning and are therefore likely to find the transition into post 16 learning particularly challenging

### Energiser Activities for post-16 NEET and Vulnerable Groups (not Blackpool)

- 16, 17 and 18 year olds who are currently NEET with a particular focus on the following priority groups:
  - Learners with learning difficulties and/or disabilities
  - Looked after children
  - Young offenders
  - Young mums to be
  - Teenage parents

### Retention in Post 16 Learning (not Blackpool)

- Young people who join post 16 learning and who may need extra support to ensure that they remain in learning or employment to the age of 19, for example:
  - Vulnerable groups such as learners with learning difficulties and/or disabilities, looked after children or young parents
  - Those aged 18 who are at risk of disengagement from learning
  - Those who have previously left a post 16 learning programme without completion
  - Those who have a previous record of being NEET

### Engagement of hardest to reach NEET

- 16, 17 and 18 year old who are currently NEET, with a key focus on the following priority groups:
  - Learners with Learning Difficulties and/or Disabilities
  - Looked After Children
  - Young Offenders
  - Pregnant girls
  - Teenage parents
- 16-18 year olds who are NEET and require additional employability skills
- 16-18 year olds who are NEET and are from workless families

Proposals should seek, as a minimum, the following number of starts:

- Lancashire districts – 1620 (for activity in individual districts, engagement volumes proposed must reflect proportion of NEET for that district as per latest data from Connexions/YPS)
- Blackburn with Darwen – 281
- Blackpool – 317
  - 155 KS Programme
  - 162 Initial Engagement Programme

Proposals should outline achievement of the following progressions:

- Progression to FT or PT employment with or without training.
- Progression into FE, School Sixth Form, Apprenticeship or Foundation Learning
- Delivery of qualifications or other milestones

### **Geography / area of delivery**

This specification covers the local authority areas of Blackpool and Blackburn with Darwen and Lancashire. Separate bids are requested for each of the local areas. Proposals for Blackpool and Blackburn with Darwen should cover the local authority areas in their entirety. However, for Lancashire local authority, proposals are invited for activities in the following districts: Lancaster, Wyre, Preston, South Ribble, Hyndburn, Rossendale, Burnley, Pendle and Fylde. Consideration will be given to proposals which cover a justifiable travel to learn area, encompassing more than one district area.

### **Funding available**

The allocation of funding is based on the identified need of the client groups in the identified local authority areas. Applications will be appraised and assessed to ensure that coverage is achieved. The funding available is £ 4,872,174 for the 2011-13 period.

This is split as follows:

- Blackburn with Darwen - £617,740
- Blackpool - £696,025
- Lancashire - £3,558,409

### **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 down to 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:**

**NW/YP/05 – Blackburn with Darwen, Blackpool and Lancashire Provision for NEET**

**ORGANISATION NAME:**

**Please enter the name of the organisation here**

**LOCAL AUTHORITY AREA:**

**Please enter the local authority area in which you intend to deliver**

### 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.**

(maximum character limit = 5000)

**Ref: [Q Overview]**

**Please enter your answer here**

**1**

**What is your proposed delivery model and what structures will you use to support the model?**

(Maximum character limit = 9000) (Maximum score = 200)

**Tips**

This section must clearly demonstrate:

- the infrastructure for the delivery of the activities proposed
- that the delivery model is appropriate for the target groups in the geographic location
- the role of the organisation in the programme.
- the links with other partners, if applicable to your delivery model, to enable learners to progress into further learning
- if appropriate, how any relationships with named partners will be managed.

**Ref: [Q1]**

**Please enter your answer here**

**2**

**How will you manage and deliver the proposed activity**

(Maximum character limit = 9000) (Maximum score = 250)

**Tips**

This section must clearly demonstrate:

- how activities will be delivered, including information on management arrangements
- how activities will be developed, implemented, measured and evaluated
- how the activities will deliver the aim and service requirements of the tender specification

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|--------------------------------------|--|
|                                      | <ul style="list-style-type: none"> <li>that the delivery model will be flexible enough to deliver an offer which is responsive to the needs of each young person.</li> </ul> <p><b>Ref: [Q2]</b></p>   |
| <b>Please enter your answer here</b> |  |
| <p><b>3</b></p>                      | <p><b>What is your experience of working successfully with the target group?</b><br/>(Maximum character limit = 9000) (Maximum score = 200)</p> <p><b>Tips</b><br/>This section must clearly demonstrate:</p> <ul style="list-style-type: none"> <li>an understanding of the characteristics of the target groups</li> <li>an understanding of the needs of the target groups and how the project will meet these</li> <li>evidence of the success of the organisation and any partner organisations, if applicable to your delivery model, in engaging the target groups and their experience in successfully designing and delivering activities for these groups.</li> </ul> <p><b>Ref: [Q3]</b></p>  |
| <b>Please enter your answer here</b> |  |
| <p><b>4</b></p>                      | <p><b>How will you engage with and meet the needs of the eligible target group?</b><br/>(Maximum character limit = 9000) (Maximum score = 200)</p> <p><b>Tips</b><br/>This section must clearly demonstrate:</p> <ul style="list-style-type: none"> <li>how delivery will be flexible in order to meet the needs of the target group</li> <li>how the proposal will ensure that participants are eligible for support.</li> <li>where, if appropriate, other deliverers, intermediary bodies etc. will be engaged</li> <li>how young people will be engaged, recruited and retained</li> <li>how each individual's needs will be identified and addressed</li> <li>equality of opportunity throughout the programme</li> <li>the approach to initial assessment and IAG</li> <li>how participants will progress into further learning and how they will be tracked.</li> </ul> <p><b>Ref: [Q4]</b></p> |
| <b>Please enter your answer here</b> |  |
| <p><b>5</b></p>                      | <p><b>How do your proposed activities complement and link in to other activities that are available to the target group?</b><br/>(Maximum character limit = 9000) (Maximum score = 100)</p> <p><b>Tips</b><br/>This section must clearly demonstrate:</p> <ul style="list-style-type: none"> <li>knowledge of other initiatives already in place in the target locality and how this activity will complement this</li> <li>knowledge of the agencies involved with young people in the locality, examples of alternative provision and experience of working with these agencies in the past</li> </ul>   |

|                                      |  |
|--------------------------------------|--|
|                                      | <ul style="list-style-type: none"> <li>• how Connexions and other local support mechanisms will be engaged with, and work in partnership with other relevant agencies</li> <li>• knowledge of relevant local plans, frameworks and policy initiatives which meet the needs of, or support those who are at risk of becoming, NEET.</li> </ul> <p><b>Ref: [Q5]</b></p>  |
| <b>Please enter your answer here</b> |  |
| <p><b>6</b></p>                      | <p><b>How will you ensure the quality of provision?</b><br/> (Maximum character limit = 9000) (Maximum score = 50)</p> <p><b>Tips</b><br/> This section must clearly demonstrate:</p> <ul style="list-style-type: none"> <li>• that quality assurance arrangements are in place</li> <li>• that the respondent/partners, if applicable to your delivery model, are accredited to deliver any proposed qualifications or activities</li> <li>• how the programme and learner needs will be monitored throughout the project</li> <li>• how the financial spend will be monitored, including details of internal audit arrangements and how value for money will be delivered throughout.</li> </ul> <p><b>Ref: [Q6]</b></p> |
| <b>Please enter your answer here</b> |  |