



**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 WM/YP/03**

**14-16 NEET PREVENTION – WEST MIDLANDS**

October 2010

<b>14-16 NEET PREVENTION WEST MIDLANDS</b>	<b>REFERENCE: WM/YP/03</b>
<b>NOTE TO ALL APPLICANTS – PLEASE READ FIRST:</b>	
<p>The front section, of this specification, provides a framework which acts as a ‘guide’ which applicants should consider.</p> <p>All applicants will need to refer to the ‘local authority area annexes’ within this specification which clearly define the requirements for each local area (or sub-regional grouping where stated) within the West Midlands region.</p>	
<b>DETAIL OF PROVISION (AIM)</b>	
<p>To appoint applicants to deliver projects that will build upon previous (ESF and Non-ESF) pre-16 engagement strategies held across West Midlands region; providing alignment with local 14-19 education plans and the good practice established for the Schools Engagement Programme and emerging pre-16 Foundation Learning. The specification aims to:</p> <ul style="list-style-type: none"> <li>• Support engagement and progression routes for young people in school years 10 and 11 who have become, or are at risk of becoming, disengaged from learning.</li> <li>• Increase post-16 participation through identifying and tackling barriers to an effective secure transition from pre-16 education to clear positive routes upon leaving compulsory education.</li> <li>• Work collaboratively with local 14-19 partnerships, providing valued additional curriculum activities that address functional, personal and social skills.</li> <li>• Improve the employability of young people, through work-related learning and enterprise education, leading to improved chances for sustainable post-16 engagement.</li> <li>• Provide a focus on young people, in Year 11, who have yet to receive a post-16 offer and are likely to become NEET with out early intervention.</li> <li>• Offering personalised learning that meets the needs, aspirations and interests of individuals, whilst maintaining and enhancing the core curriculum of English, Mathematics and ICT.</li> </ul>	
<b>CRITICAL MESSAGES:</b>	
<p>These aims will be achieved by identifying and meeting the varied needs of young people in different education settings (including those ‘off-school-roll’) through:</p>	
<b>DETAIL OF PROVISION (BASIC SERVICE REQUIREMENT)</b>	
<p>Each ‘local authority area annex’ has a service requirement. Applicants should refer to the relevant annex for more detail. However applicants should consider the following as a minimum service requirement when structuring applicants/programmes-of-delivery:</p>	

Applicant will need to demonstrate an in-depth understanding of the varied needs of young people who are disengaged from most of mainstream education. The various challenges faced by this cohort may be met through a combination of:

- Innovative partnership ways of reaching out to and engaging young people at a range of geographical locations, venues (inside and outside of school) and where appropriate residential activity. These partnerships will build on evidence of existing good practice.
- Developing and delivering a personalised and tailored package of support including:
  - Development of functional skills; with learners' seeing the relevance of the core national curriculum and understanding how these are necessary for employment and the wider skills agenda.
  - Counselling, mentoring and one-to-one activities as part of enhanced information, advice and guidance (working with Connexions to inform career options and progression pathways).
  - Work-focussed elements, developing knowledge and understanding of the world of work, linking delivery in a vocational context to potential post-16 pathways for further learning and work.
  - Personal and social development (problem solving, citizenship, working with others, communication and self-awareness) that will result in the young person growing in confidence and interest in progressing into mainstream learning and/or employment.
- Underpinning curriculum models through relevant recognised qualifications and/or units towards. Qualification types will recognise ability, needs and skills gaps and act as a vehicle for moving learners' forward.
- Identifying and working in partnership to address transportation needs in rural areas and where delivery venues vary from those locations initially used for recruitment.
- Establishing or enhancing existing referral and partnership mechanisms with learning providers, education business, employers and economic regeneration opportunities.
- Aligning with current 14-19 local partnerships and their plans. Specific consideration needs to be given to effective school links, especially pupil referral units, behavioural support units and extended school networks.
- Involving and engaging parents and guardians in the whole learning process in order to maintain and foster positive impacts either back at school or outside of direct delivery.
- Providing a holistic approach involving other agencies such as Connexions, Youth/Social/Housing and Health Services – linking to Every Child Matters and the 'team around the child' for Learners with Learning Difficulties and/or Disabilities (LLDD).

### *Initial/Diagnostic Assessment*

Each learner will receive full initial/diagnostic assessments. As a minimum, assessment will examine an individual's:

- Career ambitions.
- Skills for Life needs.
- Specific learning difficulties.
- Social, personal and vocational competency assessments to identify barriers to progression.

Practices will acknowledge and take into account any previous assessments that may have taken place throughout the young person's schooling, especially for those pupils in receipt of a statement/school action or school action plus or Common Assessment Framework.

### *School and Pupil Agreement*

Each learner will sign an agreement with the school/pupil referral/behaviour support unit/youth offending team/parent/carer as appropriate which outlines expectations in respect of attendance on the programme and at their school/pupil referral /behavioural support unit etc.

### *Individual Learning Plan*

Each learner will receive an individualised programme in the form of a learning plan, which will identify and work towards engaging or re-engaging the young person back into mainstream education or into post-16 education, employment or training.

### *Review/Enhanced Information Advice & Guidance*

During the course of the programme it will be mandatory for pupils, teachers (where appropriate), provider staff and other relevant developmental/support/pastoral care staff to be in contact to review progress and curriculum. Dependent upon the nature of the learners and/or their programme, a review schedule will be tailored to meet specific needs.

### *Qualification/Accreditation:*

Programmes may not have to 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<sup>i</sup>. Designed to be delivered in non-formal education settings the softer skills to accredit personal and social development<sup>ii</sup>:

Successful applicants will need to identify and demonstrate where their specialisms lie, relating to:

- Year group (year 10 and/or 11).
- Target group.
- Vocational opportunities, including employer links.

Active collaborative approaches will be given particular consideration, as the preferred structure for delivery. The involvement of named providers, including voluntary and community providers, bringing a local presence and understanding, will be a desired arrangement.

Successful applicants will also need to demonstrate the roles and responsibilities of sub-contractors, if applicable to the delivery model, in relation to aspects of the learners' journey, including: identification, assessment, delivery, progression, tracking and on-going support.

Successful applicants will need to demonstrate an ability to develop a flexible programme offer of qualifications that will meet the needs of their identified year group, target group or vocational specialism.

#### **TARGET GROUPS & PRIORITIES**

The primary criteria for eligibility will be young people at Key Stage 4 (Years 10 and 11) and may be on the roll of a mainstream school, an academy or a pupil referral/behavioural support unit.

Home Educated learners and those not on school roll will also be considered

Young people identified by schools and/or appropriate agencies able to benefit from this particular provision are likely to demonstrate one or more of the following characteristics:

- Low attainment levels and evidence of limited educational progress, but not necessarily lacking ability.
- Behavioural/psychological problems.
- Lacking motivation and having low aspirations.
- Low self esteem and/or confidence.
- Inadequate basic and social skills.
- Disorganised lifestyle/family instability.
- Those who have been excluded or face exclusion.
- Young offenders.
- Young people at risk of being influenced into non-participation/offender

behaviour/drug and substance abuse through gang culture.

- Teenage parents (or parents to be).
- Substance and/or alcohol misuse.
- Looked after children/care leavers
- Young carers.
- Learners with learning difficulties and/or disabilities.
- Under represented groups, when compared to the demographics in their geographical area.

As previously stated, we would expect successful applicants to demonstrate that they have a specialist focus relating to one or more of the above characteristics/groups and how they can provide added value to current local strategies/programmes.

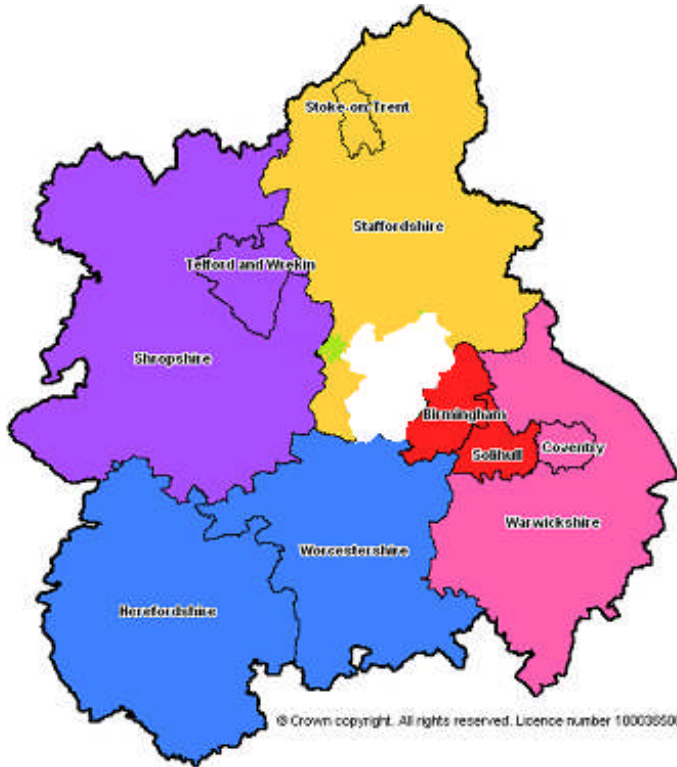
*Exclusions/Ineligible Activity:*

- Participants are ineligible for an Education Maintenance Allowance (EMA).
- Those who have reached their official school leaving date on their proposed start date.
- Young people who are not at Key Stage 4 and/or are Year 9 and below.
- Augmenting provision that is statutorily required and supported by other funding streams, including the Schools Engagement Programme – all ESF provision will be complementary.

**CRITICAL MESSAGE: Additional eligibility/ineligibility and exclusion criteria may also be set out in 'local authority area annexes' as it pertains to their target/client groups.**

**GEOGRAPHY / AREA OF DELIVERY**

Please see the following page



- The 'top tier' local authority areas of:
  - Birmingham,
  - Herefordshire,
  - Worcestershire,
  - Shropshire,
  - Telford & Wrekin,
  - Coventry,
  - Warwickshire,
  - Staffordshire,
  - Stoke on Trent.
  
- To note the following local authority areas are **not** covered by this specification.
  - Wolverhampton,
  - Walsall,
  - Dudley,
  - Sandwell,

- Delivery **must** target the areas, neighbourhoods and localities which are identified in each of the 'local area annexes'. Applications must target the specific areas, client groups and the volume of delivery in these spatial areas.
  
- Applicants will be expected to demonstrate that they will target areas where the scale of need, and therefore, potential for impact is greatest, including urban and remote rural wards.

**FUNDING AVAILABLE**

The specification is seeking to support activity that will contribute towards a direct increase in the numbers of young people who are in employment education or training (post-16) in the West Midlands.

**Outputs**

Outputs	Birmingham	Solihull
Total No. of Starts	400	50

Outputs	Coventry	Warwickshire
Total No. of Starts	180	270

Outputs	Herefordshire	Shropshire	Telford & Wrekin	Worcestershire
Total No. of Starts	208	150	210	543

Outputs	Staffordshire	Stoke-on-Trent
Total No. of Starts	300	120

## Results

- Post-16 Progression to FT employment (from Year 11 only)
- Post-16 Progression to PT employment (from Year 11 only)
- Post-16 Progression into FE learning (from Year 11 only)
- Post -16 Progression into an Apprenticeship (from Year 11 only)
- Post-16 Progression into Foundation Learning (from Year 11 only)
- Progression from Year 10 support through ESF to Year 11 mainstream (non-ESF supported) school supported curriculum and maintained for a period of 0.5 of a term after the young person's re-engagement in school.
- Delivery of milestones (retention)
- Individual Learner Action Plans
- Delivery of qualifications

The recruitment of young people is only one element of the activity. It is critical for ESF to have a direct impact personally, socially and economically on the lives on participants; therefore the delivery of additional delivery and progression outputs is a significant impact measure for the assessment of the effectiveness of ESF funding.

Applicants must specify how and what their activity will deliver (start outputs and positive progression results), by local area, by year, as well as any additional outputs and outcomes that are stated in 'local authority area annexes'.

## Funding

The allocation of funding will be based on the identified need of the client groups in the identified spatial areas. Applications will be appraised and assessed to ensure that coverage is achieved.

Available Funding: up to £3,442,850

## Costing Methodology

Funding will be delivered on a unit cost basis. Each 'local authority area annex' contains the funding per learner (or unit cost).

- Percentage of funding will be proportioned to each output costs as follows:
  - 25% for a start
  - 25% for retention or programme monitoring, likely to be a mid-point

achievement relating to programme content or attendance as appropriate to the young person. (see local authority area annexes).

- 50% for a positive progression.
- There is an assumption that only up to 40% of year 10 learners will need to re-engage in year 11, and that these learners will be funded at a lower rate.
- These learners during their year 10 will attract the 25% start, 25% for on programme monitoring and the 50% for positive progression into year 11 only if they remain in school for the required period i.e. 0.5 of a term.
- If they then need to re-engage then the learner will attract 25% for a re-engagement start, 25% for on programme monitoring and 50% for a positive progression into learning or employment.
- However the costs proportioned for a returning year 10 to year 11 learner having to re-engage onto the programme will be 75% of the cost of that of a new learner accessing the programme as a year 11 learner.

The programme should not be biased towards year 10 or year 11 learners i.e. all the learners should not be year 10 nor should they be all year 11. It is difficult to predict the number of learners from a particular year group but applicants need to demonstrate that they will cater for both year groups. Confirmation of learner numbers will be clarified at any pre contract negotiations.

Applicants must justify the amount of funding being sought, be realistic and demonstrate clear value for money. There must be a direct correlation between the methods of delivery being proposed for particular target/client groups and the funding per learner (unit cost) being sought.

The unit costs given reflect an average cost for that local authority/sub-regional grouping area. The Skills Funding Agency reserves the right, at contract negotiation, to adjust the unit cost in order to achieve the maximum number of outputs for an area and ensure consistency of pricing across the region as a whole.

#### **START AND END DATES**

Start Date (\*) January 2011:      End Date (\*\*) 31 December 2015.

(\*) Start date dependant on contract clarification

(\*\*) End date is subject to overall programme performance and available funding, for the purposes of the co-financing plan initial delivery will plan to cease in 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

Applicants should clearly demonstrate that they have the training infrastructure and staff capacity to deliver high quality training.

Applicants should also demonstrate where they offer specialist services or a particular understanding to support client groups within the NEET cohort.

All providers will need to provide a narrative detailing/demonstrating:

- What curriculum content will be available: including vocational knowledge, skills and understanding; Functional Skills; and, Personal and Social Development Skills (as indicated in the service requirement).
- The way they are working towards increased and improved personalisation of learning.
- The processes and systems to offer recognition of achievement and identification of meaningful progression destinations.
- That their processes and systems for initial assessment and ongoing review will support successful progression.
- They have effective strategies for reaching priority learners and motivating them to succeed.
- How they work in partnership with support agencies, employers and other providers.
- How support for learners is used to improve access to and progression through the learning related to identified needs of learners.
- The localised facilities that are in place to deliver the programme; with a likely and successful presence and track record of working in identified geographical areas.
- Applicants must detail their likely and successful track record and experience that they have to deliver the outcomes and results detailed in the specification and make reference to the performance that has been achieved in ESF and non ESF related programmes. This will include the applicant's skills, experience and evidence of success in working with specific individuals/disadvantaged groups, particularly at local level.
- A likely and successful track record in effective collaboration/partnership working, including working with or involving the voluntary and community sector.
- An excellent record of providing quality assured pre-16 provision; with a successful delivery of learner centred programmes to a range of 14-16 year olds with experience of working on an outreach and one-to-one basis.

- Applicants who work in partnership with third sector providers must have a Service Level Agreement (SLA) in place – a model SLA is being developed with the third sector and will be made available.
- Applicants must be prepared to use the Individual Learner Record for reporting purposes.

**CRITICAL MESSAGE:**

**Applicants will agree to provide a quarterly written report, by local authority, area detailing the percentage of resident beneficiaries who have progressed to further/higher education, employment with training or employment utilising skills gained through the project. The report needs to comment on the distance travelled by learners in respect of confidence, motivation, and self-development.**

<b>LOCAL AUTHORITY AREA</b>	<b>BIRMINGHAM AND SOLIHULL</b>
<b>NOTE TO ALL APPLICANTS – PLEASE READ FIRST:</b>	
<b>Contents of this local authority area annex needs to be read in conjunction with the main body of the specification. Narrative below pertains to specific requirements in the local area which are in addition to and not instead of the main body of the specification</b>	
<b>LOCAL AIM</b>	
<p>To appoint applicants to deliver projects that will work in close collaboration with Schools in Birmingham to engage 14 -16 year old learners who have become, or are at risk of becoming disengaged from learning and/or are identified as being at risk of becoming Post 16 NEET. The project aims to:</p>	
<ul style="list-style-type: none"> <li>• Support engagement and progression pathways for young people in school years 10 and 11 who have become, or are at risk of becoming, disengaged from learning</li> <li>• Increase post-16 participation through identifying and tackling barriers to an effective transition from pre-16 education, to clear positive routes upon leaving compulsory education</li> <li>• Focus on improving the employability of young people through work-related learning and enterprise education, vocational tasters and work experience</li> <li>• To target young people in year 11 who have yet to receive a post-16 offer and are likely to become NEET without early intervention</li> </ul>	
<b>LOCAL SERVICE REQUIREMENT</b>	
<p>To meet the various challenges faced by this cohort through a combination of:</p>	
<ol style="list-style-type: none"> <li>1. <b>Outreach and engagement</b> of young people at a range of geographical locations and local venues (inside and outside of school) and where appropriate residential activity. Local voluntary and community sector organisations may be involved in partnership arrangements to support engagement activity.</li> <li>2. <b>‘Wrap-around’ support</b> – ensuring that support to tackle specific and/or multiple barriers to learning and progression is facilitated through the relevant agencies.</li> <li>3. <b>Developing and delivering a personalised and tailored package</b> of support including : <ul style="list-style-type: none"> <li>• Development of Functional Skills (literacy, numeracy and ICT) and developing understanding of the importance of the core national curriculum and how these are necessary for employment and further progression.</li> <li>• Counselling, mentoring and one-to-one activities, working with Connexions to inform career options and progression pathways.</li> <li>• Work-focused elements linking to a vocational offer (which may include embedded Functional Skills) to inform career options and future progression. The vocational offer should include vocational ‘tasters’, work experience and specific vocational training. Units from the Qualifications and Credit Framework (QCF) from vocational qualifications should be used for this purpose.</li> <li>• Personal and social development (problem solving, citizenship, working with others,</li> </ul> </li> </ol>	

communication and self-awareness) that will result in the young person growing in confidence and interest in progressing into mainstream learning and employment.

- Volunteering opportunities to promote citizenship and generic employability skills such as team working, time management, communication etc.
- Providers will be expected to accredit activity when relevant to facilitate progression and to help motivate the learner through achievements.
- The mode of provision delivery must be flexible (for instance, potential for delivery outside of school hours where appropriate).

4. **Partnership and Collaboration** – providers will need to demonstrate how effective school links will be developed (if they are not currently in place), detail linkages with Connexions and establish robust referral mechanisms to other support available through statutory services for pre-16 pupils
5. **Eligibility Assessment** leading to targeted support – providers will need to develop in partnership with Connexions and Schools, a robust eligibility assessment framework, building on current good practice, pinpointing how young people at risk will be identified. (Some risk factors are specified below under Target Groups)
6. **Initial Diagnostic Assessment** – each learner will receive full initial/diagnostic assessments which should identify:
  - Skills for life needs (literacy, numeracy, ESOL)
  - Learning difficulties
  - Personal barriers to learning and progression
  - Vocational competency
  - Career ambition

*Close collaboration with Schools to identify, previous assessments which have taken place, particularly for those pupils who are in receipt of a statement / school action plus or Common Assessment Framework.*

7. **Production of an Individual Learning Plan** - the provider will develop a individualised programme in the form of a learning plan, which will identify and work towards engaging and/or reengaging the young person back into mainstream education or into post 16 education, employment or training.
8. **Enhanced Information, Advice and Guidance (IAG) and progress reviews** - during the course of the programme it will be mandatory for pupils, teachers, provider staff and other relevant support/pastoral care staff to be in contact to review progress and curriculum. Dependent upon the nature of the learners and/or their programme, a review schedule will be tailored to meet specific needs.

#### **TARGET GROUPS & PRIORITIES**

Young people at Key Stage 4 (Years 10 and 11) who may be on the roll of a mainstream school, an academy or a pupil referral/behavioural support unit.

This project aims to target specific support to young people identified by schools, Connexions and/or other agencies who through the eligibility assessment have been identified as being disengaged from education and/or currently in danger of becoming excluded or becoming NEET post 16. Learners may demonstrate the following characteristics:

- Low attainment levels and evidence of limited educational progress, but not necessarily lacking ability
- Poor attendance at school
- Behavioural / psychological problems
- Lacking motivation and having low aspirations
- Low esteem and/or confidence
- Inadequate basic and social skills
- Disorganised lifestyle / family instability
- Those who have been excluded or face exclusion
- Young offenders
- Young people at risk of being influenced into non-participation/offender behaviour/drug and substance abuse through gang culture.
- Drug and alcohol users (including other health related issues).
- Teenage parents (or teenage parents to be)
- Young carers
- Looked after children
- Those who have been previously excluded from school pre-16
- Learners with learning difficulties and/or disabilities
- Under represented groups, when compared to the demographics in their geographical area
- Multi-generational worklessness in the family
- Suffering from problems with housing / Lack of stable accommodation

#### **GEOGRAPHY / AREA OF DELIVERY**

**Birmingham** – targeting the schools which generate high numbers of NEET when compared to the City average

**Solihull** – targeting the schools which generate high numbers of NEET when compared to the Borough average; though the opportunity to access provision is made across the whole of the Borough.

#### **OUTPUTS**

*Birmingham starts:* 400 at a unit price of: £2,000 per learner.

Output payments will be delivered as follows:

- Start = £500. (25%)
- 12 week retention payment = £500 (25%)

- Final payment on completion of a positive outcome (detailed below) = £1,000.00 (50%)

*Solihull starts: 50 at a unit price of: £2,000 per learner.*

Output payments will be delivered as follows:

- Start = £500. (25%)
- 12 week retention payment = £500 (25%)
- Final payment on completion of a positive outcome (detailed below) = £1,000.00 (50%)

Although the retention payment is made at the 12 week point, programmes must be individualised and learners may progress sooner and conversely remain on the programme for longer

#### **OUTCOMES**

- Positive outcomes fully aligned with the main body of the specification.
- A minimum of **70 per cent** of learners must progress into a positive outcome

#### **FUNDING AVAILABLE**

*Total funding available in this Annex: up to £900,000*

#### **CONTRACTING DETAILS**

- Applicants will need to demonstrate good employer links to facilitate work experience, Apprenticeships and employment opportunities, with training
- Success in moving young people onto positive progression pathways
- Demonstrate ESF Cross cutting themes embedded within the delivery of the project
- Meeting the outcomes of the Every Child Matters (ECM) framework by providing a holistic approach involving all the necessary agencies working with the pupil.
- Ensuring the ECM outcomes are embedded and demonstrable in the programme delivery
- Ensuring that the statutory requirements of the National Curriculum and other entitlements delivered through schools and other agencies (such as Pupil Connect) are not duplicated through extensive collaboration
- Ensuring that other funding stream such as Working Neighbourhood Funding (WNF) are not being used for such activities with Pre NEET learners, to avoid double funding

#### **ADDED VALUE AND CORPORATE SOCIAL RESPONSIBILITY (CSR):**

- All applicants will be expected to demonstrate how they will add value to wider 14-19 provision in Birmingham and ensure that through their own CSR policies they will contribute to wider social outcomes for Birmingham residents

- As an employer in their own right, the successful provider will be expected to create Apprenticeship opportunities for young people resident in Birmingham, who are NEET and work with their supply-chains and partners to promote and facilitate the creation of further Apprenticeship opportunities

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

<b>LOCAL AUTHORITY AREA ANNEX</b>	<b>COVENTRY &amp; WARWICKSHIRE</b>
<b>NOTE TO ALL APPLICANTS – PLEASE READ FIRST:</b>	
<b>Contents of this local authority area annex needs to be read in conjunction with the main body of the specification. Narrative below pertains to specific requirements in the local area which are in addition to and not instead of the main body of the specification</b>	
<b>LOCAL AIM</b>	
Support engagement and progression pathways for young people in school years 10 and 11 who have become, or are at risk of becoming, disengaged from learning.	
<b>LOCAL SERVICE REQUIREMENT</b>	
<ul style="list-style-type: none"> <li>• Tackling specific and/or multiple barriers to learning and progression based on existing good practice.</li> <li>• Ensuring a smooth and effective transition to improve outcomes for young people.</li> <li>• Developing and delivering a personalised and tailored package of support.</li> <li>• Delivery of functional skills.</li> <li>• Counselling, mentoring and one to one activities as part of enhanced information advice and guidance.</li> <li>• Developing work-focussed elements including Labour Market Information and work experience.</li> <li>• Personal and social development for confidence and self esteem.</li> <li>• Developing curriculum models leading to accreditation as per the Qualifications Curriculum Framework.</li> <li>• Aligning with current 14-19 partnerships and their plans.</li> <li>• Providing a holistic approach involving other agencies such as Connexions, linked to Every Child Matters.</li> <li>• Active collaborative approaches will be given particular consideration as the preferred structure for delivery.</li> </ul>	
<b>TARGET GROUPS &amp; PRIORITIES</b>	
<ul style="list-style-type: none"> <li>• Low attainment levels and evidence of limited educational progress.</li> <li>• Behavioural/psychological problems.</li> <li>• Lacking motivation and having low aspirations.</li> </ul>	

- Low self esteem and/or self confidence.
- Inadequate basic and social skills.
- Family instability.
- Those who have been excluded or face exclusion.
- Young offenders.
- Young people at risk of being influenced into non-participation/offender behaviour/drug and substance abuse.
- Teenage parents and parents to be
- Young people suffering from alcohol abuse.
- Looked after children/care leavers.
- Young carers.
- Learners with learning difficulties and/or disabilities.
- Unaccompanied asylum seekers

#### **GEOGRAPHY / AREA OF DELIVERY**

Delivery covers the 'top tier' local authorities of: Coventry and Warwickshire

#### **OUTPUTS**

450 starts based on an average unit cost price of £1,400 per start. Volumes could be increased if the unit cost price was lower.

*Coventry starts:* 180 at a unit price of: £1,400 per learner.

Output payments will be delivered as follows:

- Start = £350. (25%)
- 12 week retention payment = £350 (25%)
- Final payment on completion of a positive outcome (detailed below) = £700 (50%)

*Warwickshire starts:* 270 at a unit price of: £1,400 per learner.

Output payments will be delivered as follows:

- Start = £350. (25%)
- 12 week retention payment = £350 (25%)
- Final payment on completion of a positive outcome (detailed below) = £700 (50%)

Although the retention payment is made at the 12 week point, programmes must be individualised and learners may progress sooner and conversely remain on the programme for longer

#### **OUTCOMES**

As per body of the results section of the main body of the specification.

#### **FUNDING AVAILABLE**

*Total funding available in this Annex: up to £630,000*

#### **CONTRACTING DETAILS**

- Local knowledge of Coventry and Warwickshire.

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

**NOTE TO ALL APPLICANTS – PLEASE READ FIRST:**

**Contents of this local authority area annex needs to be read in conjunction with the main body of the specification. Narrative below pertains to specific requirements in the local area which are in addition to and not instead of the main body of the specification**

**LOCAL AIM**

To appoint applicants to deliver projects that will build upon previous Learning and Skills Council pre-16 engagement strategies in the sub region of Herefordshire Worcestershire, Shropshire and Telford and Wrekin, providing alignment with local 14-19 education plans and the template for the Schools Engagement Programme. The specification aims to:

- Support engagement and progression pathways for young people in school years 10 and 11 who have become, or are at risk of becoming, disengaged from learning.
- Increase post-16 participation through identifying and tackling barriers to an effective secure transition from pre-16 education to clear positive routes upon leaving compulsory education.
- Work collaboratively with local 14-19 partnerships, providing valued additional curriculum activities that address functional, personal and social skills.
- Improve the employability of young people, through work-related learning and enterprise education, leading to improved chances for sustainable post-16 engagement.
- Provide a focus on young people, in Year 11, who have yet to receive a post-16 offer and are likely to become NEET with out early intervention.

These aims will be achieved by identifying and meeting the varied needs of young people in different education settings (including those 'off-school-roll') through:

- A personalised offer that meets the needs, aspirations and interests of individuals, whilst maintaining and enhancing the core curriculum of English, Mathematics and ICT.

**LOCAL SERVICE REQUIREMENT**

The specification seeks to deliver a differentiated delivery and funding approach; therefore projects will need to demonstrate an in-depth understanding of the varied needs of young people who are disengaged from most of mainstream education.

The various challenges faced by this cohort will be met through a combination of:

- Innovative partnership ways of reaching out to and engaging young people at a range of geographical locations, venues (inside and outside of school) and where appropriate residential activity. These partnerships will build on evidence of existing good practice.
- Tackling specific and/or multiple barriers to learning and progression based on existing good practice.
- Developing and delivering a personalised and tailored package of support including:

- Development of functional skills; with learners' seeing the relevance of the core national curriculum and understanding how these are necessary for employment and the wider skills agenda.
  - Counselling, mentoring and one-to-one activities as part of enhanced information, advice and guidance (working with Connexions to inform career options and progression pathways).
  - Work-focussed elements, developing knowledge and understanding of the world of work, linking delivery in a vocational context to potential post-16 pathways for further learning and work.
  - Personal and social development (problem solving, citizenship, working with others, communication and self-awareness) that will result in the young person growing in confidence and interest in progressing into mainstream learning and/or employment.
- Underpinning curriculum models through relevant recognised qualifications and/or units towards. Qualification types will recognise ability, needs and skills gaps and act as a vehicle for moving learners' forward.
  - Identifying and working in partnership to address transportation needs in rural areas and where delivery venues vary from those locations initially used for recruitment.
  - Establishing or enhancing existing referral and partnership mechanisms with learning providers, education business, employers and economic regeneration opportunities.
  - Aligning with current 14-19 local partnerships and their plans. Specific consideration needs to be given to effective school links, especially pupil referral units, behavioural support units and extended school networks.
  - Involving and engaging parents and guardians in the whole learning process in order to maintain and foster positive impacts either back at school or outside of direct delivery.
  - Providing a holistic approach involving other agencies such as Connexions, Youth/Social/Housing and Health Services – linking to Every Child Matters and the 'team around the child' for Learners with Learning Difficulties and/or Disabilities (LLDD).

Active collaborative approaches will be given particular consideration, as the preferred structure for delivery. The involvement of named providers, including voluntary and community providers, bringing a local presence and understanding, will be a desired arrangement.

Successful applicants will need to firstly identify and then demonstrate where their specialisms lie, relating to:

- Year group (year 10 and/or 11).
- Target group.
- Vocational opportunities, including employer links.

Successful applicants will also need to demonstrate the roles and responsibilities of sub-contractors, if applicable to the delivery model, in relation to aspects of the learners' journey, including: identification, assessment, delivery, progression, tracking and on-going support.

### *Initial/Diagnostic Assessment:*

Each learner will receive full initial/diagnostic assessments. As a minimum, assessment will examine an individual's:

- Career ambitions.
- Skills for Life needs.
- Specific learning difficulties.
- Social, personal and vocational competency assessments to identify barriers to progression.

Practices will acknowledge and take into account any previous assessments that may have taken place throughout the young person's schooling, especially for those pupils in receipt of a statement/school action or school action plus or Common Assessment Framework.

### *School and Pupil Agreement*

- Each learner will sign an agreement with the school/pupil referral/behaviour support unit/youth offending team/parent/carer as appropriate which outlines expectations in respect of attendance on the programme and at their school/pupil referral /behavioural support unit etc.

### *Individual Learning Plan:*

Each learner will receive an individualised programme in the form of a learning plan, which will identify and work towards engaging or re-engaging the young person back into mainstream education or into post-16 education, employment or training.

### *Review/Enhanced Information Advice & Guidance:*

During the course of the programme it will be mandatory for pupils, teachers (where appropriate), provider staff and other relevant developmental/support/pastoral care staff to be in contact to review progress and curriculum. Dependent upon the nature of the learners and/or their programme, a review schedule will be tailored to meet specific needs.

### *Qualification/Accreditation:*

See main body of the specification.

## **TARGET GROUPS & PRIORITIES**

The primary criteria for eligibility will be young people at Key Stage 4 (Years 10 and 11) and may be on the roll of a mainstream school, an academy or a pupil referral/behavioural support unit. Home Educated learners and those not on school roll will also be considered.

Young people identified by schools and/or appropriate agencies able to benefit from this particular provision are likely to demonstrate one or more of the following characteristics:

- Low attainment levels and evidence of limited educational progress, but not necessarily lacking ability.

- Behavioural/psychological problems.
- Lacking motivation and having low aspirations.
- Low self esteem and/or confidence.
- Inadequate basic and social skills.
- Disorganised lifestyle/family instability.
- Those who have been excluded or face exclusion.
- Young offenders.
- Young people at risk of being influenced into non-participation/offender behaviour/drug and substance abuse through gang culture.
- Teenage parents (or parents to be).
- Substance and/or alcohol misuse.
- Looked after children/care leavers
- Young carers.
- Learners with learning difficulties and/or disabilities.
- Under represented groups, when compared to the demographics in their geographical area.

As previously stated, we would expect successful applicants to demonstrate that they have a specialist focus relating to one or more of the above characteristics/groups and how they can provide added value to current local strategies/programmes.

#### **GEOGRAPHY / AREA OF DELIVERY**

- Herefordshire, Worcestershire, Shropshire and Telford and Wrekin.
- Applicants will be expected to demonstrate that they will target areas where the scale of need, and therefore, potential for impact is greatest, including urban and remote rural wards.
- Delivery must target the areas, neighbourhoods and localities in which the identified client groups are concentrated. Applications must define the specific areas, neighbourhoods and localities in which delivery is proposed and the volume of delivery in these spatial areas.

#### **Local Area Considerations**

- Herefordshire, Worcestershire & Shropshire: innovative approaches and/or networks that lead to effective delivery for those young people marginalised by rural sparsity and programmes that add value to existing initiatives across the three counties.

- Telford and Wrekin: targeted engagement with schools with low post 16 engagement, high numbers of disengaged learners, delivery to be complimentary activities to School Engagement and Foundation Learning.

## OUTPUTS

The specification is seeking to support activity that will contribute towards a direct increase in the numbers of young people who are in employment education or training (post-16).

*Outputs by local area:*

Outputs	Herefordshire	Worcestershire	Shropshire	Telford & Wrekin
<b>No. of Starts</b>	208	543	150	210

The previous outputs relate to total delivery **from 2011 to 2013**. In each year a minimum number of outputs will need to be produced; indicated by the following profile. Applicants should use the profile to apportion the above outcomes accordingly.

*Outputs by year:*

Outputs No of Starts	2011	2012	2013
Herefordshire	104	104	0
Worcestershire	272	271	0
Shropshire	35	35	0
Telford & Wrekin	105	105	0

Applicants must specify how and what their activity will deliver, by local area, by year, against each of the aforementioned outputs, as well as any additional unfunded outputs and outcomes that can be provided.

## OUTCOMES

- 70% progression - Individuals into education, employment, training or voluntary work of 20 hours or more per week on leaving.

Outputs	2011	2012	2013
Herefordshire	49	48	48
Worcestershire	126	127	127
Shropshire	39	33	33
Telford & Wrekin	49	49	49

## FUNDING AVAILABLE

The allocation of funding will be based on the identified need of the client groups in the identified spatial areas. Applications will be appraised and assessed to ensure that coverage is achieved.

*Total funding available in this Annex: up to £1,492,850.*

Area	2011	2012	2013	Total
Herefordshire	£110,600	£110,600	£28,800	£250,000
Worcestershire	£288,000	£288,000	£75,600	£651,600
Shropshire	£120,625	£120,625	£35,000	£276,250
Telford & Wrekin	£115,500	£115,500	£84,000	£315,000

There is an expectation that schools/pupil referral/behavioural support units should be able to financially contribute to any additional costs of delivery to their learners. However in the case of home educated learners and those not on a school role i.e. offenders, these learners will not attract any additional funding and will need to access the programme at the outputs costs approved. Applicants need to ensure that they do not discriminate against those learners not attracting a school contribution and they should be given equal opportunities to engage onto the programme.

### *Costing Methodology:*

Funding will be delivered on a unit cost basis, initially calculated in the following way:

- Total contract value divided by total output units (number of starts + number of on programme monitoring + positive progressions) equals unit cost.
- Percentage of funding will be proportioned to each output costs as follows:
  - 25% for a start – equivalent to £300 using the mean unit cost overleaf.
  - 25% for on programme monitoring – equivalent to £300 using the mean unit cost overleaf.
  - 50% for a positive progression – equivalent to £600 using the mean unit cost overleaf.

- There is an assumption that only up to 30% of year 10 learners will need to re-engage in year 11, and that these learners will be funded at a lower rate. These learners during their year 10 will attract the 25% start, 25% for on programme monitoring and the 50% for positive progression into year 11 only if they remain in school for the required period i.e. 0.5 of a term. If they then need to re-engage then the learner will attract 25% for a re-engagement start, 25% for on programme monitoring and 50% for a positive progression into learning or employment. However the costs proportioned for a returning year 10 to year 11 learner having to re-engage onto the programme will be 75% of the cost of that of a new learner accessing the programme as a year 11 learner.
- The programme should not be biased towards year 10 or year 11 learners i.e. all the learners should not be year 10 nor should they be all year 11. It is difficult to predict the number of learners from a particular year group but applicants need to demonstrate that they will cater for both year groups. Confirmation of learner numbers will be clarified at any pre contract negotiations.

Applicants 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 duration of delivery (average number of days per week) being proposed and the funding per learner (unit cost) being sought. To this end the following unit cost will act as a guide:

- £600 - £1,800, mean unit cost of £1,200.

For the purposes of the specification, projects will be funded on:

- Starts: an eligible young person beginning a learning programme. As a minimum this is to consist of a robust and comprehensive IAG. A structured individual learning plan. Signed School and Pupil Agreement. Learner start on programme of activity with a record of attendance.
- On programme monitoring: The eligible learner needs to be regularly attending their individual programme of activity and once they have reached the half way point of their learning plan, an on programme monitoring output can be claimed. *Only one on programme monitoring output is claimable per pupil in any one academic year.*
- Positive progressions:
  - From Year 11: movement from a learning programme onto Foundation learning, Apprenticeships, FE (full-time/part-time), employment (with or without training) and voluntary work of 20 hours per week or more. Progression pathways may also include provision funded through other structural funds, where this sustains an individual in an education and training programme. A positive progression will need to be maintained for a minimum of 6 weeks after the young person's start date on their new destination such as Foundation Learning, Apprenticeships, FE, Employment with or without training and voluntary work of 20 hours per week or more.
  - Successful applicants will need to work together with Connexions to ensure that every young people is tracked at the end of their learning programme into their positive destination.

- From Year 10: movement from a learning programme back into mainstream pre-16 education, following a school supported curriculum and maintained for a period of half a term after the young person's re-engagement in school.

#### **CONTRACTING DETAILS**

Applicants should demonstrate:

- An excellent record of providing quality assured pre-16 provision.
- Local knowledge and understanding, with a likely and successful presence and track record of working in identified geographical areas.
- A successful delivery of learner centred programmes to a range of 14-16 year olds with experience of working on an outreach and one-to-one basis.
- Capability to hit the ground running and provide local delivery infrastructure and contacts with Connexions.
- Success in moving young people onto positive progression pathways.

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

**NOTE TO ALL APPLICANTS – PLEASE READ FIRST:**

**Contents of this local authority area annex needs to be read in conjunction with the main body of the specification. Narrative below pertains to specific requirements in the local area which are in addition to and not instead of the main body of the specification**

–

**Priority Group(s):**

For Staffordshire and Stoke on Trent the following groups are over-represented within the cohort of young people pre-16 who are at risk of becoming NEET on leaving statutory education and so a significant proportion of provision should be targeted at, and accessible to, these vulnerable groups through approaches to meet their particular needs.

- Learners with a Learning Difficulty and/or Disability - learners who are recognised as having SEN or who are at School Action Plus.
- Persistent absentees and young people with poor school attendance records.
- Young people in Key Stage 4 alternative provision/flexible learning/Pupil Referral Units.
- Young Offenders
- Teenage Parents
- Care Leavers

Staffordshire and Stoke on Trent have a fairly balanced volume of male and female in the NEET group, therefore we seek provision that is designed to meet the needs and aspirations of both.

**Geographical considerations:*****Staffordshire***

Staffordshire has identified 20 hotspot/target wards which account for around one third of NEET volumes. Recruitment and delivery is expected to be focused in these areas:

- East Staffordshire (Burton, Eton Park, Shobnall, Stapenhill)
- Tamworth (Amington, Belgrave, Glascote, Spital)
- Newcastle & Moorlands (Chesterton, Cross Heath, Holditch, Kidsgrove, Knutton and Silverdale, Buddulph East)
- Cannock Chase (Brereton and Ravenhill, Cannock East, Cannock North, Cannock South)
- Stafford (Highfields & Weston Downs, Penkside)

Recruitment of eligible young people from outside of these target areas is permitted and but delivery infrastructure that is geared to meeting these locality needs through a district structure, working with 14-19 District Partnerships, will be particularly welcome. Therefore, access to provision from Lichfield district and from Leek and the Moorlands district would be encouraged.

### **Stoke-on-Trent**

In Stoke-on-Trent there are no specific geographical considerations for pre-16 activities although applicants should be mindful of the link between those schools with higher than average numbers of young people who become Neet on leaving school and deprived wards, communities and peripheral estates.

### **Delivery requirements:**

As detailed in the main specification. Connexions data suggests that, of the young people who enter the NEET group, the majority are “available to the labour market”. However, within this group, a number are categorised as “not yet ready for work or learning”. A particular focus on achieving readiness for work or further learning is an essential feature so that young people are in a position to progress and also that the requisite skills and strategies are supported and developed to give the young person that readiness e.g. through addressing personal, behavioural, social and organisational skills plus barriers to participation, motivation and aspiration. Young people should have access to a wide variety of activities, interventions and support, based on individually assessed needs and a ‘young person’s journey’ approach should be adopted. Where appropriate person-centred planning should be applied.

Support, mentoring and hand-holding post- transition at 16 in order to sustain positive progression will be another crucial feature of the offer to learners. Learners will be supported in practical, hands-on, sometimes intensive ways in order to maximise retention post-progression and to support learners in applying the skills, techniques and strategies developed through their programme to the new work or learning environment.

There should be strong working relationships and referral arrangements with school/PRU staff and with Connexions advisers. It is expected that consultation with schools, Connexions and other relevant partners should have taken place as part of the development of applicants’ proposals.

Provision should take account of young person’s previous learning experiences to avoid repetition and be clearly different (but complementary to) to E2E/Foundation Learning and other mainstream school provision.

Delivery may be non-qualification based as long as it meets the needs of young people but needs to show how it will provide a bridge into mainstream provision e.g. Foundation Learning. Delivery should show how it will address literacy and numeracy needs/functional skills

Provision should build on existing proven past and present good practice models from ESF and non-ESF funded programmes and support the June and September guarantees for 16 year olds and also Summer transition.

Particular attention will also be paid to the following criteria within applicants’ proposals:

- A likely and successful track record in meeting individual needs with flexible and differentiated activities, **interventions** and support.

**Funding available:**

*Total funding available in this Annex: up to £420,000.00*

**Outputs available:**

*Staffordshire starts: 300 at a unit price of: £1,000 per learner. With a distribution of outputs in all districts but with emphasis in line with hotspot wards.*

Output payments will be delivered as follows:

- Start = £250. (25%)
- 12 week retention payment = £250 (25%)
- Final payment on completion of a positive outcome (detailed below) = £500 (50%)

*Stoke-on-Trent starts: 120 at a unit price of: £1,000 per learner.*

Output payments will be delivered as follows:

- Start = £250. (25%)
- 12 week retention payment = £250 (25%)
- Final payment on completion of a positive outcome (detailed below) = £500 (50%)

Although the retention payment is made at the 12 week point, programmes must be individualised and learners may progress sooner and conversely remain on the programme for longer

**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

<b>TENDER TITLE:</b>	<b>14-16 NEET Prevention [West Midlands]</b>
<b>ORGANISATION NAME:</b>	<b>Please enter the name of the organisation here</b>
<b>LOCAL AUTHORITY AREA ANNEX</b>	<b>Please enter the name(s) of the local authority area(s) this application is made against here</b>

## 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)

**Please enter your answer here**

<b>1</b>	<p><b>What is your proposed delivery model and what structures will you use to support the model?</b> (Maximum character limit = 9000) (Maximum score = 200)</p> <p><b>Tips:</b> Demonstrate that your model and structures are appropriate to the proposed target groups, themes and geographic locations. This section must demonstrate how the activity will be delivered. As a <i>minimum</i> also address the bullet points below:</p> <ul style="list-style-type: none"> <li>• State whether the activities will be delivered by a partnership or not.</li> <li>• Briefly outline your role, for example as the lead organisation.</li> <li>• If applicable to your delivery model: Name your active partners, including the role of community and voluntary sector organisations, and summarise their roles and responsibilities, i.e. planning, delivery, evaluation, etc.</li> <li>• If applicable to your delivery model: 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.</li> <li>• If applicable to your delivery model: Where activity is being delivered by a partnership/consortium, please outline previous experience of managing partners/sub-contractors.</li> <li>• Describe the infrastructure for the delivery in the proposed geographic location, including any transportation and/or partnership working that will explain how learners will be ensured of local delivery from day-one.</li> <li>• Briefly outline the minimum, average and maximum number of weeks each participant will be support and the average attendance hours per week this is likely to generate.</li> <li>• Demonstrate value for money - state the total number of starts and the average cost for each start (please note that this criterion will not necessarily be used in final contracts and unit cost may be split over a series of outputs). Divide the total cost of the activity by the total number of starts proposed, <i>i.e. 25 participant</i></li> </ul>
----------	--

	<p><i>starts achieved with activity costing £50,000. Therefore cost per participant assisted = £50,000 / 25 = £2,000.</i></p> <ul style="list-style-type: none"> <li>• For comparison purposes indicative costs have been included in the tender specification. All completed questionnaires <b>must</b> contain a unit cost for each learner - if the average costs for this activity vary widely from any given standard in the tender specification, you must explain why this is the case and justify the additional/lower costs associated.</li> </ul> <p><b>Ref: [Q1]</b></p>
<p><b>Please enter your answer here</b></p>	
<p><b>2</b></p>	<p><b>How will you manage and deliver the proposed activity</b> (Maximum character limit = 9000) ( Maximum score = 250)</p> <p><b>Tips:</b> clearly explain what activities you propose to undertake, who the participants are, what it is you propose to do with them. As a <i>minimum</i> also address the bullet points below:</p> <ul style="list-style-type: none"> <li>• Describe how these different activities within your proposal will be developed and implemented and how these activities will deliver the aims of the specification – it should be noted that all aims must be eligible against the criteria set out in the specification.</li> <li>• Justify your capacity to deliver the proposed activity through evidence that your organisation has the necessary level of project management capability.</li> <li>• Demonstrate a clear programme of the key stages of your proposal indicating how you will deliver the activities within appropriate and milestones: <ul style="list-style-type: none"> <li>▪ 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 and partnership development (including any staff recruitment time); and commencement of recruitment &amp; delivery.</li> <li>▪ Demonstrate that these dates are realistic in relation to the activities and expected outcomes.</li> <li>▪ Provide details of the implications of the programme not starting on the specified date.</li> </ul> </li> <li>• Outline the QCF (or other which can be justified) qualifications that will be available to participants and where no qualifications are available justify why this may not be the case.</li> <li>• Briefly how will you publicise the activity – provide clear known links to existing agencies that support similar target/client groups in the location.</li> </ul> <p><i>Nb. When completing this section please ensure that timescales are in agreement with outputs profile document which forms part of this Invitation to Tender.</i></p> <p><b>Ref: [Q2]</b></p>
<p><b>Please enter your answer here</b></p>	
<p><b>3</b></p>	<p><b>What is your experience of working successfully with the target group?</b> (Maximum character limit = 9000) (Maximum score = 200)</p> <p><b>Tips:</b> demonstrate that your organisation, and if applicable to your delivery model, the organisations involved in delivering the proposed activity have a successful track record of working with the proposed target group – emphasis should be given to previous delivery closely linked to the geographical or sub-regional locations concerned.</p>

	<ul style="list-style-type: none"> <li>• Indicate your and, if applicable to your delivery model, partners' track record of working with the proposed target/client group(s) specifically naming projects/initiatives linked to the geographical or sub-regional locations concerned.</li> <li>• Indicate your experience of designing and delivering activity for the targets/client groups including any additional support provided.</li> <li>• Provide evidence of previous success in engaging target groups.</li> <li>• Provide details including specific examples of engagement and retention strategies that have proved successful with the proposed target/client groups.</li> <li>• Specify what the projects originally intended to deliver and the results achieved; include details of outputs and results targets and volume delivered.</li> </ul> <p><i>Nb. Applicants who <b>do not</b> have a track record of working with the proposed target/client groups, must describe how they and/or their partners have work with <b>similar</b> groups and explain how this experience will inform their work.</i></p> <p><b>Ref: [Q3]</b></p>
<p><b>Please enter your answer here</b></p>	
<p><b>4</b></p>	<p><b>How will you engage with and meet the needs of the eligible target group?</b> (Maximum character limit = 9000) (Maximum score = 200)</p> <p><b>Tips:</b> Name the primary target groups(s) your application is aim at (using any definitions from the specification. If you are able to cover all target groups required in the local authority area annex please declare this here.</p> <p>In responding to this question demonstrate the range of strategies that you to engage with, recruit and retain individuals and demonstrate how these strategies are appropriate to the relevant target/client group. As a <i>minimum</i> also address the bullet points below:</p> <ul style="list-style-type: none"> <li>• Explain how you will provide effective individualised pastoral support and/or intensive learner support for each learner to ensure they are engaged, retained and progressed.</li> <li>• Explain how individuals will be identified and addressed in an imaginative and innovative way and how you will ensure equality of opportunity throughout the programme.</li> <li>• Identify how you will ensure your participants will positively progress. Describe what will happen to your participants once they have positively progressed.</li> <li>• Explain what links you have with employers or institutions which will form potential progression opportunities for learners; describe your referral process.</li> <li>• Explain how you will work with other organisations, including Connexions, to identify and recruit participants</li> <li>• Include details of how you will provide continuing training and coaching support for participants who leave the programme (positively or not) to ensure they are either continuing in employment, education or training, or are referred on when the programme isn't suitable – how will you ensure successful tracking of individuals.</li> </ul> <p><b>Ref: [Q4]</b></p>
<p><b>Please enter your answer here</b></p>	
<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></p>

	<p>(Maximum character limit = 9000) (Maximum score = 100)</p> <p><b>Tips:</b> ESF supports activity which enhances and complements rather than duplicates existing provision. Therefore your response should:</p> <ul style="list-style-type: none"> <li>• Give details of any similar or complementary projects and highlight linkages between these aid the activities you propose to deliver, describing how you will ensure that the projects are operated to maximum mutual benefit, and how duplication will be avoided.</li> <li>• Identify how the activity will complement and link into existing provision - as appropriate to the client group, i.e. Connexions, integrated youth support, positive activities for young people, YOTs, etc.</li> <li>• Explain how you have research this issue and what other activity is taking place, including what you believe the local requirements are.</li> <li>• What are your creative ideas that are not already being delivered.</li> <li>• How will you share effective practice that will further develop the area.</li> </ul> <p><b>Ref: [Q5]</b></p>
<b>Please enter your answer here</b>	
<b>6</b>	<p><b>How will you ensure the quality of provision?</b> (Maximum character limit = 9000) (Maximum score = 50)</p> <p><b>Tips:</b> demonstrate that activity will be delivered within a quality assured framework, as <i>minimum</i> your proposal must contain:</p> <ul style="list-style-type: none"> <li>• What your quality assurance arrangements are; how you will ensure continuous improvement and how you will seek and evaluate learner feedback.</li> <li>• How you plan to monitor programme activity and learner needs throughout the lifetime of the programme.</li> <li>• Show your organisations commitment to gender equality and equal opportunities as cross-cutting themes.</li> <li>• Briefly describe any quality marks and/or awards and/or systems and/or OfSTED Inspections (in the last 3 years) you may have.</li> <li>• An explanation of how your organisation assures the quality of its provision if <b>not</b> currently inspected.</li> <li>• Confirmation that your organisation is an accredited centre to deliver the qualifications/activity being proposed.</li> <li>• Outline any additional staffing resources, to delivery the whole proposed activity that will need to be secured, including any training needs. Where staff recruitment is to take place how will this happen.</li> <li>• Detail staff and their qualifications relevant to the activities proposed.</li> <li>• Your management information systems and resources and how they will be applied to the gathering and recording of the information required for the Individualised Learner Record (ILR) and performance management.</li> <li>• How you will monitor financial spend including your internal audit arrangements.</li> <li>• Indicate what processes and systems are in place to ensure safeguarding of young people, including any experience of safeguarding checks, CRB checks and the Risk/Health &amp; Safety assessments of learner placements.</li> </ul> <p><b>Ref: [Q6]</b></p>
<b>Please enter your answer here</b>	

---

i <http://www.ukyouth.org/Resources/UK%20Youth/Documents/TheNationalFrameworkOfAwardsInNon-Formal%20Educational%20Settings-%20April%202007.pdf>

ii These non formal learning accreditation bodies include AQA, ASDAN, Chrysalis, Clubs for Young People, Connect Youth, The Duke of Edinburgh's Award, Fairbridge, Girlguiding UK, Mencap, NOCN, The Prince's Trust, The Scout Association, Sports Leaders UK, Skill Force, UK Youth, WJEC, Youthtrain and Arts Awards.