



SKILLS FUNDING AGENCY

On behalf of the YPLA

ESF 2011-2013 – Yorkshire and the Humber

TENDER REF: itt_29039

**YH/YP/01 – Reducing the numbers of young people
NEET in Yorkshire and The Humber**

October 2010

Contents

- 1. Introduction to Tender**

- 2. YH/YP/01 – Reducing the numbers of young people NEET in Yorkshire and The Humber**
 - a. Specification Questionnaire**
 - b. Profile Spreadsheet**

Introduction to tender

1.1 Background

Overview:

The Skills Funding Agency is an agency of the Department for Business, Innovation and Skills (BIS).

The Agency funds and regulates adult Further Education (FE) and skills training in England. As part of a network of organisations in the country who commission, manage and market training for adults, their mission is to ensure that people and businesses can access the skills training they need to succeed in playing their part in society and in growing England's economy. The Agency do this in the context of policy set by BIS and informed by the needs of businesses, communities and regions, and sector and industry bodies.

The Skills Funding Agency is the ESF co-financing organisation.

A Shared Service Agreement between the Skills Funding Agency and the Young People's Learning Agency (YPLA) agrees that the Skills Funding Agency will operate on behalf of the YPLA for the 14-18 ESF provision. The YPLA is sponsored by the Department for Education and exist to support the delivery of training and education to all 16 – 18 year olds in England. The YPLA and Local Authorities have the statutory duty to secure sufficient education and training provision for all young people aged between 14 and 18 and for 19 to 25 year olds assessed for a learning difficulty and/or disability, in their respective area.

The Young People's Learning Agency has produced this specification on the basis of the needs identified in local areas.

National context of provision

ESF Priority 1 focuses on unemployed people and those young people not in education, employment or training (NEET). The Skills Funding Agency (operating on behalf of the Young People's Learning Agency (YPLA)) is using its ESF funding for 14-18 year olds for provision including qualifications ranging from Entry Level skills up to Level 4, where these can be delivered under ESF Priority 1.

The main focus for ESF monies for the period 2011-13 will be securing the continued provision of individually tailored packages of education and support which will assist in the engagement of young people Not in Education and Employment. As well as increasing participation in education and training, this will close the attainment gaps between advantaged and disadvantaged young people at Level 2 and 3. This was a high priority for the Learning and Skills Council (LSC) and continues to be so for the YPLA and Local Authorities in Yorkshire and The Humber.

Regional Context

In the last few years there has been an improvement in the proportion of residents aged 16 and 17 participating in learning in Yorkshire and the Humber. However there remain about 24,000 16-18 year olds currently not in education or training i.e. in NEET, destination not known or in employment without training.

Regionally, there has been a slight improvement (-0.1 percentage point) to NEET figures during the last 12 months (Nov 2008 – January 2009 average compared to Nov 2009 – January 2010 average). However, most sub-regional groups (SRGs) still have a greater proportion of young people NEET than the national average, with local authority rates ranging from 9.5% in Kingston upon Hull to 4.3% in York. In total, Yorkshire and the Humber had 13,100 16-18 year old young people who were NEET in January 2010.

The proportion of 16-18 year olds with a destination 'Not Known' varies significantly within the region. Five local authorities had rates below the national average of 4%, with North Yorkshire the lowest at 1.3% (Nov 2009 – January 2010 average). Within Leeds the figure was twice the national average at 10.9%. In total, there were 8,700 Yorkshire and the Humber residents in this category.

	NEET Nov 2009 - Jan 2010 Average	Not Knowns Nov 2009 - Jan 2010 Average
North East Lincolnshire	6.3%	3.7%
North Lincolnshire	9.2%	4.9%
East Riding	5.6%	8.3%
Kingston upon Hull	9.5%	5.6%
North Yorkshire	4.4%	1.3%
York	4.3%	1.9%
Barnsley	7.9%	6.2%
Doncaster	7.5%	4.6%
Rotherham	7.9%	4.9%
Sheffield	8.5%	3.7%
Bradford	8.6%	4.2%
Calderdale	8.7%	4.2%
Kirklees	9.4%	4.7%
Leeds	8.2%	10.9%
Wakefield	9.3%	3.9%
<i>Yorkshire and the Humber</i>	<i>7.8%</i>	<i>5.2%</i>
England	6.4%	4.0%

Source: NCCIS

Also it is important to recognise that, throughout the region, the older the young person the more likely they are to be classified as NEET. The breakdown by age of the NEET cohort in Yorkshire and the Humber at January 2010 was:

16 Year Olds, 16.3% - 2,150
17 Year Olds, 37.1% - 4,850

18 Year Olds, 46.5% - 6,100

Source: NCCIS

Vulnerable Groups in NEET & Not Known

The YPLA recognises that developing and delivering activities to increase the numbers of young people in learning often involves working with, but not exclusively, the most vulnerable of individuals.

There is a need to engage and retain young people in learning particularly within certain vulnerable groups, for example those learners with learning difficulties or disabilities, teenage parents and Black Minority Ethnic (BME) groups.

Amongst 16-18 year olds classified as having a learning difficulty and/or disability (LDD) in March 2010, the proportion in the NEET group in the Yorkshire and Humber region was 16.2%. This compared to the national figure of 13.7%.

Of those 16-18 year old LDD young people in the 'Not Known' category, Yorkshire and the Humber had a rate of 15.2%, compared to 11.2% nationally.

In Yorkshire and the Humber, 26% of teenage mothers known to Connexions in March 2010 were in Education, Employment or Training (EET). This figure was virtually unchanged from March 2009 (27%) and lower than the national figures (28%).

An ethnicity breakdown of NEET data identifies significant differences, with those of Mixed Race and Black/Black British origin tending to have rates that are much higher than the norm. Figures for Yorkshire and the Humber in March 2010 show the highest rates were for White and Black Caribbean (14.5%), Other Mixed Background (12.2%) and Black Caribbean (10.8%).

Within the NEET group there are a significant proportion of young people who are identified as young offenders. This area of work is now covered by the National Offender Management Service so they will not be eligible for inclusion in this project

In addition to the variations in rates for different groups, national statistics have always indicated that low achievers are much more likely to be NEET at age 16 than those who have attained 5 GCSE passes at grades A* - C. However, there is some evidence to suggest the current economic uncertainty and subsequent recession has meant that the NEET cohort is changing in some respects and includes learners who have already achieved a level 2 qualification and above in some cases. Whilst these learners may not be classed as a vulnerable group their needs must be taken into account when planning future ESF provision

This project also aims to address the issue of those vulnerable young people aged 14-16 in compulsory education who are identified as being at risk of becoming part of the NEET group.

At least 80% of the funding allocation must be spent on activities for young people NEET who are aged 16+.

Foundation learning

To achieve results we need to understand and inform young people's aspirations and choices and link them to the labour market and employer demand. We need to ensure that the programmes of learning that we purchase provide opportunities at the right level, in the right subjects with appropriate pathways in and out that promote progression and attainment. We also need to ensure that partners work together to address the social and personal issues which act as barriers to many of the young people who are most likely to be NEET.

The introduction of Foundation Learning (FL) as the national route of learning for 14-19 year-old young people studying predominantly at Entry Level or Level 1 allows the opportunity for increased levels of accredited learning to be delivered to, and achieved by, young people who participate on ESF funded programmes.

The Foundation Learning programme is made up of three areas of learning: vocational or subject learning; personal and social development and functional skills.

Foundation Learning allows for flexible, personalised programmes, that include qualifications drawn from the Qualifications and Credit Framework (QCF), with the overarching objectives of: supporting improved engagement, participation, achievement and progression through Entry Level and Level 1 towards an appropriate destination, such as level 2, employment (and supported employment) and/or more independent living, all of which are seen as positive outputs and outcomes within the ESF NEET programme.

The role of the successful organisation(s)

Successful organisations must be able to demonstrate the following for each Local Authority District they intend to bid for:

- A thorough understanding of the NEET group including:
 - Characteristics of the NEET group
 - Issues related to the specific target groups
 - Specific geographical needs
- How they will monitor and refocus activity to ensure that delivery is coherently meeting the needs of the NEET group locally
- Evidence of an understanding of the existing provision for NEET young people in the geographical area(s) to be covered in the bid and evidence of how additional provision will complement, enhance and add value to what currently exists and address gaps

- How they have consulted with members of their partnership, if applicable to their delivery model, and agreed the division of activities with the named delivery partners and what those partners are able to bring to the project overall
- How they will ensure young people participating on the programme progress into a positive destination

A successful organisation will have responsibility for:

- Demonstrating a commitment to running and participating in a strategic steering group which will drive the project
- Understanding the needs of the local area and the strengths and weakness of the current offer
- Promoting the project and making sure the publicity requirements of ESF are met
- Ensuring evidence collection and validation for eligibility in line with Skills Funding Agency and ESF contractual obligations
- Monitoring and refocusing of activity to ensure that delivery is coherently meeting the needs of the NEET group
- Ensuring openness and probity in procurement procedures if any activity is sub contracted
- Ensuring co-ordination in the, diversity, range and accessibility of the training and opportunities provided

Information, Advice and Guidance

Effective Information, Advice and Guidance are an important aspect of this programme. Successful providers will either hold the Matrix standard* or will provide an equivalent level of support, for example by sub-contracting this aspect of delivery to partners who are Matrix-accredited. Applicants must state whether they hold the Matrix standard for IAG or are working towards it.

* the Matrix standard is the unique quality framework for the effective delivery of information, advice and/or guidance on learning and work. Further information may be obtained from www.matrixStandard.com

Quality

Applicants must demonstrate in their tenders how they will provide training to the required quality, as detailed below.

- Providers will need to demonstrate they have a track record of delivering high quality provision. Evidence of inspection grades of 3 or above or external quality assurance such as Training Quality Standard accreditation or application made to become accredited, awarding bodies' external verification reports, ISO9000 accreditation and Investor in People status will serve to support providers' applications.
- Providers should note that the direction of travel for the Skills Funding Agency is that the preferred external accredited standard is the Training Quality Standard.

EMA

Skills Funding Agency co-financed ESF provision is considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of at least 12 guided learning hours per week and for a minimum of 10 weeks.

Your tender should reflect how you propose to assist young people with their applications for EMA as part of this project.

Where applicants are not eligible for EMA, it is anticipated that payment of a training allowance will be paid to learners. Any training allowance payment would be from the overall budget for this programme and providers must build this in to their costs.

For full details of EMA and the eligibility criteria please visit the EMA website www.direct.gov.uk/ema

1.2 ESF requirements and information

Contractual requirements

Applicants should refer to the sample contract documentation issued with the ITT

Contracting requirements

Please read the READ ME FIRST document as there is important information contained in this document relating to current and future contracting requirements.

Cross Cutting Themes

Gender Equality and Equal Opportunities:

Gender Equality (GE) and Equal Opportunities (EO) is a cross cutting theme of the Convergence/Competitiveness ESF Framework. The National Operational Programme maintains the dual approach to promoting gender equality and equality of opportunities by funding specific activities which target women and disadvantaged groups as well as integrating equal opportunities into the planning, implementation, monitoring and evaluation of the programme as a whole.

Action to promote equality and diversity is an integral part of the Skills Funding Agency business objectives. A world-class workforce can only be created if we

remove barriers, eliminate discrimination, address disadvantage and raise the aspirations of both present and potential learners.

Sustainable Development

Sustainable Development (SD) activity is a mandatory requirement of all projects funded through the ESF programme. Applicants will be required to have in place an operational SD policy and implementation/action plan within 6 months of the project start date. Performance monitoring of the project will include a review of progress against the implementation/action plan on a quarterly basis.

Eligibility

Any statutory training, for example training that employers must provide under Health and Safety legislation, is not eligible for support through ESF projects.

Priority groups

The following table outlines the expected targets for all contracts unless specific targeting is defined within the specification.

PRIORITY	1	PRIORITY (South Yorkshire)	1
Participants with disabilities or health conditions	22%	Participants with disabilities or health conditions	22%
Participants from ethnic minorities	21%	Participants from ethnic minorities	12%
Female participants	51%	Female participants	51%
Number of Participants who are Lone Parents	12%	Number of Participants who are Lone Parents	12%

Reducing the numbers of young people NEET in Yorkshire and The Humber

Aim

To provide a flexible and tailored offer of provision to NEET young people in the Yorkshire and the Humber region, to support and enable them to re-engage in learning and progress onto positive destinations.

Detail of provision

We are seeking to establish flexible learning and support programmes that offer alternatives to existing learning provision and to fund services to support mainstream delivery, achievement and progression. The programmes must be aimed at activities and interventions that reduce the level of disadvantage faced by young people in the labour market. They must align with Local Authority District strategies and specifically focus on NEET related issues by offering alternative delivery and support methods with the aim of reducing NEET levels.

To ensure that a coherent delivery network is in place to meet the needs of the key target groups, applicants must be able to demonstrate a good track record of co-ordinating multi-agency activity and projects should build on existing local partnership infrastructures where there is evidence that these have been working well.

Evaluation shows that approaches that have been locally defined and have involved targeted, personalised, intensive and flexible programmes of support are the most effective. Evidence shows that activities for young people who are NEET usually need to be flexible, often bespoke and require input from a number of providers, specialists and external agencies.

This specification is for a number of coordinated projects to increase young people's participation in education, employment or training (including Apprenticeships) through locally defined and delivered interventions.

Provision to be developed should encourage innovation and address the issues that are impacting on the number of young people that fall into the NEET category. This must also involve monitoring and refocusing of activity to ensure that delivery continues to meet the needs of the NEET group.

Model of delivery

We are looking for a successful organisation, representing a wider partnership, who will work together with a steering group of key partners, to deliver interventions at Local Authority District level. Applicants may bid to be the successful organisation in one or more Local Authority Districts

We expect applicants to:

- Follow on from the success of existing delivery of NEET activity across the Yorkshire and the Humber region, work with existing partnerships and

demonstrate how they will engage and link in with other existing provision from niche providers and specialist delivery partners

- Engage with small specialist providers particularly in the voluntary and community sector.
- Demonstrate an ability to meet identified needs and to manage, monitor and report on activity to make sure that ESF funds are used appropriately and in line with all relevant regulations and guidance
- Commit to engaging with interested parties such as Local Employment Partnerships, 14-19 strategic groups or any new bodies established under the coalition government that are able to influence the most appropriate provision for the target group thereby ensuring that the funds are in line with the new freedoms and flexibilities for providers.
- Demonstrate how value for money will be achieved
- Demonstrate how provision to be delivered will be managed to counter any underperformance and ensure ESF investment remains active and relevant.
- Be responsible for the administering of EMA to qualifying participants on the project (s)
- List partners (and subcontractors), if you intend to use them and their roles in the delivery of the project, amounts of funding to be allocated to each partner and what it will be spent on. If this does not cover all of the funding available, please state what you are going to do with the remainder.

Past experience has shown that a strong strategic steering group is the key to managing and driving the project. The steering group should oversee the running and performance of the contract and intervene to make changes in focus where necessary. Applicants should include information about the membership of their steering groups and what they will bring to the project.

Activities to be delivered

The following is an *indication* of the type of activity the successful applicant *may* deliver and has been compiled as a result of consultation with strategic partners and stakeholders across the Yorkshire and Humber region.

14-16 year olds

Preventative programmes for those at risk of becoming NEET at 16 such as:

- Innovative interventions to overcome barriers to participation
- Personal programmes which may include a work related component, enhanced Information Advice and Guidance (IAG), personal and social development, increase in school attendance and/or functional skills

complementing the Key Stage 4 curriculum.

- Flexible programmes that enable young people to progress into other learning such as FE, Apprenticeships, and other learning pathways.
- Preparation for employment, particularly for disaffected young people, to understand employers' requirements around attendance, attitude, motivation, language and behaviour management
- Vocational training and qualifications linked to key employment sectors and local employment opportunities including integrated maths and English skills development

16-18 year olds (19-24 for young people with learning difficulties/disabilities)

- Delivery of innovative learning experiences that engage the target group and increase the number of young people participating in education and training
- Provision for young people who need specialist support and training in alternative learning environments.
- Short programmes of activity for those young people who have recently left learning programmes without a positive outcome or destination
- Projects for young people with a preference to find employment. This may include delivery of a range of activities to increase employability skills whilst promoting the value of further learning.
- Flexible learning provision to address needs of young people not yet ready for mainstream learning options.
- Vocational training and qualifications linked to key employment sectors and local employment opportunities including integrated maths and English skills Development
- Structured taster programmes in a working or learning environment
- Employer engagement related to these activities
- Supported employment –particularly for disaffected young people and those with learning difficulties and/or disabilities (LDD) aged up to 25 with a learning difficulty assessment
- Flexible provision which is individually tailored to meet the needs of NEET young people at differing levels of ability, from entry level to those ready to progress to level 3.
- Specific programmes for older NEET young people, retention at 17 is a major issue across the region and 18 year old NEET young people make up the

majority of the cohort

65% of 16-18 year old learners on projects must progress into employment or further education or training

All activities should be underpinned by high quality, impartial information, advice and guidance to ensure that young people are able to make informed choices.

Target groups & priorities

The total number of participants to be recruited to the project in Yorkshire and the Humber – 7,810

Young people aged 14-16 who are at risk of becoming disengaged or have become disengaged from education and learning.

Individuals aged 16-18 (up to 25 for LLDD) who are not in employment, education or training. The specific target groups **could** have emphasis on:

- Young people with caring responsibilities
- Young people with learning difficulties and/or disabilities, including those with mental health problems (up to the age of 25 with a learning difficulty assessment)
- Young people from BME backgrounds
- Young parents and those soon to be
- 17 and 18 year old NEET young people

NB: Those young people identified as being young offenders are not to be included here as previously mentioned

Geography / area of delivery

The successful organisation will deliver, manage and coordinate the NEET programme by delivery of specific actions and activities within the context of other provision available within the delivery area

The successful organisation must demonstrate the protocols and processes required to manage the implementation of individual activities delivered through their partner networks. The Skills Funding Agency is looking for tenders to cover the following Local Authority District groupings:

- **Barnsley**
- **Bradford**
- **Calderdale**
- **Doncaster**
- **East Riding**
- **Kingston Upon Hull**

- Kirklees
- Leeds
- North and North East Lincolnshire
- Rotherham
- Sheffield
- Wakefield
- York and North Yorkshire

Applicants may bid to be the successful organisation in one or more of the areas listed above

Through consultation by the YPLA, it was identified all **areas of focus described within the section ‘Details of Provision’ above relate to all Local Authority areas**. However, within some districts some distinct priorities were identified and particular focus is required on the following. These are:

Bradford

- Providing specific support for learners with a learning difficulty and/or disability to enable progression into, and progression from, Entry Level 1 and Level 1 courses – including support into employment
- Provision to specifically target young people who have been NEET for at least 6 months
- Targeting NEET geographical hotspots such as Keighley
- Delivering sustainable outcomes that will avoid young people reverting back into NEET

Calderdale

- Engaging young people who are NEET aged 17 and who left post 16 education/training after one year.
- Supporting those young people who move in and out of the NEET group on a regular basis to progress into further learning, including Apprenticeships
- Providing progression pathways into learning for the most vulnerable young people i.e. learners with a learning difficulty and/or disability and teenage mothers to allow them to engage in learning at all levels, but particularly Foundation Learning

East Riding

- Focusing delivery on the geographic areas of Bridlington, Holderness and Haltemprice which have the highest concentration of young people who are NEET.
- Addressing the disproportionate number of teenage parents who are NEET across the local authority with the highest concentration living in Bridlington.
- Developing access and progression routes to further learning through delivery of Foundation Learning programmes.
- Ensuring a learning offer is available for 17 and 18 year olds as youth

unemployment increases

Hull

- Developing and delivering provision which is suitable for, and encourages, young parents and teenage mothers to re-engage with learning

Kirklees

- Increasing the number of programmes that provide first rung and engagement activities that will support young people to progress into further learning, particularly Foundation Learning.
- Delivery of a range of programmes that will decrease the number of young people aged 18 in the NEET group.
- Development and delivery of programmes that support young people with behavioural, emotional and social difficulties to progress into mainstream provision, including apprenticeships
- Delivering a programme that supports those young people pre 16 where attendance in mainstream provision is low and as a result may potentially be disengaged post 16

Leeds

- Increasing participation of 17 and 18 year olds in learning, particularly those who have progressed into further learning at 16 and then dropped out.
- Increasing the number and diversity of flexible starts packages
- Developing pathways enabling young people whose attendance at school is less than 20% to re-engage and progress to further learning
- Improving and increasing the levels of literacy and numeracy for young people who are NEET, thus enabling progress to further learning, including apprenticeships, particularly at level 3
- Engaging and supporting disadvantaged young people into learning, particularly those with a learning difficulty and/or disability aged 19-24, teenage mothers, looked after young people and those in independent and/or supported living.

North and North East Lincs

- Tailoring provision, including IAG, to meet the needs of young people with qualifications at Levels 2 and 3 who are NEET

South Yorkshire

- Securing progression pathways to support the transition at Key Stage 4
- Increasing the availability of sub-level 2 provision across the sub-region in order to improve and promote choice
- Developing and trialling innovative approaches to Foundation Learning
- Developing pathways that will encourage enterprise and progression to employment
- Increasing provision for young people who are NEET that have prior achievement at Level 2 and above.

Wakefield

- Increasing the number of entry points in year for those young people who have started on a programme of learning post 16 and have become disengaged prior to achieving a qualification.
- Engaging young people from vulnerable groups, e.g. teenage mothers, looked after children, those leaving care and young carers, who require help and support to access learning and progress into mainstream provision, including apprenticeships
- Engaging learners with a learning difficulty and /or disability, supporting them to enter and progress into Foundation Learning as appropriate
- Prioritising geographic areas with a focus on young people living in postcodes WF2 and WF10

York and North Yorkshire

York

- Increasing participation of those young people currently or at risk of becoming NEET through the development of more flexible provision which would offer more 16-18 'roll on roll off' provision, differentiated to meet the needs of all young people who are NEET including those who are 'Level 3 ready', able to progress to Level 2 or require Foundation Learning programmes.
- Increasing the number of providers in York who are able to fill identified gaps in the provision mix including the involvement and partnerships with third sector organisations and providers who are able to offer innovative, flexible learning opportunities to engage difficult to engage young people who are NEET.
- Improving the learning and training opportunities for learners with a learning difficulty and/or disability by creating progression pathways into further learning, employment and independent and/or supported living.
- Increasing the number of flexible pathways to apprenticeships, volunteering and employment destinations
- Increasing the chances of vulnerable learners making a successful transition to post 16 education or training

North Yorkshire

- Providing improved access to learning throughout the year by increasing the number of flexible starts available to young people.
- Focusing on particular geographical areas such as Hambleton, Richmondshire, the Coast and Selby that have the highest number and proportion of young people who are NEET, and also recognising the particular characteristics of young people in these areas, for example, teenage parents to be and young parents.
- Developing high quality introductory courses, to engage and support groups of young people into learning, that also have identified and clear progression routes into further learning and employment

Sensible travel to learn patterns must be taken into account when planning delivery of provision

Post 16 participants identified to be supported through this project must be on the NEET register and priority will be given to learners from the local district area

Funding available

Targets and outputs – link directly to deliverables, include unit costs

Output	Unit cost
S2 Start – Participant Assessment, planning and support	£200
S3 Start on Skills for Life/Basic Skills	£415
S4 Start on non-accredited learning	£135
S5 Start on accredited learning that does not have a notional NVQ level	£415
S6 Start on qualification at Level 1 or notional level 1	£415
S7 Start on qualification at Level 2 or notional level 2	£415
A1 Achievement of Skills for Life/Basic Skills	£475
A2 Completion of non-accredited learning activity	£160
A3 Achievement of accredited learning that does not have a notional NVQ level	£475
A9 Achievement of qualification at level 1 or notional level 1	£475
A10 Achievement of qualification at level 2 or notional level 2	£475
P1 Progression into learning except Higher Education	£800
P3 Participant progression / destination into employment	£800

Foundation Learning will be claimed under 'S5 Accredited learning without a notional NVQ Level'

65% of 16-18 year old learners on projects must progress into employment or further education or training

At least 80% of the funding allocation in each Local Authority area must be spent on activities for NEET young people who are aged 16+

	<u>Participants</u>	<u>Funding</u>	<u>Unit Price per learner</u>
Barnsley	335	£795,000	£2,373
Bradford	805	£1,910,475	£2,373
Calderdale	345	£818,775	£2,373
Doncaster	433	£1,025,000	£2,365
East Riding	290	£682,313	£2,352
Hull	575	£1,364,625	£2,373
Kirklees	805	£1,910,475	£2,373
Leeds	1150	£2,729,250	£2,373
North & NE Lincs	575	£1,364,625	£2,373
Rotherham	505	£1,200,000	£2,376
Sheffield	782	£1,852,000	£2,368
Wakefield	635	£1,501,088	£2,364
York & NY	575	£1,364,625	£2,373
Totals	7,810	£18,518,251	
Start and end dates			
It is expected that the contract for delivery may run from January 2011 to December 2013. However this may be subject to review by the Skills Funding Agency			
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:

YH/YP/01- Reducing the numbers of young people NEET in Yorkshire and the Humber

ORGANISATION NAME:

Please enter the name of the organisation 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.

(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:

- How you will engage with key partners and stakeholders to form an effective Steering Group for the project and how their views will influence delivery of the project
- The arrangements for delivering activities and whether you have the necessary infrastructure in place to meet need
- Your links with local strategic partnerships and how national and local 14-19 strategies and plans will inform and shape delivery
- A clear understanding of the current needs of the target group within a local authority district and how this will inform the delivery model
- How you will ensure local intelligence on the target group is regularly updated and how this will then influence activity within the project.
- How you will ensure involvement of community and voluntary groups that have a track record of working within a specific geographical area and/or specific target groups
- How partnership working, will be used to influence the mode and model of delivery within the project
- How you will identify relevant, high quality, partners and, if appropriate to your delivery model, sub contractors to deliver the project

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:

	<ul style="list-style-type: none"> • Your previous experience of successfully managing and delivering similar activities to this target group • How you will ensure geographical coverage and target identified 'hotspots' • How you will identify, target and deliver to specific target groups • Your previous experience of successfully managing and delivering activity that actively involved partners and, if applicable to your delivery model, subcontractors • How the overall project will be managed and monitored effectively to ensure delivery of the aims and objectives, outputs and milestones and how any underperformance will be addressed • How any subcontracting arrangements will be managed and monitored effectively to ensure delivery of the aims and objectives, outputs and milestones and how any underperformance will be addressed (you will not be disadvantaged if you are intending to deliver all provision) • How you will review project performance against targets • How you will monitor financial spend including internal audit arrangements • How you will ensure timely and accurate data returns are submitted to the Skills Funding Agency • How you will collect and collate evidence, including that from any subcontractors, to ensure all necessary paperwork is available to meet contract requirements • How you will report project performance to a Steering Group and other relevant partners and stakeholders <p>Ref: [Q2]</p>
Please enter your answer here	
<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"> • Who the target groups are, what their needs are, any specific characteristics of the target group(s) and how your proposed activities have been designed to meet those needs. • Your experience of working successfully with the target group, including the design and delivery of programmes to meet specific needs • The experience of partners and, if any, subcontractors in working successfully with the target group • What you see as priority groups for any specific geographical locations you are proposing to deliver activity in • Specific examples of engagement and retention strategies that have proved successful with the proposed target group and their outcomes • Examples of successful strategies and activities to be used in the project that have delivered positive outcomes, i.e. progression into further learning or employment <p>Ref: [Q3]</p>
Please enter your answer here	
<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"> • What strategies you will use to engage with the target group • What role partners and, if any, subcontractors will have in engaging with the target group • How you and your partners and (if any) your subcontractors will engage with schools, local authorities, connexions services, youth services and other stakeholders and intermediaries who have access to the target group to gain a better understanding of need and how this will then influence programme design and delivery • How you will target and engage with those who are the hardest to reach including the use of third parties • How you will use initial assessment and information, advice and guidance to shape the programme for individual participants • How you will reflect changes to curriculum and qualifications, such as foundation learning, in the delivery of the programme to support progression • How you will use high quality, responsive, individual learning plans to meet the identified needs of the target group and how these plans will be monitored and reviewed to reflect changing need. <p>Ref: [Q4]</p>
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Please enter your answer here

<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"> • Details of how you have researched existing provision and projects to ensure there is no duplication • Details of how the need for the activities you propose have been identified by partners and stakeholders • Details of any existing provision and/or projects that are similar to the activity you propose to deliver, and how you will ensure the project will complement rather than duplicate the existing offer • How it has been identified that activity or provision is needed but is not currently funded through core funding streams • Detail how you will continue to monitor and ensure that activity does not duplicate that funded through mainstream budgets • Details of how the proposed activity will complement and/or provide progression to existing activities delivered through core funding • Give detail of how activity will add value to current core funded activities <p>Ref: [Q5]</p>
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Please enter your answer here

<p>6</p>	<p>How will you ensure the quality of provision? (Maximum character limit = 9000) (Maximum score = 50)</p> <p>Tips Your response should describe:</p> <ul style="list-style-type: none"> • What your proposed quality assurance arrangements are
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| | <ul style="list-style-type: none">• An explanation of how your organisation assesses the quality of its provision, or the provision of any partners or subcontractors (if applicable to your delivery model), if it is not currently subject to inspection• Give details of quality systems used by your organisation and, if applicable to your delivery model, partners and sub contractors such as Common Inspection Framework, Matrix standards, etc• How you will address any identified issues relating to quality of provision• How you will ensure continuous improvement of provision, including that of any partners or stakeholders,• How you will seek and evaluate learner feedback and ensure responses feed into the design and delivery of activity• Confirm that organisations involved in delivery are accredited to deliver the qualifications/activity being proposed• How you will demonstrate value for money• Describe your management information systems and how these will be used with any partners or subcontractors to monitor performance• Describe how you will ensure consistency and quality of relevant documentation relating to the learner, e.g Individual Learner Records (ILR), Individual Learning Plans• Describe the audit arrangements for your organisation and that of your partners and/or subcontractors |
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Ref: [Q6]

Please enter your answer here