

**Learning and Skills Council East Midlands Region**

**Plan for ESF Co-financing – priority 1 and 2**

**2007-2013**

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# **1. How the plan will contribute to the implementation of the Operational Programme and the regional ESF Framework**

## **1.1. Introduction**

This Co- Financing Plan is being submitted by the LSC for the East Midlands Region and represents the activities proposed for the investment of ESF funds in the region together with the LSC match funded provision for the region and how the LSC proposes to manage the investment over the lifetime of the Programme.

The LSC is proposing to be the Co Financing Organisation (CFO) for both priority 1 and priority 2 and the Plan sets out below how the LSC proposes to invest in these priorities to add value and enhance the learning and skills offer within the region to support the ESF Regional framework.

The plan covers the ESF available from 2007 through to 2010 (plus an option to extend). The process of procurement will be over a two staged process and will start from 31<sup>st</sup> August and will complete at the end of February 2008 with activities able to start from March 2008.

## **1.2. Elements of the Framework the LSC will deliver**

### **Priority 1- Extending Employment opportunities**

The key focus of the work of the LSC within this plan will be to increase employment and to reduce unemployment and inactivity. All actions within this Priority will contribute to the strategic priorities contained within the RES; the esp priorities for action and the ESF Operational Programme.

Other strategies have also been included as part of the development of this Plan that, whilst mentioned in the RES and the esp Action Plan and the ESF regional strategic Framework, do not have significant prominence and as such need referencing here. These include the work to support the National Offender Management Service in reducing reoffending; in particular the strand relating to Education, training and Employment; and the 14 – 19 Strategy and the NEET action plan that can be referenced through the LSC's Regional Statement of priorities and the LSC's Regional Commissioning Plan. All of these plans and strategies have been the subject of stakeholder consultation in their development and have been made available for public consumption.

Offenders and ex-offenders represent a particular challenge.

The East Midlands has 17 prisons with a capacity of over 11,000. Capacity is expected to grow significantly during the life of the programme. Approximately 6,000 offenders are released back into the community from East Midlands' prisons each year (both within and external to region). Ministry Of Justice figures show that in the East Midlands 63% of adult offenders in custody and 54% of offenders in the community during 2006-7 were identified as having Education, Training or Employment needs linked to their offending behaviour.

Regional Commissioning Plan/ linked with NEET:

[http://readingroom.lsc.gov.uk/lsc/EastMidlands/LSC\\_East\\_Midlands\\_Regional\\_Commissioning\\_Plan\\_july2007.pdf](http://readingroom.lsc.gov.uk/lsc/EastMidlands/LSC_East_Midlands_Regional_Commissioning_Plan_july2007.pdf)

Annual Statement of Priorities:

<http://readingroom.lsc.gov.uk/lsc/National/nat-annualstatementofpriorities-re-oct2006.pdf>

National Offender management Service:

<http://noms.justice.gov.uk/news-publications-events/publications/strategy/em-rr-delivery-plan-0607?view=Binary>

The LSC has given priority to investing in activities that will address the following priorities within the RES:

- Employment, learning & skills, which aims to move more people into better jobs in growing businesses; and
- Economic inclusion, which aims to overcome the barriers or market failures that prevent people from participating fully in the regional and local economy.

The focus of attention for the LSC will be on the following priorities within the Regional ESF framework

- a) Improving employability and skills of the unemployed and economically inactive people (including supporting them, where appropriate, to become self-employed) to enable them to gain, retain and progress in work;**
- b) Tackling barriers to work faced by disadvantaged groups e.g. people with learning difficulties or disabilities; lone parents; older workers; Black and Minority Ethnic (BME) communities; people with low skills; and those living in deprived communities. This includes where appropriate helping with caring responsibilities, working with the health sector; and supporting community projects to mobilise disadvantaged and excluded people in order to facilitate their integration into the labour market.**
- c) Reducing the number of young people who are not in education, employment or training (NEET), in order to improve their employability and skills and to enable them to successfully make the progression into work. For example by increasing participation and attainment in learning, and reforming vocational routes for 14-19 year olds.**

#### **Activities to be supported for priorities a and b above – Adult economically inactive group**

Following the recommendations from the Worklessness task group of the Employment and Skills Partnership, the LSC will work very closely with Jobcentre plus to align its activity within the Skills For Jobs programme supported by ESF with the, Multi Agency employment team (JobMAETs) concept to tackle unemployment and inactivity. The models of delivery are the same but the working titles for the projects have been different – but there is no material difference between the concepts.

Following discussion and agreement with Jobcentre plus they will concentrate their resource from ESF in providing additional personal advisors to work in multi agency teams within local communities in areas of identified deprivation

Implementing the “JobMAET” recommendations within the ESP worklessness report, Jobcentre plus through their ESF will support key elements of the overall journey from inactivity to employment.

Their support will focus on the provision of additional personal advisers in communities whose key role will be to provide the services and to co-ordinate, coach and mentor individuals through the various services provided leading to sustainable employment including the engagement of individuals; pre- employment support for individuals; mentoring and support services for post pre and post employment.

The Skills for Jobs service offers an umbrella term for a range of different actions within the ESP task and finish group recommendations that deliver an integrated employment and skills service. The LSC will deploy ESF to provide a range of

interventions to improve employability including integrating with the Education, Employment and Training strand of the NOMS reducing re offending action plan - providing specialist provision for offenders and ex offenders.

The key focus of the activities to be supported will focus on the employer facing/employer engagement part of the Jobmaets model including:

- **Employer engagement** - offering a single point of access with employers particularly in each local areas priority skill sectors, to offer a flexible and responsive solution to recruitment issues that focuses on securing local jobs for local people. The delivery of this action MUST adhere to the principles of integration agreed by the esp for linking skills and business support and fit under the auspices of the Business Support Simplification Programme. All deliverers of this service will working closely with the preferred suppliers of skills and business brokerage and work to operate under the Business Link/Train to Gain brand where possible.
- **Reaching job readiness** - developing community based projects which build confidence and motivation as a first step toward more skills focussed provision; provided tailored provision to meet the needs of potential learners with an emphasis on occupational activities leading to vocationally relevant skills development, including but not exclusively qualifications; providing Information, Advice and Guidance (IAG) for beneficiaries in relation to employment routes and training. Building upon existing adult guidance; undertaking Individual skills diagnostics, leading to detailed skills action plans; providing activity to develop soft skills such as assertiveness training, anger management and motivation - aligned to existing skills coaching and skills passports activity.
- **Supporting Foundation Learning Tier (including Entry to Employment) skills development to support job readiness** - the Foundation Learning Tier (FLT) is a more focussed and strategic approach to Entry Level and Level 1 in order to raise participation, achievement and progression. It incorporates a unit based approach to skills development drawn, in time, from the Qualifications and Credit Framework (QCF) and allows for the units and credits to propel learners towards Level 2 or other positive outcomes.
- **Job Placement** - facilitation of structured work placements / work trials for the target group with employers in the priority sectors and securing employer commitment to Positive Action and Employment / Interview Guarantee programmes. Offering mentor training for employer staff and community volunteers.
- **Aftercare support** - including ensuring that skills and mentor support for the individual continues once in employment using a portfolio of funding from ESF and Train to Gain to support both the employer and the individual maintain momentum and continue upskilling - ensuring a smooth transition from the employment advisers working under the Skills for Jobs activity and the Train to Gain skills brokers.

In recognition of the specialist support needed for offenders serving their sentences either in custody of the community it is proposed to have a specialist element of JobMAETS and Skills for Jobs that seeks to address the additional disadvantages faced by offenders. Including:

- Developing an employment placement agency model for offenders and ex offenders;
- Develop and implement a business incubator model for offenders;
- Develop and implement a community based model for offenders serving their sentences in community based provision

### **1.3. Target groups – adult unemployed and economically inactive**

Priority 1 ESF funding will be used to improve the employability and skills of unemployed and inactive people particularly disadvantaged groups such as:

- People with learning difficulties and disabilities,
- People with health conditions,
- Lone parents,
- Older workers
- Ethnic minorities
- Migrant workers
- People with low or no qualifications.
- Offenders and ex offenders
- Small community groups

A particular challenge is addressing the needs of those who are not engaged in the labour market or in those activities close to it. These people are sometimes referred to as “hard to reach” or “excluded”. The LSC is keen to support a community empowerment approach which had proved successful in the previous ESF programme at engaging those furthest from the labour market through delivering support at grass roots level by community based organisations in particularly focussed on community based mobilisation and community based employability projects.

### **1.4. Geographical Coverage**

The plan covers the Counties of Derbyshire, Leicestershire, Lincolnshire, Nottinghamshire, Northamptonshire and Rutland.

Resources will be targeted on key areas of need or hotspots, including the three major regional Cities of Derby Leicester and Nottingham the ex Coalfields areas in north Derbyshire and North Nottinghamshire, Corby, and the Lincolnshire coastal area. We will address the particular challenges of rurality in areas such as Lincolnshire and the Derbyshire Peaks particularly through supporting the energising of Market towns and look to align ESF activity with those spatial target areas identified within ERDF regional programme, with the City strategies in Nottingham and Leicester, through Local Area Agreements and in super output areas.

### **1.5. Community Grants**

Building on our work with Young people and adults and recognising the crucial role that small community groups’ play in engaging disadvantaged people and communities, the LSC will develop a community grants programme.

Using the flexibility of up to 2.5 % of priority one the LSC will seek to secure an organisation or organisations that will act as the administrator of the Community grants for the region (or sub regions). The focus of the Community Grants activity

will be to work with voluntary and community sector partners to support very small scale community projects. Projects would further support the community empowerment strategy and provide a platform for disadvantaged people to engage in positive community activity which provides a clear focus on employment, learning and skills.

Community projects will build confidence, motivation and raise self esteem, and will be closely linked to Jobcentre plus and LSC activity through the JobMAET and skills for jobs provision. Additionally projects will build capacity in communities and help build local social capital.

### **Priorities**

- Engaging with socially excluded people
- Addressing the needs of those furthest from the labour market
- Building capacity in local community groups to sustain community activity
- Raising awareness and understanding of the requirements of the labour market

### **Actions**

- Working with community groups to stimulate and facilitate local community activity
- Provision of small grants for community activity
- Building local social capital by involving excluded groups in developing, managing and delivering, valuable local projects
- Supporting projects which build confidence, motivation and self esteem

## **1.6. Activities to be supported for Young People Not in Education, Employment or Training (NEET)**

### **Background**

The current Regional ESF framework outlines the key issues facing those at risk of being NEET. Further information is now available that reflects the key barriers faced by those who are NEET including access to suitable courses at the right level in their locality; the need for support at transition points - from school to further learning; from school to work; from learning to work and whilst in the first six months of work until they are established.

It is clear from this research and from feedback from young learners, that many lack the confidence to face what appears to them to be large jumps in expectations at transition points. For example many young people find the jump from school to Entry to Employment (E2E) provision too great. They need personal support and confidence building activity, as well as considerably enhanced learning in literacy, numeracy and personal development. Similarly the move from E2E to apprenticeships is daunting for many. They lack employability skills and need ongoing support to enhance their confidence whilst they understand what is required of them.

Evidence in the region of successful pre-E2E and pre-Apprenticeship programmes point the way to a more comprehensive support framework which takes young people at risk of becoming, or actually NEET, or those who have entered employment but with little or no formal training available to them from school through to sustained employment with training, preferably in a recognised apprenticeship. Whilst the new Foundation Learning Tier of programmes will be fully on line in 2010, young people will need help to bridge transition gaps both before and after that time.

The programme will focus upon the specific needs and characteristics of the groups of young people most at risk of exclusion from education, employment and recognised training and the barriers they face in continuing in learning, either full time or as part of their employment.

Particular attention will be paid to those young people who have offended and where addressing the employment and skills is the single greatest factor likely to contribute to reducing re-offending as part of a holistic approach to resettle and rehabilitate young offenders.

### **1.7. Activities to be supported**

#### **Initiatives to help raise awareness of the world of work, enterprise and entrepreneurship among young people (from age 14), including work experience placements:**

The key focus of this work will be to secure enhanced career guidance; more volume and improved work experience placements and securing more and better effective links between businesses into schools.

- **In depth support for year 10 and 11 pupils** who are at risk of not effectively participating in education and training by virtue of their underachievement in KS4. Activities that give them realistic expectations of work, training and continuing education and the role that entrepreneurs play in driving the economy
- **Activities that increase the number of young people taking up 14-18** apprenticeships, in particular, in the priority sectors set out in the Regional Commissioning Plan of Health and Social Care, Engineering and Construction, together with local priority sectors
- **Long term mentoring support** that starts in year 10 and continues to the end of a level 2 qualification
- **Promoting business activity through work experience** in schools to better prepare pupils for the transition from school to work. Support will be targeted particularly at the most educationally disadvantaged super-output areas shown at Annex 1.
- A programme of work to **raise the understanding of the business benefits to employers employing young ex offenders** and to improve the recruitment of young offenders and ex offenders by strengthening alliances with employers to address barriers to working with offenders

#### **Initiatives to reform vocational routes and develop skills among, 14-19 year olds.**

The key outcomes for this work are the improved engagement of young people in the target groups with the diploma programme; improved engagement of young people in the target groups on the Foundation Learning Tier and enhanced career guidance

## 1.8. Action

- **In depth support for NEET and or potential NEET learners** who are at risk of not effectively participating in education and training. Activities that re-engage them and give them access to E2E and or the Foundation Learning Tier
- **Activities that allow progression from Increased Flexibility** activity into E2E, FE courses and/or Apprenticeships or the Foundation Learning Tier
- **Activities that increase the number of young people progressing** to Apprenticeships, in particular, in the priority sectors set out in the regional Commissioning Plan
- **Activities to improve the education skills and employability** of young offenders and young ex offenders in custody and under supervision in the community

## 1.9. Activities to engage 14 to 19 year olds not in education, employment or training, tackle their barriers to learning, and help them access programmes such as Entry to Employment.

The key outcomes sought for this investment is to improve the engagement of young people in the target groups with the diploma programme; to improve the engagement of young people in the target groups on the Foundation Learning Tier; ensure access to enhanced career guidance; improve the volume and quality OF Work experience placements and to enhanced self esteem and confidence of young people in the target groups

### Action

- In depth support for NEET and potential NEET learners who are at risk of not effectively participating in education and training. Activities that restore self confidence and enable them to be self supporting in their progression towards a level 2 qualification
- Activities that increase the number of young people taking up Apprenticeships, in particular, in the priority sectors set out in the Regional Commissioning Plan
- Activities that will increase the number and volumes of Apprenticeships available to young people in the region
- Long term mentoring support that starts in year 10 and continues to the end of a level 2 qualification
- Activities that provide innovative bridging activities between school / increased Flexibility programmes and E2E and/or E2E and an apprenticeship
- Activities that motivate potential NEET young people to stay in learning
- Activity to build bridges for those leaving custody to reintegrate into community mainstream learning and skills activities

## 1.10. Activities to reduce youth unemployment by developing the employability and skills of young people up to age 19.

### Action:

- Integrated approaches, including the provision of employability and key skills including projects that provide young people with the opportunity to gain accredited qualifications in key skills and work experience, especially projects that enable the progression of young people into the Foundation Learning Tier

- Support for work experience, work trials and job tasters for Young people with Learning Difficulties and Disabilities up to the age of 24 and for young people aged 16 - 19
- Improving employability through the development of basic skills and recognition of prior learning, preferably through Work Based Learning
- Increasing participation in community and self-help activities as a first step to improving confidence for young people particularly those living in the most educationally disadvantaged areas
- Intensive support for young people aged 14 - 19, using mentors, caseworkers or advisers to enable target groups to increase their skills and abilities to reach the level of basic employability
- Projects that build capacity to increase participation in learning and assist progression into the Foundation Learning Tier or an Apprenticeship
- Activities developed to build the employability skills of young offenders and young ex offenders and strengthen alliances with employers to break down barriers to employment
- Activities to develop and implement a high quality Programme Led Apprenticeship programme have been highlighted as a key method of increasing participation for young people in RES and ESP priority sectors to support access to Apprenticeships

### **Target group**

Below are the broad targets groups that have been defined as priority for the investment of ESF in activities to address NEET:

- 14-19 year olds who are at risk of becoming NEET or in the NEET group
- Young people in years 10 and 11, identified as participants in the KS4 Engagement programme
- Teenage parents and parents to be
- Looked after children
- White males in super-output areas of multiple deprivation
- Juvenile young offenders and ex offenders
- The long-term unemployed (16-24 year olds who have been unemployed for more than one year);
- Young people with Learning Difficulties and Disabilities
- Young people with low level or no skills who have not worked, especially those leaving care.
- Young people (14-19) at risk of exclusion

### **1.11. Geographic Coverage**

The activities defined for the NEET section of this Plan have universal appeal across the region. However there will be needs to reach out to some specifically targets areas where the incidence of risk of NEET is greater.

In urban areas at wards and super-output areas where there are high indices of deprivation. Within these wards, young white males, those with behaviour problems and teenage parents should become the focus for activity.

In more rural areas the wards of residence should be those in the lower indices of deprivation. In both rural and urban areas, work with employers is important to ensure that the group of young people who are in employment without training are

focused upon to ensure they can progress to higher skilled employment in the future.

### **Quantified Outputs and results for Priority One**

See Annexe A for the detailed figures.

### **Contribution to Other Regional targets**

ESF Priorities 1 will complement the region's ERDF Operational Programme, in particular ERDF Priority Axis 2 – Increasing sustainable economic and enterprise activity in disadvantaged communities.

ERDF Priority Axis 2 funding will target particular disadvantaged areas of the region and will support:

- Stimulating and supporting new markets and enterprise opportunities;
- Building local capacity, resources and support; and
- Reviving local infrastructure and environments.

ESF Priority 1 will provide individuals with the support and training needed to access new opportunities arising from ERDF Priority Axis 2.

The activities contained within this Plan will complement and help support the achievements of targets contained with Local Areas Agreements especially in relation to the Block 1 element relating to children and young people. The activities around both NEET and the work with the economically inactive will help support the headline target contained in the RES and also in the esp Action plan relating to both young people and the recent Task and Finish Group on Worklessness.

### **1.12. How will the activity complement other CFO PROVISION?**

The LSC and JCP have worked in tandem to ensure that all the key requirements of the ESP's Task and Finish Group are captured within one or other of the CFO's Plans. Much work has gone in to ensure that the LSC and JCP Plans align and do not duplicate each other – making clear distinctions between the provision to be secured through both parties.

Work with the Local Authorities continues to gather pace – with on going activities at both regional and local level to ensure that the respective plans and provision align. Much work has already taken place at LAA level to ensure that activities and provision dovetails across the region and the CFOs.

Over the last year, the LSC has been actively engaging with a range of stakeholders on mapping and gapping exercises for both provision for young people and adults. This work has been made available through LAA groups, in the LSC's Regional Commissioning Plan and contained with the strategic analysis for each of the sub regional areas that are shared amongst partners. The detail of this work has been used to help define the gaps in activities that need to be addressed and the LSC's CFO plan reflects that mapping and gapping work.

The LSC is an active partner in the ESP and will be represented at both RESPE and the ESF Regional monitoring Committee as well as have bi lateral meetings with the CFOs. The LSC will continue the consultative approach with the RESPE, City Strategies, Local Area Agreements, Local Strategic Partnerships, Sector Skills Agreements and other relevant partnerships to achieve regional goals throughout the duration of the programme. This will ensure delivery continually considers and

addresses the changing needs and priorities of the regional labour market and people.

### **1.13.PRIORITY 2 – DEVELOPING A SKILLED AND ADAPTABLE WORKFORCE**

#### **How the LSC will contribute to the implementation of the Operational programme and the regional ESF framework**

##### **Introduction**

The key focus of this part of the Plan is on developing a skilled and adaptable workforce by focusing attention on increasing the demand for skills from employers, especially for those employers in the sector defined as priority for the region (as defined by the RES and the esp Action Plan and the LSC's Regional Statement of Priorities (all of which are enshrined within the Regional ESF framework).

- Reducing the number without basic skills
- Increasing the number qualified to level 2 - and where justified to level 3 and 4
- Developing managers and workers in small enterprises (less than 50 staff)
- Improving leadership and management across the region
- Ensuring that skills supply matches skills demand
- Supporting access to workforce development for individuals that wish to enhance their qualifications and career prospects but where their employers are reluctant to train in the workplace.

**All work within the CFO Plan must support the region's approach to the Business Support Simplification Agenda – seeking to simplify and not proliferate the support available to the region's employers; and align with the LSC's and emda's work to integrate the work of both the skills and business brokerage services.**

#### **Elements of the Framework that the CFO will deliver**

### **1.14.Activities to be supported**

#### **Supporting Skills for Life and pre level 2 activities via the Foundation Learning Tier (FLT) and enhancing the existing LSC Train to Gain service – the focus on recruitment being through the existing employer**

The development of the Foundation Learning Tier (FLT) aims to establish an inclusive curriculum offer at Entry level and Level 1 for learners of all ages from 14 upwards (for this priority the focus will be on those 19+ and in employment). The FLT is to be supported by units and qualifications at Entry level and level 1 in the Framework for Achievement (FfA) which is currently under development.

This will encompass a broad spectrum of employees' needs, and will include learning programmes that are personalised according to the employee's need in the light of the employer's requirements. It is proposed to ensure a full suite of FLT is available to employers and their employees.

At the time of drafting this plan, it was not possible to offer funded provision (first or otherwise) to volunteers and the self employed it is proposed to extend the Train to Gain level 2 offer to include *volunteers* and self employed workers and to open access to additional target groups including those from Social Enterprises, and Ethnic Minority businesses. In all cases whilst preference will be given to employers from the regional priority sectors all sector will be eligible to receive support.

We will also extend the regional Train to Gain basic skills offer to employers and their employees. In particular we will target level entry 1 -3 basic skills qualifications for employers and employees where the employee is not ready to pursue a full NVQ 1 or above and needs help in their progression. In addition we will provide funding to those employees who although they may already have a first level 2 qualification they nevertheless have a literacy, numeracy or language need.

Opening up access through Train to Gain for employees who are excluded from the current Train to Gain offer where the employer demand is for level 2 vocational courses but not necessarily full NVQ Level 2s.

We are keen to support activities that will lead to further progression for employees and activities that address the current sectoral gender imbalances.

### **Target Group**

- Employees who already have a first level 2 qualification, but in a different occupational area to that in which they currently work
- Employees who although working in the same occupational area where they have already acquired a first level 2 qualification, that qualification is more than 5 years old and is considered to be moribund in relation to the employees job
- Employees who although they already have a first level 2 qualification nevertheless still have basic literacy, numeracy or language needs
- Employees who have a basic skill need at pre entry level1 -3 and who are not yet able to pursue a full level 1 or above and need help in their progression
- Self employed workers and volunteers who are currently ineligible for support through the LSC funded Train to Gain programme
- Those employees who are currently employed in the regional sector priority areas

### **1.15. Supporting activities to help achieve level 2 qualifications**

The current Train to Gain offer is restricted to support only the first full Level 2 qualification. It is proposed to extend the regional Train to Gain level 2 entitlement to cover an additional relevant and current second level 2 qualifications for employees who may already have a level 2 qualification that is not relevant to their current needs.

### **Target group**

- Employees who already have a first level 2 qualification, but in a different occupational area to that in which they currently work

- Employees who although working in the same occupational area where they have already acquired a first level 2 qualification, that qualification is more than 5 years old and is considered to be moribund in relation to the employees job
- Self employed workers and volunteers who are currently ineligible for support through the LSC funded Train to Gain programme

### **1.16.Supporting activities to achieve level 3**

**First Full Level 3 qualifications** – actions to support the delivery and achievement of full first level 3 qualifications

#### **Target Group**

- Employees of SMEs (up to 250 employees) restricted to the priority sectors as defined by the RES and the esp; and
- Employees of companies that offer significant inward investment opportunities in the spatial targeted areas of the ERDF programme and the growth area of Milton Keynes South Midlands – in the main but not exclusively. This would help address key market failures within these sectors that suffer from skills shortages
- Activities that will support the access and achievement of level 3 qualifications from those under represented group – mainly reflecting older workers, women, and those from ethnic minorities
- Enhancing the existing TtG Offer through piloting the use of Level 3 and 4 qualifications in key sectors (the offer of higher level skills would be restricted to smaller employers with less than 50 staff)

**Second level 3 qualifications and level 3 activities** would be eligible for support to SMEs only – targeted at those sectors defined by the RES and the esp

#### **Stimulating demand for skills from employers**

It is intended to increase the engagement of employers in skills activities through the extension of the existing Skills Brokerage to increase the penetration of the hard to reach group as well as offering a more in-depth service to the existing client base. This will be through a negotiated approach in line with the current use of the Train to Gain Brand and in support of the Business Support Simplification Agenda

### **1.17.Supporting Skills for Life and pre level 2 activities via the Foundation Learning Tier (FLT) – the focus on recruitment being through employed individuals**

It is recognized that the full suite of support should be made available to employed adults where it is not possible for the employee to seek the support of their employer. It is therefore expected that ESF will be used to support employees to access a full range of Foundation Learning Tier support. This would enhance the availability of support through the LSC mainstream support.

#### **Target group**

Adults to be targeted and prioritized to participate in this programme are:

- Low skilled/low waged employees.
- Employees with Basic Skills development needs.
- Employees within the low skilled economy who require support to progress from entry to level 1 learning.
- Employees within the low skilled economy who require support to progress from level 1 to level 2 learning.
- Employees requiring specific support to enable their employment and skills progression:
  - Lone parents
  - People with learning difficulties and/or disabilities
  - Ex-offenders
  - People from minority ethnic communities
  - People from any other group who are disadvantaged in, or disaffected with, their skills and economic progression

## Apprenticeships

The apprenticeship family delivers a range of programmes to both adults and young people. The main focus of mainstream provision has been 16 -18 year olds that with elements of full NVQ delivery (level 2 and 3) with supporting key skills and technical certificates.

Research carried out by the Skills for Business Network has identified significant potential for expansion in apprenticeship numbers among a wide range of sectors. This is both for young people but also for those between the age of 19 and 25 and those over the age of 25. There is also demand from employers for young apprentices and in some sectors for higher apprentices at level 4.

The priority for this CFO Plan will be to support:

- **Additionality** – by offering greater volume of 19 – 25 and 25+ Apprenticeships that better meets the needs of employers at skills and qualifications at level s 2 and 3.
  - The development and implementation of professional level apprenticeships at level 4 restricted to small enterprises only (less than 50 staff) - 4 with restrictions on the size of employers able to access higher level skills and remaining within the maximum of ESF funding to be used to support higher level skills.
  - Sector based initiatives to support promotion to employers and potential learners of the Apprenticeships route.
  - Support for apprenticeships in the Voluntary and community sector
  - Sector based initiatives to promote and support quality development in apprenticeships programmes, including work on peer referencing and standards.
  - Sector based initiatives to improve employer capacity to train employees.
  - Actions to support access to and progression within Apprenticeships for currently under – represented groups, including people from ethnic minorities and learners with learning difficulties and / or disabilities (LLDD).
  - Targeted advice and guidance support for young women on training opportunities.
- 
- **Enhancements** – Activities that support a higher success rate in delivery of mainstream programmes, or activities that promote progression, or enhancements that generate and support additional entry onto these programmes.

## **Leadership and Management**

There will be several levels to the leadership and management support on offer including:

- Bespoke level 3 + development opportunities for leaders and managers where employers have identified that such opportunities will benefit the business and the individual. The bespoke provision will not be restricted to full level 3 qualifications but will focus on elements of NVQs that the employer has identified as a need for the business.
- Work to improve the acquisition and deployment of management and leadership skills in small enterprises (less than 50 staff) including the development of a key worker in the organisations to champion learning in the future
- The development and implementation of a regional business growth through training programme will target organisations with less than 50 employees. The service will be open to all organisations irrespective of size but priority will be given to those sectors within the esp priority sectors and the third sector; social enterprises and businesses from BME communities.

## **Trainer Training**

Many of the activities contained within this Plan rely upon the steady flow of high quality trainers and assessors. It is proposed to support:

- The development and accreditation of initial teacher training qualifications in Skills for Life for staff employed within the Voluntary and Community sector and for employees in Small and Medium sized businesses where they are responsible for the delivery of skills for life in the work place.
- Assessor qualifications for employees within priority sectors to facilitate achievement of NVQs at levels 2 or 3, or the achievement of apprenticeship programmes.

## **1.18.Support for Trade Union Activities to increase the demand from skills**

### **Actions**

- Activities to increase the number of Trade Union learner representatives across the region, including the training available to skill TULR including support for basic skills screening; IAG development etc deployed to increase the numbers of employers engaged in TU learning activity;
- To increase the coverage of sectors and unions involved in TU Learning Representative work and therefore improve access to greater number of employees accessing relevant and suitable qualifications.
- To offer support packages to Trade Union Learner representatives that will act as an incentive to employees to undertake learning

### **Target Groups**

The key target groups are those reluctant or hard to reach employees employed within the region – especially those that have no or low skills or those more qualified individuals that have not engaged in learning and skills development for more than 3 years. In all cases whilst preference will be given to employers/Unions representing the regional priority sectors all sectors will be eligible to receive support.

### **Certifying skills of migrant workers**

- Activities that will help to assess and accredit current competence using UK qualifications. Activities that connect this work with higher level skills vacancies would be beneficial, including English for Speakers of Other Languages and interpretation support in line with Government policy.
- Improve the language skills and accredit existing qualifications of migrant workers in low skilled jobs to improve progression opportunities, support for declining industries.

### **Training for those facing redundancy**

Activities that will offer a fully coordinated support service to employers and their employees that are facing or at risk of redundancy in order to help them up-skill and find new employment. The focus of this activity should be to find the redundant worker a new job and develop new skills and qualifications not just about delivering ancillary services that might help them into employment. Any activities relating to large scale redundancies under this action would need to be coordinated through the esp Hotspots groups.

### **Geographical Coverage**

Unless otherwise stated within the main body of the actions the geographical focus of these action will universal regional coverage of the Counties of Derbyshire, Leicestershire, Lincolnshire, Rutland, Nottinghamshire and Northamptonshire. However, priority will be given to areas of greater disadvantage in terms of employment rates; wage rates and GVA and to those spatial areas for targeting under the ERDF programme.

The esp has also defined some key geographical hot spots as the focus for support including the retail developments in the cities of Derby, Leicester and Nottingham; the developments around the East Midlands Airport, the growth and expansion around Milton Keynes; South Midlands.

## **1.19. Quantified Outputs and Results - Priority 2**

See Annexe B for the detail

## **1.20. Contribution to Other targets**

ESF Priorities 2 will complement the region's ERDF Operational Programme, in particular ERDF Priority Axis 2 – *Increasing sustainable economic and enterprise activity in disadvantaged communities.*

ERDF Priority Axis 2 funding will target particular disadvantaged areas of the region and will support:

- Stimulating and supporting new markets and enterprise opportunities;
- Building local capacity, resources and support; and
- Reviving local infrastructure and environments.

ESF Priority 2 will seek to tackle the low levels of skills that could be acting as a constraint on the economic development of the region.

The activities within this plan will contribute and complement the targets contained in the RES and the ESP action plan in particular those aimed at reducing the

number of people with no or low qualification and increasing the number of people with intermediate and higher level skills. It will make a significant contribution to the targets around stimulating the demand for skills from employers and ensuring that pathways for progression are developed further to meet the needs of the regional economy.

The activities will also make a contribution to the target set within LAAs and to the work and task of the Sub Regional Strategic Partnerships.

### **1.21.How will activity complement other CFO provision**

At this stage it is unclear exactly what activities and provision the LA CFO might be seeking to deliver within their CFO as it has been subject to late development. However the work with the Local Authorities continues to gather pace – with on going activities at both regional and local level to ensure that the respective plans and provision align. The LSC and the LA CFO will ensure that activities within the CFO plans and provision align. It is intended to ensure that LAAs support the LSC in the procurement processes related to the procurement of provision under the CFO plan – this should ensure that our provision and plans align.

Over the last year, the LSC has been actively engaging with a range of stakeholders on mapping and gapping exercises for both provision for adults. The work has focussed on the demand for skills in the region and in particular from feedback from the Skills for Business network and the Sector Skills Agreements. This analysis has been used to influence the LSC's Regional Commissioning Plan and is contained with the strategic analysis for each of the sub regional areas. The detail of this work has been used to help define the gaps in activities that need to be addressed and the LSC's CFO plan reflects that mapping and gapping work.

The LSC has undertaken significant OCT round recently for Train to gain provision and the outcome of that procurement exercise has also enabled us to determine what gaps exist and how ESF could be used to enhance and offer additional activity alongside mainstream LSC activity.

The LSC is an active partner in the ESP and will be represented at both RESPE and the ESF Regional monitoring Committee as well as have bi lateral meetings with the CFOs. The LSC will continue the consultative approach with the RESPE, City Strategies, Local Area Agreements, Local Strategic Partnerships, Sector Skills Agreements and other relevant partnerships to achieve regional goals throughout the duration of the programme. This will ensure delivery continually considers and addresses the changing needs and priorities of the regional labour market and people.

## 2. Section 2

### 2.1. Funding and Added value

The details for ESF funding and the associated match by priority and year are included in Annexe C.

### 2.2. The domestic budgets to be used for match for this ESF Plan

#### Priority 1

**16 -18 work based learning budgets and Entry to Employment (E2E)** available to a maximum of £5.5 million per year

**OLASS** - OLASS has regional budgets in excess of £1.5 m per year available for training offenders in the community. A further £11m is available for offenders in detention

**Skills for Jobs** - Currently Skills for Jobs is an umbrella term used to describe several stages of funded activity. Included in this umbrella is the existing Employability and Basic Skills Programme (ESP) valued at £1.8 million per year and new funds for the SfJ umbrella of £1.35 million and future adult FE funds that will be subject to OCT to the tune of £4million per year

#### Priority 2

Train to Gain: This programme has £36 m regionally aimed at employed individuals and will therefore provide the bulk of priority two alongside the Apprenticeships funds for 19 + and new funds for adult apprenticeships.

The above funds are annual budgets, subject to review and we reserve the right to identify appropriate match programmes and utilise them as required.

### 2.3. A Breakdown of the planned administrative costs

The LSC anticipates using the full 5% available to support administrative costs throughout the lifetime of the Programme. The additional resource funded through this avenue will be deployed to ensure that the LSC delivers and manages the ESF 2007 – 2013 Programme effectively and in accordance with Commission Regulation (EC) No 1828/2006.

Over the lifetime of the programme the LSC would expect circa 40 FTE Job roles to be funded per year through the Programme, split as follows:

- 16 involved in overall programme management across the region – including liaison with and reporting to GO, planning and commissioning ESF provision, co-ordinating claims, Accounting, Payments, Financial Appraisal and contract management activity
- 24 involved in direct relationship management of providers and provision and working across partners to ensure that provision is of high quality, meeting the needs of the clients and delivering effective and efficient outcomes and results.

No more than 5% of the total project funding (ESF and Match) will be used towards administrative costs.

## **2.4. Added value of ESF**

The LSC will operate ESF via a new approach in the new programme. The LSC has endorsed a commissioning strategy, which has been cleared by ESFD. This strategy details how ESF should be targeted by the LSC to ensure complementarity and enhance the added value of ESF. An extract from the document is attached at Annexe D.

## **3. PROJECT SELECTION AND TENDERING ARRANGMENTS**

Methods of tendering to be used

### **3.1. Procurement**

The LSC is introducing competitive tendering to open up the learning and skills market by enabling the best colleges and providers to extend their range of provision and by attracting new providers into the system to increase diversity, improve quality and to stimulate innovation in the market.

All LSC ESF provision, and that which will be used as match funding, will be procured through an open and competitive tendering process. ESF provision for the 2007/13 programme will align with the procurement timetable for LSC mainstream provision and regional commissioning plans. The LSC intend to procure activity to start delivery early in 2008 to ensure that "N+2" can be met. In order to attain this, the procurement activity will start at the end of August 2007

The LSC has moved to an E-procurement (OCT) process which will simplify the processes for applicants to one single standard approach for the whole LSC. This should also encourage ESF providers to access the additional delivery opportunities that procured mainstream funding can offer. In line with the LSC new procurement processes our intention is to use an electronic portal 'Bravo Solutions' which is approved by the Office of Government Commerce (OGC).

Organisations seeking to undertake activities funded by ESF (or match) will be required to successfully complete a two phase process. The Pre Qualification stage (PQQ) and the Invitation to Tender stage (ITT).

The use of the E-tendering system and the two stage process will ensure that both Governmental and European law is adhered to. The National Audit Office (NAO) also approves this product for the tendering of Government business.

### **3.2. Stage 1: Pre Qualification Questionnaire**

Organisations seeking to deliver ESF (or match funded programmes) will be required to complete an on line Pre Qualification Questionnaire and successfully complete an assessment of their capacity and capability to deliver ESF and LSC funded programmes.

This first phase is an assessment of the providers Quality procedures, Health and Safety measures and Financial Health as well as the Providers capacity to deliver the proposed training needs.

## **Stage 2: Submission of Tenders**

All successful organisations are then invited to tender for the provision they initially applied for. This bid (tender), once submitted electronically to the managed web host will be appraised using agreed criteria, once again using trained evaluators. Following assessment a moderation process will take place.

### **3.3. Compliance with national legislation**

The LSC's procurement policy has been developed to comply with the Public Contracts Regulations 2006 and in accordance with best practice guidance from OGC. This provision has been identified as a 'Part B Service.'

### **3.4. Publicising Invitations to Submit Tenders**

To ensure that the LSC conducts an open, transparent and competitive tendering process, an extensive range of media will be utilised to advertise invitations to submit tenders. The range of media to be used is outlined below.

- The Learning and Skills Council website ([www.lsc.gov.uk](http://www.lsc.gov.uk));
- Government Office website
- Press adverts
- Press releases to local and regional newspapers, trade publications, local BBC radio and local commercial radio stations;
- Direct mail.
- E-mail alerts to the regional LSC database
- E-mail alerts to network organisations for onward cascade

All of the proposed methods will be employed concurrently to ensure that as many organisations as possible are made aware simultaneously of the two stage process.

The LSC will make a special effort to contact voluntary and community sector organisations in particular we will be contacting organisations and groups that have previously bid to ESF.

### **3.5. Support and Advice**

The LSC's will run briefing events open to all potential applicants. The LSC will be able to respond to questions via an E-portal and this may include compiling a frequently asked questions section. All support and advice offered will align with OCT guidelines.

Co-financing will continue to provide a much more level playing field for current and potential providers from all sectors as:

- Applicants will have a clear statement of intent from the local LSC as to the type of interventions sought;
- Co-financing will remove the problems encountered by many potential providers of sourcing match funding;
- Co-financing will reduce the need to become expert in European bid writing; and
- The LSC will use a common application process.

In taking this approach the LSC will seek to ensure that new providers, from all sectors, can compete openly and effectively.

### **3.6. Feedback Arrangements**

The LSC will employ a fully transparent appraisal process with all applicants receiving an overview of the appraisal process.

All organisations applying for ESF from the LSC will be notified of successful applications and the LSC will ensure that all proposals receive feedback on their proposal. Where a proposal is unsuccessful, the applicant will be informed as to the reason. All feedback will be provided via the LSC E-Tendering portal.

In the interests of openness and transparency we will publish summary details of successful project applications; these will be posted on our website and that of the GO.

#### **Arrangements for Dealing with Provider Complaints**

In the event of a proposal for funding being unsuccessful, should the organisation, after receiving feedback feel that they have cause for complaint the organisation may invoke the Learning and Skills Council's Complaints Policy. This policy will be posted on the LSC's national website: [www.lsc.gov.uk](http://www.lsc.gov.uk)

## **4. Provider funding and monitoring**

### **4.1. Contract Costs**

Contract costs will be established through a joint agreement between the provider and the regional LSC. The National LSC ESF Team have defined a set of standard deliverables for the new ESF programme, each one will be given an associated cost suggestion that will form a basis for the unit cost used in the contract and the subsequent profile payments. The regional LSC will review the delivery costs by month for the provider through a contract clarification process, which based on their application will manage the unit costs per deliverable to make as close a match as possible to the providers monthly delivery profile.

In some circumstances it may be necessary for the LSC to increase initial costs (for beneficiary starts) to assist in the start up costs for small providers or those in the voluntary and community sector and to assist in their cash flow in the early days of the project. Where delivery does not take place but payment has been made on profile, the LSC will reclaim this money from the provider. The sum of the unit cost and volumes of the deliverables will make up the full contract value.

### **4.2. Payment Arrangements for Providers**

Providers will be paid by the LSC based on agreed monthly payment profile which will form part of the contract between the LSC and providers. Payments will be generated through a Contract Management Application (CMA) which will feed into the LSCs payments system. Payments will be made to the provider via BACS on an agreed date in the month (based on the number of working days elapsed).

Providers will be required to make monthly monitoring returns to the LSC to report on activity carried out in the previous month. The return will be based on both the Individual learner record (ILR) returns and returns for non ILR based delivery via a Statement of Delivery (SoD). These returns will feed into the LSCs CMA which will perform automatic reconciliation on a quarterly basis. This reconciliation will make adjustments to subsequent payments based on profile payments made against each activity that the provider has not carried out.

### **4.3. Actual Costs**

The LSC does not intend to pay providers on an actual costs basis. All contracting will be open and competitive tendering and will be based on contract costs. (NB. The LSC reserves the right to pay providers by other eligible methods if required in exceptional circumstances).

#### **4.4. Arrangements for Monitoring ESF providers**

Contracts are assigned a contract management member of staff and a relationship management member of staff at inception stage. Contracts financial profiles are inextricably linked to delivery; therefore, monitoring of financial performance is centred on appropriate and suitably evidenced delivery.

Contractors will return learner data electronically to the LSC along with a monthly or quarterly report of all deliverables within the contracts combined with additional narrative reports. The required evidence to support these deliverables is identified within the contract and the evidence is held by the provider and will be retained in line with ESF requirements.

Performance monitoring of individual projects is undertaken in accordance with the frequency detailed in the contract. The monitoring process includes a pre-determined, and reviewed, schedule of provider visits and evidence checks by LSC staff.

Contracts are monitored against:

- The objectives of the contract;
- The timely and accurate return of records and reports to the LSC;
- Delivery of the agreed outcomes, outputs and milestones (as documented in the contract);
- The evidence of delivery (utilising a predetermined sample size);
- Beneficiary eligibility (as documented in the contract); and
- Where possible, learner records will be automatically monitored electronically using the ILR Dbase and the ensuing financial variance addressed.

The agreed variance for under/over performance of contracts is: +/-15% or +/-£50,000 for ESF only providers or +/-25% or +/-£250,000 for LSC mainstream providers. Where variances are greater than this a business case is required to be authorised at Director level.

Where indicted, underperforming contracts will have payments halted and/or claw backs enacted, re-profiling will occur based on actual delivery to date and a newly agreed future delivery profile.

The Regional LSC will keep an overview on expenditure and outputs to ensure that Co-financed activity is performing within acceptable parameters and in line with the funding profiles submitted to GO.

#### **4.5. Project Delivery and Outcomes**

The establishment of nine regional contracts teams has provided the opportunity to bring some consistency in how the LSC monitors/manages contract performance, drawing on existing best practice previously identified.

The nationally driven procurement process, alongside the use of the new Contract Management Application system, will ensure the consistent use of a range of robust outcomes – the contract schedules will be completed using this information and an agreed profile against each outcome will be agreed.

The contract/provider will be risk assessed to determine the frequency of monitoring needed e.g. a new provider delivering new provision would be classed as higher risk to start with, whilst a known provider with a good track record of delivery would be classed as lower risk.

The contracting team will look at the performance data submitted by the provider on a regular basis (in line with risk rating) and will identify any under or over performance in the delivery of the expected outcomes. Obvious causes of performance variance such as data issues will be investigated and eliminated in the first instance.

A performance report detailing the under/over performance, highlighting the key areas for concern, any trends, and any impact on key dependencies will be sent to the “partnership advisor” who is responsible for the relationship with that provider (at a local office). That advisor will then discuss the project and performance variance with the provider and submit a report back to the regional contracts team – that report may include an agreed variation to the profile. Other LSC staff may also have important roles in reviewing performance and strategic direction of funded delivery.

The contracting team will note any follow-up actions and will re-issue a variation to contract if necessary. Frequency of monitoring will be adjusted if appropriate as part of the process. Payments will be reconciled/ adjusted as necessary and if warranted, payments will be placed on hold whilst the performance issues are addressed.

#### **4.6. Quality Standards**

All LSC providers are required to comply with rigorous quality standards, including minimum performance levels as set out in our Planning for Success framework which covers planning and quality. Providers are also subjected to inspection through OFSTED. This ensures that local communities have access to relevant and high quality learning opportunities; individuals of all ages and backgrounds acquire the knowledge and skills that will enable them to realise their potential, improve their life chances, and contribute to economic growth, and so that employers are able to recruit and develop the skilled and qualified workforce they need for business success. Inspection will be within the scope of the Common Inspection Framework – and eventually the Framework for Success. We are intent on excellent provision for the benefit of employers and learners alike. As a route to excellence:

#### **4.7. Financial Assurance**

Regional Provider Financial Assurance (PFA) teams include ESF in their annual work plans. The teams endeavour to audit each contract at least once during the life of the contract. PFA will contact the relevant contract/relationship staff before the audit commences to obtain contract details, and will keep these staff members informed throughout the audit.

The audit approach places significance on the assessment of risk and the key controls providers can be expected to have in place for administering LSC contracts. Emphasis is given to advising providers on how their controls can be improved, and the sharing of good practice identified by PFA from previous ESF audits. Where control weaknesses are identified, recommendations for improvement will be based on diagnostic work that pin-points the reasons for errors occurring. This consultative approach should lead to a reduction in recurring errors and greater added value from the audit process.

The assurance approaches are tailored to reflect the differences in actual costs and beneficiary contracts.

Audit opinions are given on providers' use of funds and internal controls. The assurance report, including details of any funds at risk relating to the contract, will be discussed with the contracting and relationship staff involved.

#### **4.8. Audit**

All sub-contracted provision will be subject to local audit processes within a national framework. Our Provider Financial Assurance (PFA) team will audit each project as a minimum once during its lifetime. The purpose of these audits will be ensure that payments to providers have been used in ways that are materially consistent with the purposes for which the payments were made and that the provider has materially complied with the conditions of their contract,

The Regional Director will be responsible for the production of produce a statement of internal control about the effectiveness of local internal controls and this opinion will be based, to a large extent, on the level of assurance provided by PFA function.

In addition, the LSC's internal processes and controls are reviewed on a regular basis by a national team of internal auditors based in Coventry. National process and controls are similarly subject to review by the National Audit Office (NAO) and can include further reviews at local level.

#### **4.9. Management Information**

Management Information will be sourced from the LSC's ILR Management Information databases for learner information and from the ESF Contract management Application for financial reporting and some learner summary reporting.

Regional LSC's will have access to both a standard set of management information reports from the ESF MI as well as access to our regional planning and performance team who can produce a range of ad hoc reports.

#### **4.10. Reporting performance to regional ESF Committee**

Summary level reporting based on performance will be made available to the regional ESF committee in line with mutually agreed requirements. These will be produced and made available on a periodic basis and will represent regional subsets of the data that is submitted to ESFD. Data supplied will meet the requirements of the Data Protection Act.

### **5. Cross cutting themes**

#### **5.1. Equality and diversity**

Action to promote equality and diversity is an integral part of the LSC's business objectives. We can only realise our vision of creating a world-class workforce if we remove barriers, eliminate discrimination, address

disadvantage, and raise the aspirations of both present and potential learners.

Our Single Equality Scheme shows how we will put this into practice. By incorporating our individual schemes for race, disability and gender equality into one overarching scheme, we are creating a coherent framework for promoting equality and diversity within the LSC and across the learning and skills sector. Its objectives are aligned with our national priorities, so that it will operate strategically, in the mainstream of our work.

## **5.2. Sustainable development**

Sustainable development is focused on providing a better quality of life for everyone now and for generations to come. This is achieved through considering and balancing the long-term effects of social, economic and environmental issues and impacts. (Securing the Future – UK Sustainable Development Strategy, 2005)

The European Commission has expressed concern that projects in the last ESF programme addressed mainly the social aspects of sustainable development. There is therefore a renewed focus on the environmental aspects of sustainability for 2007-13.

The approach we are taking is to encourage specific environmentally focussed projects where these clearly link to regional skills priorities (e.g. renewable energy, energy efficiency, waste management etc.) and at the same time begin mainstreaming the environmental aspects of sustainable development through working with providers.

DWP are building in sustainable development to tendering/ procurement processes but the LSC is not going down this route at present as we feel too many providers would be discouraged or discounted if we did this.

We have agreed that we will take a developmental approach with providers and are looking at how to spread good practice from previous ESF programmes. For example, GO London required providers to attend workshops on sustainable development where they were helped to develop environmental policies. We are currently evaluating this with GO London to see if it is an approach other regions would be able to use.

In addition an interactive toolkit for providers developed by DfES for the last programme is being re-visited. We hope to be able to link this with LSC funded resources for sustainable development being developed in the FE sector.

It is important to note that funding used as match should have the same approach to sustainable development as ESF projects and we need to do further work to ensure that all LSC funds are used in a way that meets the needs of today without compromising the ability of future generations to meet their own needs.

## 6. Implementation

### 6.1. Key milestones for the first year of the plan

#### Contracting with providers

The LSC plans to operate a single annual procurement process with two smaller mini competitions which will operate between March and August each year.

#### Provisional Timetable

##### Stage 1

PQQ Road shows	July onwards
Publish Invitation for Stage 1 PQQ	31 August
Deadline for submission of PQQ	28 September
Applicant organisations informed	9 November

##### Stage 2

Invitation to tender issued	12 November 2007
Deadline for submission of tenders	7 December 2007
Appraisal and review process completed	28 January 2008
Applicants notified of outcome	30 January 2008
Standstill period ends	9 February 2008
Projects start	Mid February 2008

### 6.2. Participant starts

Allowing for the capacity building of providers to start following the contracting process, it is envisaged that there will be a slow first quarter with activity starting to flow through from September onwards.

**Priority 1**

Quarter Ending	Jun 2008	Sep 2008	Dec 2008	Mar 2009	Jun 2009	Sep 2009
Starts Cumulative	40	440	2384	3784	5784	8344
Outcomes Cumulative adults	0	0	200	375	800	1575

**Priority 2**

Quarter Ending	Jun 2008	Sep 2008	Dec 2008	Mar 2009	Jun 2009	Sep 2009
Starts Cumulative	100	950	4250	7625	11225	13610
Outcomes Cumulative adults	0	20	170	3250	5150	8447