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<b>Specification Title</b> Professionalising the Skills for Life Workforce	<b>Specification Number</b> SEREG005 FINAL 270306	<b>Policy Field/Measure</b> 3.1
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**Funding Available**  
The total funding available is £1,361,333 from 1<sup>st</sup> July 2006 to 31<sup>st</sup> July 2008 allocated as indicated below

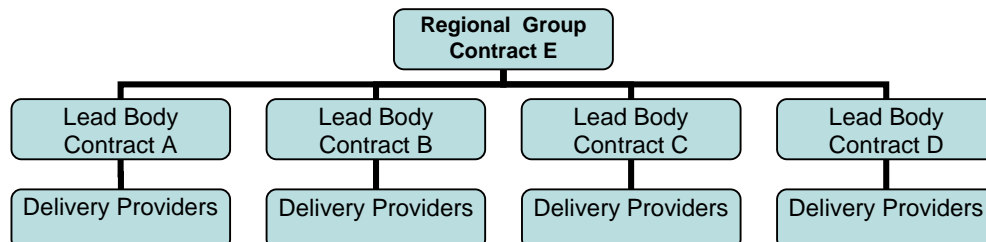
**Number of Contracts and Delivery Districts**  
The LSC wishes to issue four contracts related to delivery and one related to regional co-ordination.

**Contract 1** £315,000 Hampshire IOW  
**Contract 2** £315,000 MKOB and Berkshire (Thames Valley)  
**Contract 3** £315,000 Kent and Medway  
**Contract 4** £315,000 Sussex and Surrey,  
**Contract 5** £101,333 Regional Co-ordination.

Organisations may tender for more than one contract

**Description**

The LSC wishes to support a regional scheme to provide innovative teacher training for tutors working with learners who have Skills for Life needs. The scheme will build on the existing infrastructure within the region and will work in partnership with the existing sub-regional and regional providers of tutor training. Providers of contracts 1, 2, 3 & 4 will be expected to work together to ensure that the overarching aims of the scheme are achieved. To this end a Regional Co-ordination Group will be formed, chaired and managed by the provider of contract E.



There is overwhelming evidence, from the inspectorate and the NRDC, that the capacity of the sector to meet all identified Skills for Life needs and the quality of provision are being hampered by a severe shortage of appropriately qualified teachers. At the same time the impending launch of Train to Gain, which offers employers access to training for their employees who have Basic Skills needs or who lack a first full Level two qualification, will increase the need for staff qualified and skilled in SFL delivery. Good practice demands that Discrete SFL tutors should hold a level four qualification in the subject specialism that they are teaching; language (ESOL), literacy, or numeracy. It also suggests that many vocational learners have SFL needs and that their tutors need to be able to support those needs by embedding SFL within their teaching. This regional scheme will help support regional priorities by meeting the needs of people with low basic skills through improving the supply of highly skilled and appropriately qualified teachers.

The LSC is looking for innovative solutions to these challenges which should reflect recognised best practice in tutor training as identified by national projects. i.e. the DfES RETRO project, as well as relevant projects by Ofsted, NRDC, LLU and the SFLQI.

### **Priority Groups for Contracts 1,2,3 & 4**

Each contract seeks to engage people aged 16 years and over in one or more of the following sub-groups:

- Existing SFL teachers, in-service before 2002, who now need to achieve the new subject specialist qualifications expected of all SFL teachers
- Teacher trainees currently on PGCE or Certificate of Education courses able to benefit from completing a specialist training in teaching or supporting SFL
- Vocational tutors responsible for embedding SFL within their teaching and or supporting the delivery of key skills.

In addition 20 % of beneficiaries should be from the following groups.

- Black and ethnic minority learners
- Older workers
- Speakers of other languages
- Economically inactive people (at the start of the contract)

### **Activities for Contracts 1,2,3 & 4**

Up-skilling existing Skills for Life teachers who lack appropriate qualifications, training new SFL teachers and training vocational tutors and trainers to enable them to embed, deliver and assess Skills for Life in order to better meet the needs of their learners. The activities will be:

#### **Stage One**

- Map existing local provision to ensure that current provision is not duplicated and that gaps in provision are recognised
- Plan provision that fills the gaps within the provision “map”
- Establish partnerships with existing FE / HE providers who are already committed to SFL teacher training and experienced in mainstream delivery
- An innovative and effective marketing plan which positively addresses the current disincentives to train in SFL

#### **Stage Two**

- Recruit participants including development of innovative incentives for individuals and / or employers to attract high calibre participants, paying particular attention to the needs of Work Based Learning tutors including those delivering key skills.
- Attract newly qualified, or in training, post 16 teachers, to specialise in SFL by linking subject specialist training with other post graduate and certificate in FE teacher training courses
- Complete initial assessment and provide advice to ensure that participants are directed to the programme which is most appropriate to their needs, including the use of RARPA for any non accredited provision.
- Produce an Individual Learning Plan for all learners
- Ensure all teachers, wherever they access information on tutor training and CPD opportunities, receive consistent and high quality information and advice.
- Develop and deliver a level three equivalent programme for vocational tutors and SFL discrete staff wishing to achieve a L3. This programme should be innovative and draw on regional and national best practice and meet the needs of employers
- Deliver L4 SFL teacher training that meets LLUK subject specialist standards in all 4 sub regions. This provision must be offered in all 3 specialist subject areas.
- Support the progression of participants to other L3/4 mainstream provision within the remit of this contract.
- Provide Mentoring/Learner Support to all learners referred to level 3 and 4 programmes
- Develop a range of enhanced learner support activities for use where there is evidence of learners having difficulty accessing provision or being in danger of dropping out of the provision, due to their personal learning support needs.
- Develop a database of participants, outlining individual profiles of skills and experience which is accessible to the SE LSC and is a usable legacy remaining after the end of the contract
- Support new tutors into employment / work placements

Support and encourage experienced tutors to become SFL champions within their organisations, promoting the Embedding and Whole Organisation Approach Agendas.

## Planned Outputs for each of the four contracts

### Stage One

1. Map current and recent provision, including any projects/programmes which have completed in the previous three years.
2. Produce a report, based on the mapping exercise, which shows where provision will be offered and which provides a rationale for that locations(s). The report should show how the new provision will add value to the existing teacher training courses within that sub-region.
3. Develop an innovative marketing campaign plan which provides incentives to individuals and their organisations to take part and recruits in lien with priority groups and later contract outcomes
4. Develop and provide a wide range of learner support activities devised in response to individual learners needs and offered to support retention and achievement. Possible activities / services to include childcare, additional learning support for LDD, personal tutoring, flexible course delivery.

### Stage Two

### ESF Funded Outputs

Recruitment and initial assessment of learners	165
Completion of an Individual Learning Plan for each learner	150
Learners referred to and start mainstream funded Level 3 and 4 training programmes	75 (minimum)
Learners start Level 3 training programme funded by ESF where no other mainstream programme is available	50 ( minimum)
Learners start Level 4 training programme funded by ESF where no other mainstream programme is available	25 ( minimum)
Learners to receive mentoring/learning support to meet their individual needs	150
Learners achieving Level 3 qualifications	50 ( minimum)
Learners achieving Level 3 qualifications who are vocational tutors	40% of total Level 3 achievements (20 minimum)
Learners achieving Level 4 qualifications	25 ( minimum)
Level 4 achievements in numeracy	30% of total level 4 achievements (8 minimum)
Level 4 achievements by new/trainee teachers, who either hold a PGCE or a Certificate in Further Education/ 7407 / or other equivalent teaching qualification or will have achieved one by the end of their time on the programme	50% of total level 4 achievements (13 minimum)
Level 4 achievers having a primary workplace/ placement that is not a college or an external institution, but is classified as a VCS or WBL provider, Learn Direct or other provider outside of the mainstream of FE providers	30% of total level 4 achievers (8 minimum)
Achievement of L3/L4 qualifications by mid point of the contract	25
An interim evaluation report including learners' evaluation, effectiveness of marketing campaign and impact of mentoring/learner support provision on retention	1
Final evaluation report	1
Provision of a Skills & Qualification Database with contact details all contract beneficiaries, both those gained through the contract and pre-existing	1
Attendance at Strategic Group meetings including those required by through the regional co-ordinator	Quarterly

**Planned Outcomes for each of the four contracts**

1. All new SFL teachers supported in finding Work placements or employment
2. Evidence of experienced discrete tutors becoming champions for best practice within their organisations
3. Evidence of vocational tutors using their new skills in embedding SFL, providing peer mentoring or other SFL management interventions within their organisation

**Activities for Contract 5 - Regional Co-ordination.**

This contract is required to provide the regional co-ordination and strategic leadership to the scheme and to ensure development of communication systems so that all tutors interested in SFL have access to fast effective communication about local, regional and national development strategies.

1. Establish a Regional Strategic Group to include representatives from contracts A,B,C & D, key stakeholders and the LSC.
2. Provide co-ordination and strategic leadership to the regional network of SFL tutor training, provide representation of this network to national stakeholders and other regional/local organisations
3. Bring about greater regional consistency within SFL tutor training and Continuing Professional Development
4. Ensure that all SFL tutors have access to regular communication about developments and opportunities within the region on SFL by building on and developing the existing sub-regional communication channels and developing new channels where necessary
5. Manage a Regional Strategic Group to oversee the regional scheme
6. Represent the regional scheme at national, regional and local levels.
7. Organise regional networking opportunities for the scheme participants, to allow the sharing of good practice, engagement with national debates and dissemination of significant issues to SFL.

**Outputs – Contract 5 – Regional Coordination**

1. A minimum of 8 Regional Strategic Group meetings organised, managed and recorded
2. Organisation and management of at least 3 regional teacher conferences / networking events at which some of the L3 and L4 programme could be delivered and / or sector best practices disseminated, and to which all participants are invited. These should be devised with the agreement of the steering group
3. 90% of the learners participating in this regional scheme should attend at least one event

**Outcomes – Contract 5 – Regional Coordination**

- Provision of co-ordination and strategic leadership to the regional network of SFL tutor training
- Sharing of good practice and information across the four contracts
- Representation of this network to national, regional, local organisations and stakeholders
- Greater regional consistency achieved within SFL tutor training and Continuing Professional Development
- Equal access provided for all tutors interested in SFL across all 4 sub-regions, and provision of information about SFL developments/opportunities within the region.

**Applicants will need to be able to demonstrate:**

All applicants must demonstrate

- Capacity to put in place a delivery plan and management and monitoring structures to ensure that the programme is operational from July 2006 and an ability to deliver the outcomes by 31<sup>st</sup> July 2008
- An in-depth knowledge of current regional/ sub regional patterns of provision and “gaps”
- An in-depth understanding of the current national issues and planned changes in both initial and SFL teacher training
- A proven track record in working with HE and /or FE partners
- Successful experience of contract management across large geographic areas
- A strong understanding of the incentives, at both individual and employer level, which limit take up of SFL L3 and L4 training and innovative ideas to combat these incentives
- Strong administrative systems capable of handling the requirements of ESF monitoring plus reporting learner and contract performance data to the LSC via on-line systems

In addition, applicants for Contracts A, B, C, D must demonstrate

- Proven ability to develop and deliver teacher training in one or more of the sub regions
- Strong local partnerships and an understanding of any local issues that could impact on delivery

In addition, applicants for Contract E

- An understanding of nationally agreed standards in SFL teacher training
- Ability to work across the whole of the SE region

**State Aid**

Not relevant to this specification

**Additional Information**