

Learning and Skills Council
London EAST

EUROPEAN SOCIAL FUND

OBJECTIVE 3
Co-financing LSCLE Tender Prospectus

8 JUNE 2005



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SECTION ONE - INTRODUCTION

PURPOSE OF THE PROSPECTUS

This prospectus will help applicant organisations to tender to carry out activity under this tendering round. The prospectus will:

- *Describe the areas of activity the LSC London East (herein known as LSCLE) will support, the group(s) to be targeted, the outputs expected and the funding available in tender specifications against which applicants will be able to apply for funding;*
- *Outline the main rules and regulations on the use of the funding; and*
- *Explain the process by which tenders will be selected for funding, managed and monitored.*

If you are considering making an application for support from the LSCLE Programme, you should read through this Prospectus to determine if your proposed activity would be eligible for funding. Also, you will need to be able and willing to abide by the rules, regulations and management information requirements of the programme.

THE LONDON EAST ESF CO-FINANCING ROUND

LSCLE is calling for proposals to fund their developmental priorities for this year. The priorities are based on the Learning and Skills Council's national and local strategies and the European Social Fund Regional Development Plan for London.

The objectives of the Programme reflect national LSC strategic priorities. These are to:

- Raise participation and achievement by young people;
- Increase demand for learning by adults and equalise opportunities through better access to learning;
- Raise skill levels for competitiveness;
- Improve the quality of education and training delivery;
- Improve effectiveness and efficiency of training delivery;

THE LEARNING AND SKILLS COUNCIL

The Learning and Skills Council was incorporated on 1 April 2001 under Section 1 of the Learning and Skills Act 2000. It comprises a national office and 47 local Learning and Skills Councils. The duties and functions of the LSC, as set down in the Act, are:

- Identifying national and local learning and skills needs;
- Setting and implementing strategies and plans for meeting those needs;
- Driving up demand for learning and skills from individuals and employers;
- Advising the Government on the post-16 National Learning Targets;
- Securing progress towards the post-16 Targets (jointly with the Higher Education Funding Council for England on the NVQ Level 4 target); and

- Planning, funding and securing higher standards in Further Education, Adult and Community Learning, Work-based Learning, Education Business Links for young people and Information, Advice and Guidance for adults on learning and skills.

It is expected that the LSC will secure a step-change in the performance of the learning and skills system, in at least the following areas:

- A significant increase in young people staying on in learning until age 19 and achieving at least a Level 2 qualification;
- Increase demands for learning amongst adults;
- An improvement in the supply of skills amongst people of working age;
- A raising in the quality of education and training delivery;
- Innovative strategies to achieve the post-16 National Learning Targets;
- Widening participation and better access to learning targeting disadvantaged communities and non-traditional beneficiaries;
- An equal opportunities strategy and action plan which includes targets and performance indicators to tackle under-representation and under-achievement; and
- An improvement in the effectiveness and efficiency of learning provision.

The Learning & Skills Council London East

The LSCLE is one of the five London arms of the National Learning & Skills Council. We are based in Stratford (London Borough of Newham).

The LSCLE boundary includes the following boroughs:

Newham, Hackney, Tower Hamlets, Havering, Redbridge, Barking & Dagenham, Bexley, Greenwich, Lewisham, and the City of London.

The LSCLE is responsible for taking forward the national LSC agenda but, in so doing, ensuring that the strategic approach fully reflects the London East context. The local strategic plan must both contribute towards national objectives and targets and ensure that learning provision fully meets local needs.

The LSCLE has three primary functions:

1. To plan strategically the provision of all post 16 learning provision (with the exception of Higher Education) and some pre-16 provision, taking full account of national government policy and local economic and labour market intelligence.
2. To purchase strategically such provision in order to achieve our targets and realise the impact outlined within this strategic plan, spending the annual budget in a cost-effective way.
3. To improve continuously the scope, relevance, quality and impact of all post-16 provision and ensure that we fund consistently high quality learning, which provides and ensures equality of opportunities and meets the needs and expectations of the learner.

This funding prospectus has been developed in line with the above primary functions and key strategic aims of the LSCLE.

EUROPEAN SOCIAL FUND (ESF) CO-FINANCING

The European Social Fund supports human resource development activity in the European Union. Its aims are to help:

- People along the pathway to employment;
- People keep jobs that could be threatened by industrial change;
- Build the capacity of voluntary and community organisations supporting communities to work towards these goals.

Co-financing is the system through which the funding is distributed. A number of organisations, including the five London Learning and Skills Councils, are Co-financing Organisations (CFOs). The purpose of co-financing is to add value to government programmes through additional activity that would not otherwise have been funded, as well as to simplify processes and reduce bureaucracy for providers. Co-financing means bringing together ESF funds and match funding into a single pot for providers to access as a single funding stream, without the need for providers to secure their own match funding.

Other co-financing organisations in London are: Job Centre Plus, the Association of Local Government, London Business Link, the London Development Agency and South London Connexions. For detail on Co-Financers visit the Government Office of London (GOL) website

www.go-london.gov.uk/european_structural_funds/objective_3/co-financing.asp

OBJECTIVE 3 STRAND OF CO-FINANCING

Broadly, the Objective Three Programme aims to:

- Tackle long-term unemployment;
- Help young people and those at risk of not being able to find work;
- Improve training and education and counselling for lifelong learning;
- Encourage entrepreneurship and adaptability in the workplace, and
- Promote equal opportunities and improve the role of women in the workplace.

The ESF Objective 3 Programme is divided into Policy Fields and Measures (see section below) which define the overall policy objectives and the more specific areas of work within which projects can be delivered.

There are also ESF Objectives 1 and 2 which have a very different set of aims, including regenerating physical infrastructure such as buildings and roads. More information on all Objectives can be obtained from the following website www.esf.gov.uk

THIS EUROPEAN SOCIAL FUND (ESF) PROGRAMME

This programme builds on a previous programme that commenced in October 2004. Approximately £23m was allocated as a result of this funding round.

£3.2 million is available for projects this time around. This amount is a combination of funds that were not allocated at this previous funding round, together with under-spend from the 2002-04 ESF programme and additional funds received from Government Office for London since the turn of the year.

Projects may start from October 2005 and run for a **maximum of 24 months from the chosen start date. Projects must complete their delivery by the end of March 2008.**

The ESF Programme is divided into ESF measures (different areas of work). The LSC has identified priorities for support in these measures and produced specifications against which you are invited to tender, as set out in Section Two. The measures covered by the LSCLE tendering round are described below, together with indicative funding allocations.

ESF Policy Field/ Measure	Measure Description	Type of project under the measure (see Section 2 for precise specification)	Approximate funds available
1.2.	Improving the prospects of the unemployed through training and other support	E2E initiatives	£350,000
2.2.	Help for unemployed people disadvantaged in the labour market	Pre-E2E support	£1,000,000
3.1.	Promoting wider access to lifelong learning for unemployed and employed people	Childcare initiatives and	£800,000
		STEM (Science, Technology, Engineering & Maths) skills initiatives	£465,000
3.2.	Supporting lifelong learning to meet the needs of employers	Sector-specific Workforce Development	£575,000
4.2.	Identify and meet emerging skills shortages, including higher level skills	STEM skills training	£440,000
Total			£3,630,000

KEY FEATURES OF ESF PROJECTS

The ESF Programme aims to tackle barriers to labour market participation experienced by the unemployed and socially excluded. Support will also be available to promote lifelong learning and to enhance adaptability, targeting employees and employers. There will also be the opportunity to provide support for preventative work with young people between the ages of 13 and 16 years. This will take the form of initiatives to prevent those at risk of disengagement from education and training from becoming so.

Projects receiving funding under this Programme will:

- Move people towards the labour market;
- Add value to existing public sector learning and education provision;
- Have at least 80% of learners or businesses assisted living or working in the London East sub-region (see [page 6](#));
- Target beneficiaries from the ages 16-64 (in some cases beneficiaries younger than 16 can be included; this will be indicated in the Tender Specification, Section 2);
- Deliver between October 2005 and the end of March 2008. **Projects may run for up to 2 years within this period.**

CO-ORDINATING PROJECTS WITH EXISTING ACTIVITIES

Applicants should consult and involve certain strategically positioned organisations and where possible involve them in the design, development and implementation of their projects. The most relevant of these potential project partners may be listed in the tender specifications if applicable.

This is in order to avoid duplication and waste in the provision of activity, and incorporate efficiency, good practice and technical expertise into projects.

Where specified in the tender specification, sector-based projects must involve the relevant Sector Skills Council (SSC) in their work and, in the absence of a specific SSC, the project promoters should consult with other employer bodies and the Sector Skills Development Agency, which funds, supports and champions the new network of SSCs.

Sector Skills Councils are independent, UK-wide organisations developed by groups of influential employers in industry or business sectors of economic or strategic significance. SSCs are employer-led and actively involve trade unions, professional bodies and other stakeholders in the sector. SSCs are licensed by the Secretary of State for Education and Skills, in consultation with Ministers in Scotland, Wales and Northern Ireland, to tackle the skills and productivity needs of their sector throughout the UK.

LONDON'S FRAMEWORK FOR REGIONAL EMPLOYMENT AND SKILLS ACTIONS (FRESA)

At the heart of this Programme is the contribution that it will make to London's Framework for Regional Employment and Skills Actions (FRESA), where the FRESA is aligned with the LSCs' strategic remit and the aims of the Objective 3 London Regional Development Plan2 (RDP). Paragraph 4.24 of the RDP recognises "that it will be vital for prospective ESF initiatives to take into account London's FRESA".

For more information please go to www.fresa-london.org/lsc.asp or find the relevant documents posted on our website www.lsc.gov.uk/londoneast/Corporate/esf

The overall vision of the FRESA is:

For London to achieve a healthy and dynamic labour market, accessible to all London's residents, and delivering benefits to employees and the wider community.

In developing the FRESA, the following priority sectors that are critical to improving and maintaining the capital's competitive position within the UK, the EU and the global economy:

- Biotechnology and Life Sciences;
- Construction;
- Cultural and Creative Industries;
- Finance and Business Services;
- Green Economy;
- Information and Communications Technology;
- Manufacturing;
- Personal Care (including childcare) and Health Sector (non-public sector);
- Retail;
- Tourism and allied industries (including hospitality);
- Transport and Logistics; and
- Voluntary and Community (capacity building).

Moreover, there are small number of initiatives, known as 'flagship actions', that have the potential for application over wider geographic areas and a range of employment sectors.

The flagship programmes relevant to this London Objective 3 Programme are:

- London higher level skills – addressing science, technology, engineering and maths skills demands.
- Basic Skills – London-wide programme to tackle teacher/tutor supply and to stimulate

- demand.
- ICT for Small, Medium and Micro Enterprises – London-wide programme to address skills shortages and up-skill existing employees.
- London Creative Skills – media sector skills development programme.
- Construction – linking local labour and training schemes across London for key regeneration /development sites.
- Refugee/asylum seekers – basic and higher level skills programme and job brokerage.

There are many links between the FRESA, the Regional Development Plan and this LSCLE Programme, which can be seen from the nature and content of the Tender Specifications in Section 2.

TIMETABLE

The following outline timetable covers the period up to the start of delivery by projects supported under the Programme.

Launch of LSCLE 2005 tendering round	- Wednesday 8 June 2005
Deadline for completed tenders	- Friday 8 July 2005 (5pm)
Tender Application assessments	- by end July 2005
Appraisal Panel	- by end August 2005
Results	- late August 2005
Contracts with successful applicants	- by September 2005
Provider delivery starts	- October 2005 onwards
Provider delivery ends	- end of March 2008

SUPPORT AVAILABLE

LSCLE will be the first point of contact for all queries from prospective and successful applicants and will provide the following support for prospective applicants.

TENDER PACKS, DOWNLOADS OF OTHER RELEVANT DOCUMENTATION AND FREQUENTLY ASKED QUESTIONS (FAQS) WILL BE AVAILABLE FROM THE LONDON EAST WEBSITE WWW.LSC.GOV.UK/LONDONEAST FROM 8TH JUNE 2005.

**A HELPLINE TO ADVISE APPLICANTS ON TECHNICAL ISSUES AND HELP THEM APPROACH THE APPLICATION FORM:
IN THE FIRST INSTANCE PLEASE CONTACT OUR DEDICATED EMAIL HELPLINE- ESF2005LONDONEAST@LSC.GOV.UK
YOU MAY ALSO TELEPHONE THE LSCLE ESF TEAM: 020 8929 3977.**

LSCLE will endeavour to provide full support on technical issues, such as understanding what is required of LSCLE projects, support on understanding the application process, eligible items of expenditure etc. It will not be able to provide detailed individual support to applicants on the validity or detailed content of proposed projects. LSCLE will not be able to provide help in writing tenders.

SECTION TWO – TENDER SPECIFICATIONS

KEY COMPONENTS OF PROJECTS TO BE SUPPORTED

The LSCLE Programme intends to focus support on proposals that:

- Fully and accurately reflect the activity specifications contained within Section Two of this Prospectus;
- Have clear objectives and realistic expectations;
- Clearly demonstrate that the activities proposed have been properly planned;
- Demonstrate that robust project management mechanisms are in place to achieve objectives, and deliver outputs/outcomes and spend to profile;
- Provide robust evidence showing a track record of successfully delivering to high quality standards either the activity proposed or activity of a similar nature and level of complexity;
- Incorporate or encourage partnership and collaborative working, where appropriate;
- Can demonstrate a strong commitment to equal opportunities, sustainable development and other crosscutting themes;
- Represent value for money;
- Have robust quality assurance and monitoring and evaluation procedures; and
- Are sustainable or can demonstrate an effective exit strategy.

One of the key national objectives of the Department for Education and Skills and the LSCLE is to drive up the standard of learning provision. Within this context, it is absolutely crucial that providers meet the highest quality standards. As a minimum all providers will be required to have in place:

- Equal Opportunities Policy;
- Health and Safety Policy;
- Sustainable Development Checklist;
- Evidence of Financial Viability; and
- Public and Employers liability insurance.

SPECIFICATIONS BY ESF MEASURE

For each ESF measure the specifications break-down into:

- Activity to be supported and additional detail;
- Beneficiary groups and sectors to be targeted;
- Expected outputs and estimated volume;
- Approximate funding available.

Specifications set out in the following tables under each measure are non-negotiable under open and competitive tendering rules and proposals must be submitted for ONE specification only. Applicants may submit as many proposals as they choose.

Where applicants feel their intended activity cuts across different measures, they are advised to revisit their intentions to ensure their proposed work fits with the priorities of the Programme. Any tenders submitted must be capable of delivery and achievement of their intended outcomes entirely in their own right – linked tenders in different measures will be assessed independently, and the viability of any one project must not be dependent on the availability of another project funded under a different measure.

IMPORTANT: Applicants must apply to deliver the whole range and volume of outputs as listed in the 5th column (“**Key Outputs and Volume**”) of the specification, unless otherwise indicated by the specification.

The funding available is a guideline amount; applicants may request more or less funding; however, the applicant must justify value for money in terms of the volume of outputs to be delivered for a given amount of funding requested, in the relevant section of the tender proposal form.

TENDER SPECIFICATIONS

ESF Measure	Description of Project/Activity	Objectives and Methodology	Target Group / sectors	Key Outputs and Volume	Funding available
1.2 Improving the prospects of the unemployed					
1.2a	<p>Develop & deliver new specialised E2E programmes for occupational areas, as defined by the following LSCLE key priority areas:</p> <ul style="list-style-type: none"> • Construction • Creative and Cultural Industries • Health, care and childcare • Manufacturing 	<p>Wherever possible successful bids should be led by London East Work Based Learning Partnerships.</p> <p>All pilot activity should be developed in conjunction with local 14 – 19 Strategy Groups.</p> <p>Specialised E2E programmes to be learner focused and adhere to the E2E Entitlement Curriculum, including:</p> <ul style="list-style-type: none"> • Basic Skills • Personal & Social Development • Vocational Learning – with a specific occupational focus, and may include Key Skills and Technical Certificates. <p>Programmes developed will deliver units towards the Apprenticeship framework and will need to be endorsed by the relevant Sector Skills Council, (SSC) as an appropriate progression pathway.</p> <p>Agreements for Accreditation of Prior Learning will need to be made for progression pathways with the SSC and learning providers.</p> <p>Where possible, programmes should enjoy synergy with the LSCLE 14 – 19 Sector Pilots and E2E for 14-16 year olds. For construction, and health, care and childcare, synergy with the London East Connexions Partnership ETB Hubs, is required.</p>	<ul style="list-style-type: none"> • NEET Group (16-19 year olds) 	<p>Specialised E2E learning & support (60)</p> <p>Progressions into:</p> <ul style="list-style-type: none"> • Apprenticeship (20) • Further Education (20) • Employment with training / Employment (20) <p>Partnership Established (1)</p> <p>Exemplar Progression pathway mapped (1)</p> <p>Evaluation Report (1)</p>	<p>£350,000 for the outputs listed</p> <p>You may bid to deliver a smaller project (minimum value £175,000) and deliver proportionally fewer outputs.</p> <p>Suggested and Potential partners / promoters</p> <ul style="list-style-type: none"> • London East WBL Partnerships • Borough 14 – 19 Strategy Groups • LEAs • Schools / Colleges • London East 14 – 19 Sector Pilot programme and Increased Flexibility Programme • Connexions

2.2 Help for unemployed people disadvantaged in the labour market

2.2a	<p>Engaging young people and piloting and developing an E2E style programme for 14 – 16 year olds</p> <p>Develop & deliver pilot activity that will inform the local and National 14 – 19 Strategy.</p> <p>Actively engage with year 10 & 11 pupils who are at risk of disengagement from education.</p> <p>Supporting these young people into the positive destinations post Year 11 of:</p> <ul style="list-style-type: none"> • Apprenticeships • Further Education • Employment with training • Employment 	<p>Wherever possible successful bids should be led by London East Work Based Learning Partnerships</p> <p>All pilot activity should be developed in conjunction with local 14 – 19 Strategy Groups</p> <p>Building on the recent White Paper on 14-19 Education and Skills (Feb 2005) and from the initial evaluation of the London East 14-19 Sector Pilots, LSCLE seeks to develop a flexible, learner centred model for 14 – 16 year olds at risk of disengagement. This should include:</p> <ul style="list-style-type: none"> • Basic Skills • Personal and Social Development • Vocational Learning • Intensive Personal Guidance and Support • Provision may also include Key Skills and Technical Certificates. <p>This will be delivered at entry to level 1 and reflect the current E2E Entitlement Offer.</p> <p>Suggested and Potential partners / promoters</p> <ul style="list-style-type: none"> • London East WBL Partnerships • Borough 14 – 19 Strategy Groups • LEAs • Schools / Colleges • London East 14 – 19 Sector Pilot programme and Increased Flexibility Programme • Connexions 	<p>Year 10 – Year 11 pupils (14-16 year olds) who are at risk of disengagement from education and may potentially become NEET post Year 11.</p>	<p>Beneficiaries undertaking 14-16 E2E learning (300)</p> <p>Increased attendance, engagement and attainment at Key Stage 4</p> <p>Progressions into:</p> <ul style="list-style-type: none"> • Apprenticeship (100) • Further Education (100) • Employment with training / Employment (100) <p>Partnership Established (1)</p> <p>Exemplar 14-16 E2E model developed and ready for wider dissemination (1)</p> <p>Evaluation Report (1)</p>	<p>£1,000,000 is available for the outputs listed.</p> <p>You may bid to deliver a smaller project (minimum value £200,000) and deliver proportionally fewer outputs.</p>
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3.1 Promoting wider access to lifelong learning

3.1a	Childcare Staff Training	<p>All providers of childcare will have to ensure that at least 50% of their staff are trained to a level 2 childcare qualification, and the person in charge/supervising full day-care settings to be qualified to at least level 3, by 2006.</p> <p>Tenders must be submitted by borough-based partnerships and endorsed by the relevant Local Authority Early Years Unit.</p> <p>ESF will fund 70% of the total project costs; the other 30% must be made up by a contribution from the care homes themselves. This contribution may be in cash or in kind or a combination of both (see the Section on Employer Contributions in this Prospectus).</p> <p><u>Suggested Partners / Promoters for this activity:</u></p> <p>Local Authorities</p> <p>Childcare Development Partnerships</p> <p>All tenders must be endorsed by the relevant Local Authority Early Years Unit.</p>	<p>Employees in the childcare sector who are not in possession of the required NVQ2/3 qualification in childcare,</p> <p>As a method of fast tracking new entrants to the sector LSCLE would like to support employees in achieving the Working with Children qualification (Level 1). or similar, to allow accelerated progress toward the level 2 qualifications.</p> <p>Employees must be from small or medium enterprises (under 250) employees</p>	<p>Working with Children (Level 1) or the Foundation Award in Caring for Children, or equivalent (140)</p> <p>NVQ Level 2 (or equivalent) (35)</p> <p>NVQ Level 3 (or equivalent) (35)</p> <p>NVQ Childcare Assessors (5)</p>	<p>Borough based partnership proposals at £200,000 to deliver the range of outputs listed.</p>
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3.1b	To help improve the supply of young people with employable skills into the Science, Technology, Engineering and Maths (STEM) sectors within London East.	<p>Identify current STEM careers advice and provision</p> <p>Design and develop accurate STEM IAG that reflects the needs of the sector</p> <p>Deliver STEM careers IAG to students at ages 14-19</p> <p>Identify and build upon existing initiatives that support young people studying STEM at FE level</p> <p>Identify and develop partnerships between schools, colleges and STEM employers within London East</p>	<p>IAG provision</p> <p>Young people 14-19</p> <p>London East Schools and Colleges</p>	<p>Engage with at least 500 students at ages 14-19 within London East to encourage interest and excitement in STEM careers and further education</p> <p>Ensure at least 200 students progress into STEM FE related qualifications (either A-level, HNC or HND, or a relevant NVQ / vocational qualification).</p> <p>Establish effective partnerships between schools and colleges and STEM employers in East London</p> <p>Promote and expand initiatives to encourage 30 STEM students to gain industrial experience through schemes like Knowledge Transfer partnerships, student placements and the Biotechnology Young Entrepreneurs Scheme</p> <p>Ensure that at least 50 students progress into STEM HE</p>	One project at £365,000 for the outputs listed
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3.1c	<p>To support and engage with local automotive manufacturers, during the establishment of the Automotive Academy Spoke, (which supports the London and East of England regions), with Academy accredited training programmes at levels 2, 3 and 4 all of which fall within the Science, Technology, Engineering and Maths (STEM) sectors.</p>	<ul style="list-style-type: none"> • Support the development of the London and East of England Spoke of the Automotive Academy • Encourage local manufacturers to participate in Automotive Academy training programmes • Support existing plans to capacity build CoVE colleges at CEME and ensure that this delivery has a sustainable market locally <p>ESF will fund 70% of the total project costs; the other 30% must be made up by a contribution from the employers themselves. This contribution may be in cash or in kind or a combination of both (see the Section on Employer Contributions in this Prospectus).</p> <p><u>Suggested Partners / Promoters for this activity:</u></p> <p>Automotive Academy London and East of England Spoke</p> <p>London East Training Providers engaged in delivering BIT and other automotive engineering qualifications</p>	<p>Automotive Manufacturers (VMs, Tier 1 and Tier 2)</p> <p>Manufacturers must small or medium enterprises (under 250 employees)</p>	<p>Engage with 50 manufacturers, 80% of which must be based in London East, and deliver Automotive Academy training which is subsidised to raise the profile of the new spoke, support the start up marketing programme and support the sustainability of the provision now being capacity built (on the strength of the SEMTA SSA and Ford Dagenham project).</p> <p>Enable at least 150 local employees to participate in Automotive Academy training programmes.</p> <p>Leading to 50 achievements of nationally recognised qualifications at level 2, 3 or 4.</p>	<p>One project at £100,000 for the outputs listed</p>
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3.2 Supporting lifelong learning to meet the needs of employers

3.2a	<p>Higher Level NVQ Training and accreditation for social and domiciliary care workforce, including community mental health workers</p>	<p>OUTPUTS 1 and 2: Aimed specifically at carers dealing with those suffering chronic disease, dementia and mental health problems.</p> <p>Provision must be flexibly delivered (times, locations) to fit in with the needs of agency / self employed workers and their shift patterns.</p> <p>The NVQ3 package being developed with the training providers in this project accommodates any need for ESOL/Basic Skills support, and outcomes here could be strengthened by offering qualifications in this area through this blended process.</p> <p>OUTPUT 3</p> <p>Leadership & Management</p> <p>To pilot the new Sector Skills Council management competencies in leadership and management qualifications for staff working in residential care homes.</p> <p>Additional Guidance:</p> <p>(1) ESF will fund 70% of the total project costs; the other 30% must be made up by a contribution from the care homes or employers themselves. This contribution may be in cash or in kind or a combination of both (see the Section on employer Contributions in this Prospectus).</p> <p>(2) The beneficiaries of this project cannot be public sector employees.</p> <p>(3) The project tender must incorporate both the Domiciliary Care NVQ 3 and the Leadership and Management qualifications.</p>	<p>Existing care sector employees typically from the following areas:</p> <p>Private Residential Care Homes</p> <p>Domiciliary Care Agencies (Contractors in the hospitals)</p> <p>Community Mental Health workforce</p> <p>For the leadership and management outputs:</p> <p>Home and Care Managers</p> <p>Community Mental Health Managers</p> <p>Employees must be from small or medium enterprises (under 250 employees)</p>	<p>(1) 200 NVQs for Domiciliary Care or Community Mental Health workers at Level 3</p> <p>(2) 50 Basic Skills at Levels 1 or 2 (incorporated into the delivery of the NVQ for appropriate beneficiaries)</p> <p>(3) 30 Leadership & Management qualifications at level 4 or above for residential care sector employees or owner managers, or community mental health workers</p>	<p>One project at £400,000 for the outputs listed</p>
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3.2b	OSAT Level 2 / 3 Craft Qualifications	<p>There are currently 32 major construction regeneration projects across London East, that have either commenced or are due to commence in the near future, and coupled with the deadline for all construction workers to gain CSCS accreditation by 2007 this scenario will inevitably see a surge in demand for the OSAT qualification. The industry is made up of 70% SMEs / self-employed who need to gain this CSCS qualification by the above deadline.</p> <p>All applicant organisations must be CITB accredited to deliver this programme.</p> <p>ESF will fund 70% of the total project costs; the other 30% must be made by a contribution from the employer or self-employed individual themselves. This contribution may be in cash or in kind or a combination of both (see the Section on Employer Contributions in this Prospectus).</p>	<p>The target group is SMEs and self- employed individuals in East London. The intention is to up-skill the workforce to achieve the required level 2 or 3 OSAT framework consisting of an NVQ in a craft area and the construction health and safety test, leading to the acquisition of a CSCS card.</p> <p>Employees must be from small or medium enterprises (under 250 employees) or self-employed.</p>	100 NVQ Level 2s or 3s including the CSCS Accreditation	One project at £90,000
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3.2c	<p>Establishing a creative industry program to increase the numbers of employees/practitioners in this sector obtaining support and business mentoring and achieving accreditation for this support where appropriate</p> <p>Also to provide a network for organisations within the new range of creative industry sub-sectors</p>	<p>The recent Skill Intelligence Network (SKIN) project, funded by ESF and undertaken by the University of Westminster and the London Metropolitan University, reported on the number of new art forms and sub-sectors within the creative industry. These come under the name of cornerstone arts.</p> <p>Within the SKIN project, the majority of creative industry participants reported that they found networking and mentoring more effective for learning than formal courses.</p> <p>The project will reflect this finding through a mentoring and networking program, which in some cases should lead to a formal accreditation of the participant's skills and learning, namely the achievement of the Owner Manager NVQ or equivalent. . The project must work with BMEs in the creative industry.</p> <p>Following a 2 year mentoring plan, the selected participants will have achieved a list of agreed support objectives with their appointed mentor.</p> <p>ESF will fund 70% of the total project costs; the other 30% must be made up by a contribution from the individual or employer themselves. This contribution may be in cash or in kind or a combination of both (see the Section on Employer Contributions in this Prospectus).</p>	<p>The target group is BME practitioners and BME led organisations in the creative industry including practitioners and employees in organisations within the cornerstone arts sectors</p>	<p>300 organisations forming a network of BME and cornerstone arts groups and holding regular networking event to disseminate information and provide support</p> <p>50 owner managers undertaking a 2 year business mentoring programme including the delivery of personal and soft skills and business development</p> <p>30 owner managers obtaining the full Owner Manager NVQ qualification or equivalent</p>	£85,000
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4.2 Identify and meet emerging skills shortages

4.2a	<p>Upskilling for Dental Nurses, Pharmacy Technicians, and Optometry Technicians</p> <p>This specification is aimed at workers who are independent of the public sector, self-employed or freelance ONLY.</p> <p>NHS and public sector employees are not eligible.</p>	<p>(1) ESF will fund 70% of the total project costs; the other 30% must be made up by a contribution from the employer / individual. This contribution may be in cash or in kind or a combination of both (see the Section on Employer Contributions in this Prospectus).</p> <p>(2) The beneficiaries of this project cannot be public sector employees.</p> <p>(3) Flexible and innovative delivery methods are encouraged to cater for the working hours and patterns of technicians.</p>	<p>Employed individuals, typically from the following organisations:</p> <p>General and dental practices</p> <p>Community Health Centres and community based practitioners</p> <p>Optician practices</p> <p>Pharmacy retailers</p> <p>Employees must be from small or medium enterprises (under 250 employees)</p>	<p>230 Level 3 qualifications from any of the following subject areas:</p> <p><i>Oral Health</i></p> <p><i>Pharmacy Retail</i></p> <p><i>Optometry</i></p> <p>Your project may concentrate on one or more of these occupational areas.</p>	<p>One project at £400,000</p>
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4.2b	<p>Research to identify the requirements of employers for apprentices/trainees entering the engineering industries to ensure that training providers understand what <i>capital equipment and expertise</i> is required to meet future skills needs.</p>	<p><u>Key Tasks</u></p> <p>Review related research from the industry and latest ALI reports</p> <p>Develop research questionnaires for both employers and training organisations within the LSC London East catchment area.</p> <p>Complete follow up in-depth research with a number of respondents to develop a robust understanding of what is required.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none"> - <i>Identify the types and ages of capital equipment held by training providers and their equipment replacement strategy</i> - <i>Assess how closely training providers work with local employers to assess their needs</i> - <i>Identify how training providers ensure their instructors keep up to date with the latest techniques/technology</i> - <i>Identify the types of capital equipment that employers require their apprentices to use and their equipment replacement strategy</i> - <i>Assess if employers have any issues with the capabilities of their local training providers</i> - <i>Assess if there is a mismatch between the supply and demand for training and make recommendations on how to overcome any potential problem areas</i> 	<p>Engineering employers (involved in apprenticeship schemes) in London east</p> <p>Training Providers in London East</p>	<p>Hard copy and pdf version report for dissemination to the sector</p> <p>Presentation / dissemination at approximately 3 key events /seminars</p>	<p>£40,000</p>
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SECTION THREE – ESF RULES AND REGULATIONS

The most common rules are explained in this section. If you have any additional questions please contact our dedicated email helpline: ESF2005LondonEast@lsc.gov.uk

You may also telephone the LSCLE ESF team: 020 8929 3977.

WHO CAN APPLY?

Any organisation that is legally formed can apply for co-financed ESF via this prospectus. Tenders from partnerships are encouraged provided one of the partners acts as lead partner, submits the proposal form and takes responsibility for the project. Individuals and sole traders cannot apply.

LSCLE will carry out checks on providers, including provider financial viability checks, as part of the selection and contracting process. Please see LSCLE contracting section of this guidance.

IS MY PROJECT ELIGIBLE FOR FUNDING?

The LSCLE Programme will only approve projects that meet the tender specifications in Section Two.

Before completing the proposal form, it is very important to take some time to decide whether your project is eligible and whether the service that you are proposing specifically meets one of the tender specifications in Section Two.

Please refer to the target beneficiary groups and sectors for each specification. You must ensure that the beneficiaries and sectors you are targeting are eligible against the specification you have chosen and you will be required to provide evidence of their eligibility, if your tender proposal is successful.

HOW MANY PROPOSALS CAN I SUBMIT?

Each proposal should be to deliver the activity described under ONE specification only. An organisation cannot submit more than one proposal for funding under a particular tender specification. Separate proposals to support activity under other project specifications will be accepted.

FUNDING

The earliest start date for ESF-supported activity will be October 2005. Delivery can continue until the end of March 2008, but the maximum delivery length within this time-frame for any project is 24 months.

Payments will be made directly by BACS transfer on a monthly or quarterly basis. Invoicing the LSCLE will not be required.

AM I REQUIRED TO CONTRIBUTE FUNDING TO THE PROJECT?

If your project is to support unemployed people, the LSCLE Programme **does not** expect you to contribute any funding to the ESF activity, as co-financing means that you can claim 100% of project costs, excluding any associated capital costs (capital items may not exceed £1000 – see the section on eligible items of expenditure below).

Please give careful consideration to the budget you propose for your project before submitting it as the LSCLE Programme cannot negotiate significant changes to the funding you are offered for the project after project approval.

EMPLOYER CONTRIBUTIONS AND HOW THEY MAY AFFECT YOUR PROJECT

It is not the intention of the LSCLE to underwrite the staff training costs of private or commercial employers. The emphasis is on supporting employers in improving the development of their staff, and encouraging those employers who do not currently develop their staff to do so.

If your proposal works in partnership with employers, and will result in the training and development of their workforce, it is expected that the employers should pay a minimum contribution of 30% to the cost of the activity they receive. Therefore if the value of the service you provide to an employer is £1000, each employer will be required to contribute, as a minimum, £300. This contribution, known as the employer contribution (and also as match funding) may be in the form of a CASH payment or an IN-KIND payment, the latter usually in the form of the value of staff time for those attending the training and evidenced by time sheets.

Employer contributions will affect the priorities under ESF measure 3.1, 3.2 and 4.2.

***In-kind employer contributions** are typically derived from the costs relating to the time or salaries of employees attending training; or the provision of space and facilities by the employer.*

***Cash based employer contributions** is actual expenditure made by the company i.e. paying training fees; the hire or purchase of equipment or premises; payment to external trainers, consultants, mentors etc. Cash match funding will usually be evidenced by invoices, receipts etc., thus demonstrating payment from the company to a third-party. In most cases this type of match funding should be paid to your organisation, or one of your key partners, as the provider of the training and development activity.*

Failure to collect employer contributions would also infringe European State Aid rules.

State Aid

The state aid rules ensure that countries of the European Union do not distort the single market by providing aid to companies that gives them an unfair advantage compared to the competition. These rules apply to all funding from Government, including the European Social Fund.

If you are involved in supporting organisations carrying out commercial activities (including voluntary, community or non-profit making organisations), then state aid regulations apply, and an employer contribution as outlined above will be sought.

WHAT IS THE DEFINITION OF A SMALL OR MEDIUM SIZED ENTERPRISE?

This programme will only provide support for Small or Medium Sized Enterprises (SMEs). This includes micro-enterprises (up to 5 employees) and voluntary organisations. For ESF purposes, a SME is defined as an enterprise that:

- Employs fewer than 250 employees at the time the application is made, including part-time, seasonal and temporary staff;
- Has either a balance sheet at their accounting date with assets, less liabilities, worth no more than €43 million, or an annual turnover of not more than €50 million.

NB Large enterprises (e.g. over 250 employees) will NOT be supported under the LSCLE Programme.

CAN I MIX DIFFERENT FUNDS TOGETHER TO SUPPORT AN ACTIVITY?

Co-financed funds can be used to support part of a larger project funded from a variety of sources. The Proposal Form should make reference to the wider project to put the proposed activity in context. However, you should focus on explaining the element of the project that LSCLE-financed ESF will finance and the outputs that it will buy. ESF outputs declared on the Proposal Form should not be declared on tenders for other funding streams. The proposal will be judged on the activity delivered with LSCLE-financed funding; the information about the wider project will be used for information purposes only. **You should be clear on the Proposal Form if the ESF LSCLE element of the wider project is dependent on the rest of the activity being funded.**

Co-financed funds cannot be used to match against other European funding streams. If you are interested in using your co-financed money as match funding to draw in other UK funding, you will need to obtain written permission from the LSCLE Programme. Requests should be put in writing to:

**Head of Development Funding
LSC London East
Boardman House
64 Broadway
Stratford
London, E15 1NT**

HOW MUCH FUNDING CAN I CLAIM - WHAT ARE THE ELIGIBLE ITEMS OF EXPENDITURE FOR ESF PROJECTS?

ESF is a source of revenue funding and is not intended for capital equipment over £1,000. However, revenue costs associated with the use of a capital infrastructure, rent, hiring and staff costs associated with running and sustaining the equipment are eligible.

There are some costs that are NOT eligible. These are:

- Loan and current account interest;
- Other financial charges;
- Consultancy fees for activities such as filling in applications, or management fees, or commissions;
- Staff time spent in filling in applications;
- Buying equipment or buildings (threshold for ESF is £1000 per item);
- Depreciation charges;

- Costs of finance leases;
- Charging again for equipment or buildings which have previously attracted ESF funding;
- Any expenditure that does not clearly relate to the project; and
- Any expenditure that is not supported by written evidence.

You can include all the eligible costs for your project in the Proposal Form. Applicant organisations will need to explain how costs were calculated and enter totals on the Proposal Form. **Applicants should take care to make adequate provision for administrative costs and costs of complying with all contracting requirements.** Please remember that this information will be used to help assess value for money.

CAN I APPLY TO OTHER FUNDING STREAMS TO CARRY OUT THE SAME ACTIVITY?

You cannot be funded twice for the same activity. This constitutes double funding and, if discovered, your contract will be terminated. If you are applying to a number of funds for the same activity, you must be clear in your Proposal Form which other funds you have applied to and when decisions are expected. You must inform LSCLE and withdraw your tender as soon as you have been offered and accepted funding from another source. If you decide to reject the other funding, you must inform LSCLE and confirm you would still like your tender to be considered for approval/contract development.

WHAT IS ADDED VALUE?

It is a requirement of ESF funding that all activity needs to demonstrate added value. Added value means that the activity would not have taken place or would happen in a different, less effective way without ESF support. Providers are required to show how their activity links with and complements other existing local provision. Activity needs to be over and above existing provision, and cannot duplicate mandatory public sector provision.

Where using ESF funding to provide part of an activity, you must be sure to separate clearly the ESF-funded activity and outputs from those achieved through other funding sources. It is important that the LSCLE Programme can determine exactly what it is buying for the funding distributed. If your project is part of a wider project, you must explain the relationship between the two projects and indicate if the LSCLE project is dependent on the rest of the activity being funded.

HOW DO I DEMONSTRATE VALUE FOR MONEY?

Tenders should show how they will ensure maximum effectiveness, promote excellence and high quality delivery and avoid unnecessary bureaucracy.

It is essential that the applicant organisation submit a detailed breakdown of how costs have been calculated in order to help assess value for money. Clarity about the volume and content of outputs and milestones is also an essential factor in assessing value for money.

CAN WE SUBCONTRACT ACTIVITY?

Generally speaking sub-contracting is not allowed in this ESF programme, and therefore you must ensure that your proposals do not rely on a third party to provide delivery of any aspect of your project.

Sub-contracting should not be confused with partnership arrangements, where a lead partner will head up a project on behalf of other organisations. This lead partner is then responsible for the delivery and spend of the contract. It is expected that providers will work in partnership to provide specialist provision and tailored interventions for beneficiaries. A letter of support is required from the main partners, up to a maximum of 3, when submitting your Tender Proposal form. If you have more than 3 main partners please select only 3 to provide letters of support.

The partnership will be considered as those organisations declared on the Tender Proposal Form. If you plan to extend your partnership at a later stage - that is after you submit your Tender Proposal form – permission must first be obtained from LSCLE.

Projects are permitted to buy in small specialist elements that the partners cannot provide themselves (e.g. evaluation, specialist IT support).

WHO IS ELIGIBLE TO BENEFIT FROM SUPPORT?

Target groups for support are described in each tender specification, with some additional guidance about particular groups explained below.

Definition of Unemployed

For ESF purposes, unemployment is a period where a person is not in paid employment. Periods of unpaid work do not affect qualifying periods of unemployment.

Refugees and Asylum Seekers

People with refugee status are eligible for ESF support, as they have already been given permission to stay and work in the U.K.

There have been some recent changes to the rules regarding asylum seekers. Under current legislation, asylum seekers do not have permission to work. As an individual has to be able to work to benefit from ESF support, most activity funded by ESF will not be available to asylum seekers. However, it is permitted for asylum seekers to benefit from some pre-vocational activities (not vocational guidance). Allowable activities are:

- Initial English for speakers of other languages, other basic skills (literacy, numeracy and IT) where they are not part of provision that leads to employment;
- Orientation provision to raise awareness of the rights and responsibilities of asylum seekers and labour market needs, provision of information about further education and voluntary work in which they can participate, general advice about what awaits those given leave to remain in Britain (information about law, culture, housing, welfare, health, education and employment); and
- Involvement in voluntary activity within the asylum seeker community.

It is the applicant organisation's responsibility to ensure that any asylum seekers on projects are eligible for support and that the relevant documentation is retained as evidence, otherwise the beneficiaries may be deemed as ineligible for ESF support and funding could be claimed back by the LSCLE Programme.

Public Sector

ESF funding cannot be used to support activity for people working in the public sector. Please note this does not include people working for private firms contracted to work by the public sector.

13-17 year olds

People between the ages of 13 and 17 can be supported under certain tender specifications. Please see the individual tender specifications for further guidance. Only socially excluded under 16s can be supported with ESF and care must be taken to prove that the project adds value to activity already made available to this target group, namely through school provision and other local authority initiatives (please see the section on added value).

People in prison

The value that vocational and other training can have on people while they are in custody is recognised, but ESF is primarily aimed at people who are available to work in the job market. The following eligibility criteria apply to people in custody.

- People sentenced to less than two years can access ESF at any point during their sentence.
- People sentenced to more than two years can only access ESF during the last two years of their sentence.

EU Nationals

The expansion of the European Union on 1 May 2004 has implications in terms of EU Nationals with a right to work in the UK / EU. Projects likely to target beneficiaries from new member states should contact LSCLE.

WILL I BE REQUIRED TO PUBLICISE LSCLE PROGRAMME /ESF SUPPORT?

For your project, this means:

- Ensuring that all the participants, trainers and other individuals are aware of the fact that their project is funded by ESF/LSC;
- Using newsletters, posters, and the media as appropriate to publicise the project; and
- Ensuring that all materials include an acknowledgement of ESF support and make use of ESF and LSC logos wherever possible.

Further guidance will be given to successful applicants.

DOES ALL LEARNING PROVISION NEED TO BE ACCREDITED?

The types of qualifications / results to be achieved are listed under each tender specification. These are the key outputs that need to be delivered for each activity. **In almost all cases qualifications listed as outputs need to be accredited by an awarding body, as they will then contribute towards the National Learning Targets for the UK.**

However, as co-financing proposals also target hard-to-reach groups and the economically inactive whose needs may include extremely intensive support work and/or require sustained support over time to achieve limited but important improvements, it may be that in some cases beneficiaries will not obtain recognised qualifications. In these cases **progressions into further accredited learning** will usually feature as an output, to effectively measure the distance travelled and the impact of the non-accredited learning.

WHAT ARE THE RULES REGARDING THE DELIVERY OF BASIC SKILLS/ESOL SKILLS FOR LIFE QUALIFICATIONS?

All basic skills activity supported by the LSCLE Programme will need to lead to Qualifications and Curriculum Authority (QCA) accredited qualifications. These include:

- Certificates in Adult Literacy and Numeracy at Entry Level, Level 1 and Level 2
- ESOL Skills for Life qualifications that are externally accredited / certified by a QCA recognised national awarding body

All deliverers of basic skills provision must undertake an initial and diagnostic assessment of beneficiaries' skills needs using an appropriate assessment tool based on the national literacy/numeracy standards.

Tutors and training staff delivering basic skills and ESOL Skills for Life provision must be suitably qualified in line with the Government's 'Skills for Life' and 'Success for All' Strategies. Guidance on Basic Skills teacher training and qualifications can be found at: www.dfes.gov.uk/readwriteplus.

WHAT ARE THE CROSSCUTTING THEMES?

The LSCLE Programme and ESF both require providers to show how they will support the three crosscutting themes of equal opportunities, use of ICT and sustainable development. Most specifications will identify the target groups/beneficiaries that the project is expected to engage. Applicants should, however, also consider how they will comply with the ICT and sustainable development themes and refer to them where relevant. All three themes will be identified in contract and monitored during delivery.

Equal Opportunities

The LSCLE Team takes the view that Equal Opportunities (EO) are central to the development and delivery of any successful project under this Programme. Providers should therefore ensure that they take positive action to increase access to their programmes by addressing the barriers that often deter or prevent people from participating in learning. The tender specifications will identify priority target groups for participation, but providers should also consider and include in their proposals details about the whole range of beneficiaries they expect to engage and how they will do it.

How you incorporate equal opportunities into the design, delivery and management of your project will be assessed during the selection of providers as part of the published assessment criteria. In addition, the assessment process will consider whether the proposals match the equal opportunities issues embedded in the specifications of the priority activities.

The promotion and implementation of equal opportunities by the prospective provider will be assessed as part of contract monitoring. Providers are required to explain their policy to beneficiaries and staff alike; they must also be able to demonstrate ways in which the policy is observed. In addition, the status of all beneficiaries must be recorded.

As part of our commitment to sustainable development, you may be asked to participate in a small number of workshops aimed at helping your organisation and project improve its understanding of and contribution to sustainable development. Alternatively you may be given a sustainable development toolkit to work through. Project managers will discuss this with successful projects as part of the contracting process.

Use of ICT

As part of the drive to widen access to information technology and to enhance the opportunities for new forms of knowledge and new ways of working, providers should ensure that they incorporate ICT into their delivery wherever appropriate in order to maximise the skills base of the beneficiaries. Providers should also consider how ICT can be used to deliver, manage and monitor the project to enable greater effectiveness and control. Providers will be expected to report to LSCLE on their progress via use of a prescribed electronic data system as well as paper-based reports.

Sustainable Development

What is Sustainable Development ?

Sustainable Development is a process that seeks to ensure a better quality of life for everyone, now and for generations to come. It does this by integrating social, environmental and economic considerations equally into everything we do. It recognises that social, economic and environmental issues are interdependent and therefore activity in one of these areas should not be pursued in isolation but with consideration for each of the other areas as well.

National Context

In May 1999 Central Government launched the UK's Strategy for Sustainable Development, "A Better Quality of Life" designed to bring social progress, the environment and the economy all together at the heart of policymaking.

(For details go to <http://www.sustainable-development.gov.uk>)

It identified four objectives to guide sustainable development:

Social progress that recognises the needs of everyone;

Effective protection of the environment;

Prudent use of natural resources; and

Maintenance of high and stable levels of economic growth and employment.

Regional Context

Subsequently, each region has produced a Sustainable Development Framework that sets out how they will integrate sustainable development into their region and contribute to delivering the UK's strategy. The Mayor of London set up the London Sustainable Development Commission in 2002 to produce London's Sustainable Development Framework and advise on sustainability issues in the capital. The Framework sets out a vision for London and a set of objectives to help integrate sustainable development into policy development and the decision-making process. For details go to <http://www.london.gov.uk/londonissues/sustainability.jsp>

Objective 3 Context

Sustainable development is a cross-cutting theme in the Objective 3 Programme, which means that every project applying to the programme must address it in their application. Government Office for London and the London Development Agency have developed a set of Sustainable Development Principles, consistent with the Sustainable Development Framework for London, to help guide regeneration in London's European Programmes. These Principles were designed to help applicants consider and integrate each of the social, economic and environmental elements of sustainable development into their project design, development and delivery. For more details go to

http://www.go-London.gov.uk/european_structural_funds/objective_3/index.asp

Education and Skills Context

The Department for Education and Skills has recognised the fundamental role that this sector has to play in delivering sustainable development by equipping people with the skills and knowledge needed to actively integrate it into their work and home lives. In response they have developed their 'Sustainable Development Action Plan for Education and Skills' that sets out how they will fulfil this role, please see <http://www.dfes.gov.uk/sd/docs/SDactionplan.pdf>.

The influence of this action plan will certainly be felt throughout the learning and skills sector as DfES and partner organisations implement it. By integrating sustainable development into your application for this programme you will be developing a valuable understanding of sustainable development and how it can be integrated into the work you do.

Application Process and Information

As part of the application process you will have to illustrate how you have considered and integrated into your project all the three elements of sustainable development: social, economic and environmental. There will also be an accompanying sustainable development questionnaire that you will have to complete. There will be information on how to do this in the accompanying *Guidance on Completing the Proposal Form* document, and additional information can be found on the Government Office for London web site

http://www.go-London.gov.uk/european_structural_funds/objective_3/index.asp

EXIT STRATEGY

ESF is a short-term pump-priming fund. A key element of all ESF projects is therefore an exit plan that will provide for sustainability beyond the life of the funding. This may involve a commitment to embed the activity within mainstream funded activity. For voluntary and community-led projects and smaller providers, a partnership with a mainstream provider may be the most successful route for sustainability.

FINAL NOTE

Please note this is not an exhaustive list of rules, regulations and requirements of the Programme. If you have any specific queries not answered in this Prospectus please contact the Helpdesk: 020 8929 3977.

SECTION FOUR – HOW TO APPLY

GUIDANCE ON SUBMITTING A GOOD QUALITY APPLICATION

Prior to completing your Proposal Form, you should do the following:

1) *Decide if your proposed project fits the LSCLE and ESF eligibility criteria. Is your organisation able to meet all requirements for contractors?*

You should identify if your project fits the key features of LSCLE projects (see Section Two) and if your project is eligible for ESF support (see Section Three). You should also be clear that your organisation has the necessary expertise, systems and capacity to deal with the extra volume of work and the requirements of managing contract (Section Six). The lead organisation will be responsible for compliance with all contractual requirements.

2) *Choose your tender specification*

You should read through the tender specifications included in the Prospectus carefully. Do any *specifically* fit the activity that you are proposing, and if more than one is possible, which is the best fit?

When you have chosen the tender specification that best suits your activity (a proposal can be submitted under one specification only), you should take note of the:

- a) Amount of funding available for that tender specification;
- b) Beneficiary groups and sectors to be targeted;
- c) Outputs that the LSCLE Programme would like to see projects achieve.

Remember you may apply for the whole amount of funding or a lesser amount, but in every case value for money will apply.

You need to be very clear and specific about the outputs (numbers and content) that you plan to deliver. Under Open and Competitive Tendering, substantial changes to projects that have been approved are not possible.

3) *Do some research*

It is essential that you undertake research into the specification under which you intend to submit your tender in order to inform the development of your work programme. Remember that activities must aim to fill a supply and demand need, must be relevant to the priorities set out in the specification and must take into account the needs of your target group. You should try to encourage a range of target groups, or the agencies that represent them, to help you develop your programme activities, particularly in areas where specialist or specific knowledge is required. Beneficiaries and representative bodies should also be involved throughout the lifetime of your project activity, to ensure that you meet the objectives you set out in your work programme.

Have you:

- Checked that your project addresses the issues set out in the specification?
- Analysed the relevance of your work programme to the needs of providers and policy makers?
- Researched the level of demand amongst target groups for your products/services?
- Talked to potential target groups or their representatives about their needs?

4) Plan your project

You should ensure that you plan your project thoroughly, deciding exactly what ESF funding should be spent on, how this activity constitutes additional activity, who is going to deliver your project, how much it will cost, who it will benefit and how (what outcomes they will achieve). Outputs and activities should be SMART (Specific, Measurable, Achievable, Realistic and Time framed)

5) Consider who else needs to be involved

You are encouraged to involve a range of organisations, with different backgrounds and experiences, to come together as equal partners. Involving partners can help reduce the risk of duplication and offer fresh insight and a range of skills. Once a partnership is formed you can then discuss which organisation is the most appropriate to act as the lead partner.

At this stage you should be ready to:

6) Submit a proposal form

Please see the separate booklet: *Guidance on completing the Proposal Form*.

Please ensure you complete all sections of the Proposal Form thoroughly as all the information will be used to assess your proposal. Questions may be assessed, used to determine eligibility or form part of the appraisal process.

It is important that the person responsible for delivering the project is involved in writing the Proposal Form in order to ensure that the proposal, should it be successful, is deliverable. Where this is not possible, it is the responsibility of the applicant to ensure that the project is deliverable, as substantial changes cannot be made during contract negotiation process or the later delivery period.

HOW TO SUBMIT THE PROPOSAL FORM

Tenders must be received by LSCLE no later than 5pm on Friday 8 July 2005. European Commission guidelines on Open and Competitive Tendering state that tenders received after this deadline cannot be accepted. Tenders received after the deadline, for whatever reason, will be ineligible.

The LSCLE reception is on the 3rd floor of the building. It is at this reception desk, and not the reception on the ground floor in the lobby area, where your proposal must be received by the deadline.

Tenderers are welcome to submit their proposal in advance of this deadline but applications will not be opened and assessed until after 8 July 2005.

The onus is on applicants to prove that a tender was received by LSCLE before the deadline. If the tender is hand-delivered, it is recommended that you obtain a signed receipt from LSCLE reception. If you are posting the tender, you should send it recorded delivery so that the Post Office record the date and time LSCLE receives the package and obtains a signature to confirm it has been delivered. No electronic submissions will be accepted.

All tenders must be signed and one original hard copy, together with three photocopies, should be submitted, along with the additional documentation required to:

ESF Co-financing Tendering Round 2005
LSC London East
Boardman House
64 Broadway
Stratford
London
E15 1NT

The additional documentation required is listed in the checklist below. It is important that this documentation is submitted together with the application form.

DOCUMENTATION CHECKLIST

Please ensure you have remembered the following:

- All sections have been completed
- To sign the proposal form on the last page
(two signatures are needed, one from the manager of
the proposed project and the other by a senior member of staff
e.g. Finance Director, Chief Executive)
- One** original and **three** copies of proposal form along with
all supporting documentation (see below)

Please ensure that copies or proof of the following documentation accompanies your application.

- Letters of commitment from the three main partners (if applicable)
- Completed Health and Safety Checklist (HSQ1 Revised)
- Sustainable Development Checklist
- Equal Opportunities Policy Checklist
- Copy of latest signed Audited Accounts
*(where you are not required to have audited financial statements, please
supply accounts as submitted to the Inland Revenue, other regulatory body
or your bank)*
- Current Public and Employers Liability Insurance Certificates
- Latest ALI/OFSTED or Training Standards Council report
(if applicable)

SECTION FIVE - THE APPRAISAL PROCESS

TENDERING SELECTION PROCESS

The tendering selection process consists of four different stages:

- Document check (by LSCLE);
- Eligibility check (by LSCLE);
- Assessment (by LSCLE approved agency);
- and Appraisal (by Appraisal Panel).

DOCUMENT CHECK

When tenders are opened a document check will be carried out by LSCLE to ensure that copies of the following documents have been submitted with the Proposal Form:

- Letters of commitment from the three main partners (if applicable)
- Equal Opportunities Checklist
- Sustainable Development Checklist
- Latest Audited Accounts (*where you are not required to have audited financial statements please supply accounts as submitted to the Inland Revenue, other regulatory body or your bank*)
- Completed Health and Safety Checklist - (HSQ1 Revised)
- Current public and employers liability insurance certificates
- Latest ALI/OFSTED or Training Standards Council report (if applicable).

LSCLE will also check that your proposal has been signed.

ELIGIBILITY CHECK

Tenders that pass the document check will then receive an eligibility check. The eligibility questions of the tender form itself help determine whether the proposal complies with ESF requirements and is eligible for the LSCLE Programme. However, these questions will not be part of the assessment process.

If an answer clearly makes the proposal ineligible for support then it could be rejected at this stage.

ASSESSMENT

The assessment sections of the proposal form have been prepared to help compare proposals to determine which most closely meet the tender specifications and can deliver a realistic, high quality project that meets ESF requirements and provides value for money.

The *Guidance on Completing the Proposal Form* explains what is being looked for in the answer to each assessment question and indicates the maximum number of points available for your answer. The assessment questions are each worth a different number of points and you may want to reflect this in the time spent on the answer to each question.

The criteria for assessment of tenders includes:

- project description and project objectives;
- fit with a tender specification;
- partnership working, project management and risk assessment;
- equal opportunities;
- proposed activity;
- outputs/outcomes/milestones;
- value for money;
- quality assurance, monitoring and evaluation;
- track record;
- ICT; and
- sustainable development.

Two assessors, both trained in using the assessment guidance, will assess each proposal independently and then come together to agree a joint assessment for the proposal. Quality checks will ensure consistency by spot-checking a sample of assessed proposals.

Proposals will be categorised according to their overall quality (e.g. excellent, good, average, weak). The second stage of assessment involves LSCLE compiling results of the proposals to put together packages of proposals that collectively best meet the requirements of each ESF measure, in the format of a shortlist. The shortlist is then submitted to the Appraisal Panel.

APPRAISAL

All projects recommended will be appraised by an appraisal panel, which will include appropriate LSCLE representatives and external London East-based strategic funding experts. The role of the panel will be to ensure a balanced package of projects to support the LSCLE Programme priorities. The Panel will also consider the ability of organisations to deliver realistic achievable projects that meet ESF requirements.

In appraising projects, account will also be taken of the following factors:

- avoidance of overlap with activities funded by other agencies;
- geographical coverage;
- target groups supported;
- industrial sector (if appropriate);
- quality and capacity to deliver;
- value-for-money criteria;
- the amount of funding requested; and
- the available budget for the activity;

RATIFICATION OF RESULTS

A list of the proposals selected through the appraisal process will be produced and submitted to the LSC London East Council for approval. The Council will ensure that the assessment procedures applied to projects have been carried out fairly and consistently.

PUBLICISING RESULTS AND FEEDBACK

Once results have been ratified, all organisations tendering for activity will be informed of the results. Proposals that have been selected through this selection process will be passed on for pre-contract checks and contract negotiations. Proposals can still be rejected if an organisation fails pre-contract checks or contract negotiations.

Applicants will be provided with feedback on their proposal, on written request. The feedback will detail the strengths and weaknesses of the proposal and any other information that will help clarify the reasons for the decision.

All approved projects will be publicised on the LSCLE website (www.lsc.gov.uk/londoneast) and the Government Office for London website.

COMPLAINTS PROCEDURE

Despite a tenderer making every effort to submit a high quality tender, it should be stressed that the LSCLE Programme will be unlikely to be able to approve and fund every project submitted. This may be for reasons of coverage, lack of strategic fit, lack of available funds or other reasons. However, every effort will be made to ensure openness, objectivity and fairness.

The full complaints procedure is available from the LSC national website:
www.lsc.gov.uk/National/Documents/SubjectListing/CorporateandStrategic/Corporate/Makingacomplaint.htm

In the event that a tenderer feels that the assessment of their proposal has been mismanaged and the resulting decision is improper, a complaints procedure is available. In the first instance, complaints should be submitted in writing to:

**Head of Development Funding
LSC London East
Boardman House
64 Broadway
Stratford
London, E15 1NT**

SECTION SIX - CONTRACTING AND DELIVERY

Projects short-listed by the Appraisal Panel will be subject to pre-contract checks as described below by LSCLE to ensure that all contractors have the experience and the processes to manage the funds and deliver the services proposed.

FINANCIAL VIABILITY CHECKS

Financial health is an absolute requirement for all organisations contracting with LSCLE and offers made to any applicant found to be unable to satisfy the financial health assessments will be withdrawn.

Financial health assessments will be undertaken for all new contractors including confirmation of the legal status of the organisation, a review of the latest set of audited accounts and any other relevant information.

For providers that have held an LSC contract during the previous contracting year, LSCLE will need to monitor on-going financial health by undertaking reviews of similar documentation. Please note that the LSCLE may reduce the offer of funding if there are concerns about a provider's financial viability.

We reserve the right not to contract with any organisation that is or has been under investigation for fraud. We also reserve the right to run a credit check on the directors of any organisation applying for LSCLE Programme funding.

Once the project is approved and running it will be subject to audit, as set out below.

HEALTH AND SAFETY CHECKS

All learning participants are entitled to train and work in a healthy and safe environment with due regard to their welfare. Under health and safety law all learning participants are regarded as your employees whether or not they are paid. Your organisation must therefore demonstrate that you comply with health and safety regulations.

At the very least you should be able to provide evidence of your Health and Safety policy and practice (via a questionnaire) and that you have adequate insurance in place. These 2 documents must be submitted with your Tender Proposal (see Document Checklist on page 3 of the *Guidance on Completing the Proposal Form*).

Successful tenderers will be subject to a visit from a LSCLE Health and Safety specialist. This may take up to half a day and will require the presence of key personnel from the provider. The Health & Safety specialist will need visit the site(s) that learners / beneficiaries attend.

EQUALITY OF OPPORTUNITY CHECKS

All LSCLE Programme contractors are required to have an Equal Opportunities policy in place and be able to demonstrate how they will ensure access, participation and achievement for beneficiaries from particular backgrounds or facing particular barriers to learning such as learning or physical difficulties. All contracts under this Programme will require full compliance with

equalities legislation including the Race Relations Amendment Act 2000, the Special Educational Needs and Disability Act 2001, the Employment Equality (Sexual Orientation) Regulations 2003 and the Employment Equality (Religion or Belief) Regulations 2003. As ESF is targeted at particular socially excluded groups, organisations must be able to show how their provision is being adapted or targeted to offer the widest possible access.

QUALITY CHECKS

LSCLE Programme providers are required to have in place or be working towards quality standards that comply with Common Inspection Framework. Providers that undergo regular inspection (every four years) by the Adult Learning Inspectorate (ALI) or the Office for Standards in Education (Ofsted) should provide copies of their latest reports. New providers who have not yet met the required criteria for Quality Assurance/Improvement may be required to complete, at a later date, some form of self-assessment of the quality of provision they deliver. LSCLE contract managers will offer advice, support and guidance if required.

CONTRACT NEGOTIATION

During contract negotiation LSCLE will discuss issues arising from the tender Proposal Form, selection process and pre contract checks.

LSCLE will discuss the development of the contract with the provider to ensure appropriate outputs and milestone evidence and payment requirements are included.

LSCLE will also ensure that qualifications submitted in the tender are fundable by the LSC as determined under sections 96 (for those under 19) and section 97 (19+) of the Learning and Skills Council Act 2000. This information can be accessed at <http://providers.lsc.gov.uk/LAD/aims/searchcriteria.asp>.

Subsequently, LSCLE will seek to clarify that tutors and training staff delivering basic skills and ESOL Skills for Life provision are suitable qualified in line with the Government's 'Skills for Life' Strategy. Guidance on Basic Skills Teachers training and qualifications can be found at www.dfes.gov.uk/readwriteplus.

You are advised to ensure that the lead applicant allocates sufficient time and resources to contract negotiation process. **It is essential that the person who attends the contract negotiations will have subsequent ownership or responsibility for the project, as the project can not be altered substantially at a later date.**

All providers are expected to have an adequate ICT infrastructure in place to manage the administration of the project as well as recording activities such as learner induction, action planning, learner support, progression and achievement. Providers should take into account when costing their projects that they will need to use the ESF Short Record (formerly the Individual Learner Record) to evidence the impact of activity on the beneficiaries and this may have implications in terms of adjustment of IT based Management Information systems. To this end broadband internet access is strongly recommended and some form of internet access is essential.

Tenders are selected partly on the basis of the project costs and value for money. Provider costs, as stated in the tender are analysed for value for money and any inconsistencies between costs submitted in the proposal and those stated during contract negotiations may invalidate the proposal. Please note, with the exception of the removal of ineligible costs, total costs cannot

change between tender submission and the drafting of a contract. Similarly, outputs and milestones as stated in the proposal form cannot substantially change.

Once a contract is drafted, two copies will be sent to the applicant for signature. Both copies should be signed and returned to LSCLE. Once the contract is signed by LSCLE, one bound copy will be returned to the applicant.

If the applicant and LSCLE fail to agree on the terms of contract the LSCLE Programme may be left with no option but to terminate contract negotiations.

Please note that only when both parties have signed contracts will a binding agreement exist. Any activity will be at the applicant's own financial risk until after contracts are signed.

PROVIDER FUNDING

LSCLE will establish a delivery and payment profile with each successful applicant that will set out delivery in terms of a unit cost for each output and milestone. This allows flexibility for each provider to agree with LSCLE what allocation it will need to draw down at each stage of its delivery.

Payments will be made against outputs and milestones set out in the contract. An advance payment of up to 30% of the first year's total project costs may be incorporated into the payment profile if agreed between LSCLE and the provider as an appropriate and necessary milestone. Payments will be made through the BACS system on a regular basis determined between LSCLE and the provider.

Payments will be on a quarterly basis unless this presents cash-flow difficulties for your organisation, in which case monthly payments can be arranged.

MANAGEMENT INFORMATION, CONTRACT MANAGEMENT AND PAYMENT ARRANGEMENTS

LSCLE will manage contracts and will keep in regular contact with the provider, usually via a monthly visit to the provider's premises. Management information requirements will depend on the nature of contract but may generally include (but this is not an exhaustive list) standard forms, statistical information and narrative reports submitted to LSCLE on a regular basis.

Standard forms will include the ESF Short Record (where the project funds direct activity for beneficiaries) which identifies and tracks participation in LSC programmes. This form has to be completed and submitted for each individual on an ESF programme. They need to be submitted electronically, **so providers need to ensure that they have or cost in the IT capacity and administration to do this.** The LSCLE Programme may also include other forms for tracking company participation and for progress on research projects.

Statistical data will include numbers of beneficiaries on programmes, key outputs and milestones. This key monitoring information will be submitted to LSCLE either monthly or quarterly depending on agreement, together with a narrative report which will explain progress to date, future activity and any variances between actual delivery of the activity and the contract. **The submission of this information within a prescribed electronic data system is a contractual requirement.** Evidence to support the statistical data submitted by providers needs to be retained. Successful providers will be informed as to the exact data system requirements and procedures by LSCLE.

If you fall behind the profile you should inform your LSCLE contract manager. LSCLE will also be reconciling data submitted against contract and will identify variances which you will be expected to

justify. If it is clear that the activity will not be delivered as expected, LSCLE will have to re-profile contract, including the payments, to reflect the revised situation.

Significant Changes

Please note that if you make a significant change to your project this could lead to a re-appraisal of your project and a reduction in funding, or ultimately the loss of funding altogether. It is important to keep LSCLE informed of any significant changes at the earliest possible stage.

AUDIT

The LSC will be responsible for auditing provision funded through ESF Co-financing. Providers will be expected to retain audit trails to substantiate:

- All funding claims
- That funds have been properly used
- That all outputs and milestones have been achieved.

Providers will be expected to establish and/or maintain sound systems of internal controls to manage the provision. Each funded project will be subject to at least one audit visit during its lifetime.

There are a number of other organisations and institutions entitled to audit ESF funded activity, including GOL, the European Commission and the European Court of Auditors. Most of these institutions will audit activity at LSCLE level and not visit the training provider. However they do have the right to visit individual providers and assess the information systems you operate and the data you hold.

EVALUATION

Projects are required to have an evaluation built into their delivery plans and to produce interim reports and a final evaluation for LSCLE. LSCLE will advise project managers on the development of an evaluation framework if required.

MARKETING AND PROMOTION

LSCLE will provide successful applicants with guidance on ESF publicity requirements.

This will include the requirement to inform all staff, partners and beneficiaries that the LSC and ESF are funding the project.

Providers will be required to provide to the LSCLE Programme case studies and material to be used by the LSCLE Team for promotion and publicity reasons.

ESF and LSC logos will need to be applied to all publicity and marketing as well as all appropriate induction and learning materials.

LSCLE will publicise all the successful applicants from this tender round on the LSCLE website.

ANNEX 1 – GLOSSARY

ALI	Adult Learning Inspectorate
ALG	Association of London Government
APL	Accreditation of Prior Learning
BACS	Banking Automated Clearing System
CFO	Co-financing Organisation
DTI	Department of Trade and Industry
DWP	Department for Work and Pensions
E2E	Entry to Employment
EC	European Commission
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
FE	Further Education
FRESA	Framework for Regional Employment and Skills Actions
GLE	Greater London Enterprise
GOL	Government Office for London
IAG	Information Advice and Guidance
ICT	Information and Communications Technology
ILR	Individual Learning Record
LDA	London Development Agency
LIDF	Local Investment and Development Fund
LIF	Local Initiative Fund
LSC	Learning and Skills Council
LSCLE	Learning and Skills Council London East
LVSTC	London Voluntary Sector Training Consortium
MA	Modern Apprenticeships (now re-branded as simply “Apprenticeships”)
NEET	Not in Education, Employment or Training

NRF	Neighbourhood Renewal Fund
NVQ	National Vocational Qualification
OFSTED	Office for Standards in Education
PFA	Provider Financial Assurance
QCA	Qualifications and Curriculum Authority
RDP	Regional Development Plan
RSP	Regional Skills Partnership
SR	Short Record
SME	Small/Medium Enterprise
SRB	Single Regeneration Budget
TNA	Training Needs Analysis
Ufi	University for Industry

ANNEX 2 – CONTACT DETAILS

Jobcentre Plus
Jobcentre London and South-East
236 Grays Inn Road
London WC1X 8HL
0207 211 4302
www.jobcentreplus.gov.uk

Association of London Government
59 1/2 Southwark Street
London SE1 0AL
0207 934 9819
www.alg.gov.uk

Business Link for London
Centre Point, 103 New Oxford Street
London WC1A 1DP
0845- 6000787
www.businesslink4london.com

London Development Agency
Devon House
58-60 St. Katharine's Way
London E1W 1JX
0207 954 4636
www.lda.gov.uk

South London Connexions
Canis House,
1 Scarbrook House
Croydon, Surrey CR0 1SQ
0208 929 4822
www.connexions-southlondon.org.uk

London Central LSC
Centre Point
103 New Oxford Street
London
WC1A 1DR
0207 904 0648

London East LSC
Boardman House
64 Broadway
Stratford
London
E15 1NT
0208 929 3977

London North LSC
Dumayne House

1 Fox Lane
Palmers Green
London
N13 4AB
0208 929 1737

London South LSC
Canis House
1 Scarbrook Road
Croydon
Surrey
CR0 1SQ
0208 929 4855

London West LSC
Central House
Lampton Road
Hounslow
Middlesex
TW3 1HY
0208 929 8427

LSC Pan London Programme
ECOTEC (Co-ordinating organisation on behalf of the London LSCs)
6 – 8 Marshalsea Road
London
SE1 1HL
020 7089 1976