

## **Kickstart LIFE**

This programme aims to:

- Support engagement and progression pathways for 16, 17 and 18 year olds who are not currently in employment or undertaking an education or training option.
- Improve the employability, personal and basic skills of young people that will lead to sustainable engagement and learning.
- Increase the overall levels of participation post-16 by ensuring young people take up their entitlement to education and training.
- Improving the levels of retention among 17 year olds who would normally be at risk of dropping out following initial engagement.
- Provide additional, individualised, first-rung opportunities for young people to ensure a 'September Guarantee' for post-16 places.

These aims will be achieved by identifying and meeting the varied needs of young people on the NEET register through:

- The delivery of a range of individualised learning, stemming from the identification of the young person's most likely route back into education, employment or training.

### **2 Service Requirement**

The programme will establish a differentiated delivery and funding approach through the Contractor's in-depth understanding of the varied needs of young people. Particular attention will be given to:

- Young people considered to be 'hardest-to-help' or not generally available to the labour market: This will include learners with serious personal and/or social barriers to learning and progression, who require counselling and specialist support services.
- Young people considered to be/or aspiring to be vocationally focussed but who may not have the necessary employability skills or lack the knowledge, expertise or employment opportunities to access directly a vocational pathway.

These broad groupings will have their needs met through a combination of:

Innovative partnerships that have developed ways to reach out to and engage young people at a range of localised geographical locations and venues, including outreach and/or residential activities. These partnerships will build on evidence of existing good practice.

- Tackling specific/multiple barriers to learning and progression based on existing good practice.
- Incentivising the engagement and learning taking place. Including a broad range of rewards.
- Developing and delivering a personalised and tailored package of support including:
  - Vocationally relevant education and training opportunities.
  - Functional skills.
  - Employability skills, including supported employability/tasters.
  - Counselling, mentoring and one-to-one activities as part of enhanced information, advice and guidance (working with Connexions to inform career options and progression pathways).
- Personal and social development (problem solving, citizenship, working with others, communication and self-awareness) that will result in the young person growing in confidence and interest in progressing into mainstream learning and/or employment.

- Underpinning curriculum models, where appropriate, through relevant recognised qualifications and/or units towards. In the main this will be from entry to Level 1, however, levels and qualification types will recognise ability, needs and skills gaps.
- Qualifications that should provide a vehicle for moving learners' forward and counteract any previous low attainment.
- Identifying and in partnership addressing transportation needs where this is a barrier to young people engaging in education, training and employment and where delivery venues vary from those locations initially used for engagement and recruitment.
- Establishing or enhancing existing referral and partnership mechanisms with Connexions, learning providers, employers and economic regeneration opportunities.
- Linking with schools, especially special schools and pupil referral units, as a major consideration.
- Involving and engaging parents and guardians in the learning process to help maintain and foster positive impacts outside of direct delivery.
- Providing a holistic approach involving other agencies like Connexions, Jobcentre Plus, Social/Housing/Health Services – linking to every child matters and the 'team around the child' for Learners with Learning Difficulties and/or Disabilities (LLDD).

**1. Initial/Diagnostic Assessment (Primary Training Providers only)**

Each learner will receive full initial/diagnostic assessments, using recognised assessment tool(s), if qualified the Common Assessment Framework should be applied."

Period – 4/6 weeks, minimum of 12 hours a week

Methods of assessment will include:

- ✓ Referral documentation from Connexions identifying if the learner is Hardest to Help or Vocationally Focused (referral form and APIR)
- ✓ Provider Application Forms
- ✓ Eligibility Checklist
- ✓ Basic Skills Assessment
- ✓ Basic and Key Skills Builder
- ✓ Diagnostic Assessment (using providers specialist assessment methods)
- ✓ Learning Styles Questionnaire
- ✓ Support Needs Analysis
- ✓ Interaction Assessment Record
- ✓ Basic Financial Needs Assessment
- ✓ Reviews

During the Initial Assessment period in which the provider will identify the following:

- The type of learner (through combined assessments with Connexions who will provide a referral and APIR assessment identifying whether the learner is Vocationally Focused or Hardest to Help)
- Eligibility for the programme and specific barriers to learning. (Eligibility to be confirmed once LSC eligibility table received)
- Prior attainment level (previous qualifications if any)
- Induction (H&S, Equal Opportunities, Complaints Procedure, ESF Declaration, Rules and Regulations)
- Basic Skills and Personal and Social Development Needs
- Team Building and Communication Skills Assessment
- Basic Financial Needs (EMA)
- Employability Development Needs

All assessment results will be recorded on a detailed Initial Assessment Summary, which will then be used to develop an Individual Learning Plan for the main delivery of the programme either with a primary or secondary training providers depending on the learners needs and choices.

NOTE: This is a rolling programme and learners can start at any point in during the programme.

NOTE: Young Parents do not have to go through a separate initial assessment. Providers offering this specialist provision would provide IA and the main frame of the programme.

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### **3. Individual Learning Plan and Qualifications/Accreditation**

The Contractor will ensure each learner will receive an individualised programme in the form of a learning plan, which will identify and work towards the young person's most likely route back in education, employment or training.

Once the Initial Assessment period is complete the learner gets to choose (with the guidance of the training provider) from the Flexible Menu of Learning Options offered by all providers.

Each Training Provider must provide BCTG with their Scheme of Work and Delivery Plan for the programme. This must be regularly reviewed and updated to meet with the learners needs.

The programme does not have to be qualification driven. Any qualifications will seek to move a young person forward; either as a motivational tool or as a means of demonstrating occupational/employability competence.

The Contractor will develop and deliver a flexible programme offer of qualifications that will meet the needs of their identified NEET cohort, target group or vocational specialism.

Providers must deliver a programme based upon the following Learning Menu:

#### **Kickstart LIFE Learning Menu**

<b>Core Modules</b>	
<b>Basic / Key / Functional Skills</b> <i>To improve and develop the learners numeracy and literacy skills.</i>	<b>Key Skills - Level 1</b> Communication Application of Number IT
	<b>Basic Skills - Entry</b> Literacy Entry 1,2,3 Numeracy Entry 1,2,3
<b>Personal and Social Development</b> <i>To improve and develop the learner's interpersonal skills, combating any specific identified social barriers.</i>	<b>Key Skills - Level 1</b> Working with Others Improving Own Learning Problem Solving
	<b>ADSAN – CoPE award – Entry and Level 1</b>
<b>Preparation for Employment</b> <i>To improve and develop the learner's employability skills aiming to progress those learners who are identified as work ready into employment.</i>	<b>Certificate in Preparation for Employment – Entry and Level 1</b>
	<b>Certificate in Job Seeking Skills – Entry and Level 1</b>
	<b>Certificate in First Aid Appointed Person – Level 1</b>
	<b>Health &amp; Safety in the Workplace – Level 1</b> <b>Basic Food Hygiene – Level 1</b>

<b>Optional Modules</b>	
<b>Vocational Qualifications (linked to vocational taster placement opportunities and /or technical certificates)</b> <i>To allow learners to gain or work towards a qualification in the specific vocational area of their choice using this as a lead into gaining employment, FE or an apprenticeship.</i>	<b>Hair and Beauty, Childcare, Plumbing, Construction, Motor Vehicle, Engineering, Retail, Administration, Customer Service, Hospitality, IT, Public Services. (NVQ or other Level 1 or 2, CLAIT Level 1 or 2, ECDL Level 1 or 2, CACHE Level 1 or 2)</b>
<b>Other Qualifications</b> <i>To improve and develop learner's personal and social skills by engaging in an innovative learning experience linked to a qualification.</i>	<b>Community Arts award – Entry and Level 1</b>
	<b>Drama and Music Award – Entry and Level 1</b>
	<b>Sports Award – Entry and Level 1</b>
	<b>Media Studies – Entry and Level 1</b>

**NOTE:** Learners may work towards other non-accredited qualifications that have been identified on the training providers delivery plan and full details of the course content and learning objectives passed to BCTG for approval. The National Youth Agency Awards Network ([www.nya.org.uk/awardsnetwork](http://www.nya.org.uk/awardsnetwork)). Designed to be delivered in non-formal education settings to accredit personal and social development – for example, problem solving or self-awareness.

Training providers should aim to deliver a programme that encompasses as much of the above and where possible deliver as many of the accredited qualifications as possible. This will provide each learner with a wide range of choice that will aim to meet with the needs of each individual.

Every learner should take part in at least one of the following activities:

<b>Rewards, Incentives and Innovative Activities</b>	
<b>Activities</b> <i>To improve and develop learner's personal and social skills by engaging in an innovative learning experience linked to an exciting external activity.</i>	<b>Safari Adventure, Magic Man, Animal Man, Swimming, Orienteering, Camping, Adventure Training, Gym, Bowling, Think Tank, Black Country Museum, Farm Visit, Dudley Zoo, Leather Museum, Cadbury World, Careers Events and other appropriate activities agreed with BCTG</b>

Where possible these activities should be linked to qualifications from core or optional modules. They should also be used to develop communication skills, team building skills and improving the learners overall development whilst on the programme.

Period – 8/20 weeks, minimum of 12 hours working towards 16 hours as appropriate for each learner. NOTE: This programme is not time bound and should be individual to each learner.

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

During the course of the project it will be required for learners and the Contractor staff to be in contact to review progress. Dependent upon the nature of the learners and/or their programme, a review schedule will be tailored to meet specific needs. Young People from the hardest-to-help cohort will need more regular reviews designed around intensive support.

To support those identified as hardest to help, once every 6 weeks a Learner Progress Review Meeting will take place and those directly supporting an individual will discuss the learner's

progress, i.e. Connexions, Pastoral Support, Parents/Carers and other agencies (e.g. YOT). The learner's next review will reflect the outcome of this meeting and if necessary the learners ILP will be reassessed and amended to reflect the changing needs of the individual.

BCTG will employ two dedicated Pastoral Support Officers who will assist with supporting the learners whilst on the programme and into progression. PSO's will work closely with Training Providers and contact them on a weekly basis for an update on new learners and leavers. One PSO will support Dudley and Sandwell and the other Walsall and Wolverhampton.

## **5. Target Groups & Priority**

In line with Priority 1 of the West Midlands ESF Regional Framework 2007-2010, the activity must target individuals of greatest need.

The primary criteria for eligibility will be defined as the learner being registered, by Connexions, as not being in education, employment or training (NEET) on the day of their start. **See Schedule 4 Participant Eligibility Table.**

Learners will have reached compulsory school leaving age and be 16 when they start on their learning programme, they will therefore fall into the 16-17 Guarantee Group. Learners who have reached their 18th birthday (but are not yet 19) and who are not eligible for New Deal (or other Jobcentre Plus provision) will also be considered eligible.

In all of the above cases it will be for Connexions to determine the eligibility of the young people entering the programme; including whether a young person is considered to be hardest-to-help or vocationally focussed.

The wide-ranging nature of those on the NEET register will encompass a number of key client groups, among them:

- Learners with learning difficulties and/or disabilities.
- Young offenders.
- Young people at risk of being influenced into non-participation/offender behaviour/drug and substance abuse through gang culture.
- Drug and alcohol users (including other health related issues).
- Teenage parents (or teenage parents to be).
- Young carers.
- Those leaving care.
- Those who have been previously excluded from school pre-16.
- Those who drop out of education, employment and training and consequently rejoin the NEET register.
- Under represented groups, when compared to the demographics in their geographical area.

## **6. Exclusions/Ineligible Activity**

- Pupils who have yet to reach the compulsory school leaving age and/or are still on school roll.
- Those aged 19+ on their proposed start date.
- Participants who are not registered as NEET with Connexions and/or currently undertaking education, employment or training on a full-time/part-time basis.

## **7. Geographical Area**

The programme will deliver the agreed outputs in the following economic or subject sectors and geographic locations. As part of eligibility all candidates must live within the Black Country region.

Area	No of Learners supported by December 2010
Black Country (Dudley, Sandwell, Wolverhampton and Walsall)	799

## **8. Further Information**

LSC co-financed ESF provision is now considered valid for the purposes of the Education Maintenance Allowance (EMA), where this provision is in scope for OFSTED inspection and is of

at least **12 guided learning hours per week and for a minimum of 10 weeks**. The primary consideration for learners will be an individualised programme, flexible enough to meet needs; providers should avoid restricting or increasing delivery simply to achieve the EMA minimum requirements.

The EMA is a weekly payment of up to £30 that is paid directly to eligible young people aged 16 to 19, following household income assessment (see below).

<b>Household income in the tax year 2006-07</b>	<b>Weekly rates to be paid</b>
Up to £20,817	£30
More than £20,817 but less than or equal to £25,521	£20
More than £25,521 but less than or equal to £30,810	£10
More than £30,810	Not eligible for EMA (weekly or bonus payments)

The Contractor will assist young people with their applications for EMA as part of this project.

Where applicants are **not** eligible for EMA, the Contractor will offer incentives that form part of their programme. Any incentive payment would be from the overall funding allocation; additional funds will not be available to support training allowance payments.

For full details of EMA and the eligibility criteria please visit the EMA website ([www.direct.gov.uk/ema](http://www.direct.gov.uk/ema) )

#### **9. Branding and Marketing**

The contractor shall use Kickstart LIFE branding, or other branding as the Learning and Skills Council may specify in writing from time to time, and follow ESF guidelines on the production of any promotional material. This shall include prospectuses, direct mail, advertising, merchandising and any other marketing material