

Dorset Local Enterprise Partnership

Targeted Transitions Fund for Dorset Careers Hub - Consultancy Brief

August 2023

Contents

1. PURPOSE	3
2. CONTEXT	4
3. COMMISSION	5,6, 7
4. KEY STAGES & DELIVERABLES	8
5. BUDGET	8
6. CONTRACT MANAGEMENT & MONITORING	9
7. CONFLICTS OF INTEREST	9
8. TIMESCALES	9
9. ASSESSMENT	10
10. PROPOSAL SUBMISSION	10
11. GUIDANCE	11

1. PURPOSE

The Department for Education highlighted the escalating and concerning number of young people falling out of the education, employment or training systems and has identified the need for significant additional support.

Following the remarkable results in empowering and supporting young people through the Effective Transition Fund (ETF) Project (Dorset Marvels) that Dorset Careers Hub has been delivering for the last 18 months, and continues to until March 2024, we have secured additional funding from the Department for Education.

We aim to deliver further targeted support to disadvantaged students who are learning in Alternative Provision settings and students identified as at risk of exclusion in identified mainstream schools in high deprived catchment areas. And build on the evidence of effective careers education for disadvantaged young people at key points of transition.

The primary objective is to create positive outcomes and empower those who face socio-economic disadvantages. We aim to accomplish this by implementing targeted interventions and utilising existing program delivery models employed in the ETF project.

All students will have complex barriers and eligible for free school meals because this group is four times more likely to become NEET than the national average.

The project will seek to improve the education and employment outcomes for the target cohort, following the evidence that providing long-term targeted careers support to disadvantaged young people can enable them to transition to, and sustain engagement in, a high-quality post-16 destination.

Through this funding we aim to support disadvantaged young people in Dorset by providing support to enable them to:

- Overcome the barriers they face to benefitting from careers advice and guidance
- Increase their motivation and confidence to explore and compare post-16 options
- Improve their understanding of the availability and suitability of potential post-16 destinations
- Raise their aspiration and self-belief to pursue appropriate and desired destinations
- Achieve a successful transition to a high-quality post-16 destination and sustained engagement in that destination.

2. CONTEXT

The gap in attainment between disadvantaged pupils and their peers in Dorset is established even before they enter the educational system with a 4-month gap already gained in early years. The gap subsequently widens as school life progresses, reaching 20+ months at secondary level (Dorset Council and BCP Council areas). As students leave school, outcomes continue to be considerably less favourable for those experiencing disadvantage. One year after finishing 16-18 studies in Dorset, 1 in 5 entered an un-sustained destination compared to 1 in 10 of their non-disadvantaged peers. These gaps are more prevalent in some geographical areas.

A gap in employment outcomes exists between young people from lower socio-economic backgrounds and their more advantaged peers. Analysis of longitudinal education outcomes (LEO) data, reveals that 26% of young people who received free school meals (FSM) in year 11 are not in education or employment (NEET) aged 18-24, compared to 13% of non-FSM students.

Educational outcomes in Alternative Provision (AP) are also significantly poorer. While over half of all pupils in AP at the end of key stage 4 are entered for maths and English GCSEs, only 4 per cent manage to achieve a basic pass (grade 9-4). For context, 64 per cent of pupils in state funded secondaries achieve a pass in these two qualifications (CSJ, 2020). Furthermore, 54 per cent of all pupils who completed key stage 4 in state-maintained AP over the last three years were recorded as sustaining a positive destination, compared to 94 per cent of their mainstream peers (DfE, 2019).

Less than 2% of pupils who completed key stage 4 were mainly attending state place funded AP or other type of alternative provision. 60% of pupils from alternative provision went to a sustained destination, compared with 94% from state-funded mainstream schools. Over a third (34%) of pupils in any AP provision had no sustained destination. A larger proportion of AP pupils had no activity captured compared to mainstream pupils (6% compared to 1%). AP pupils were more likely to go on to employment (10% compared to 3% in mainstream schools) Gov.uk, 2020.

25% of students on the ETF programme have become school refusers, and we aim to address and support these young people through specific and measurable activities around home education and stronger links and processes between local authorities and parents, carers and young people in this setting.

3. COMMISSION

We are seeking an experienced provider who is passionate about supporting local people and improving social mobility in our county, to deliver a programme with 150 students in year 11, and on free school meals (FSM), in the 2023/2024 academic year.

We are also looking for the same provider, or an additional independent partner, to deliver a project specifically targeted to assess and address the increasing number of school refusers and develop support for parents/carers in the Electively Home Educated Space.

The project/s will begin by mid-September and continue with those students until the end of March 2024 (August 2024 for the EHE element).

The provider/s will have a track record of operating across private, public and voluntary sectors, and experience in delivering positive outcomes for vulnerable/disadvantaged young people and can demonstrate a high-quality service to the young person, support with our key activities and work collaboratively with schools.

Evidence of strong and effective relationship building is essential.

After the success and learnings of ETF currently being undertaken, we have identified the essential project elements and aim to provide young people with:

1. Intensive one-to-one careers guidance support
2. Ongoing employer encounters and experiences of the workplace
3. Effective action planning

We expect that these interventions will result in a third fewer young people being NEET at the end of the project, as well as improvements in attendance, and reported satisfaction with progression destinations.

The work would seek to increase the effective transition of young people to positive education, employment or training opportunities and support our shared vision of tackling inequality, diversity, raising aspiration and achieving better outcomes for young people.

The research shows that targeted transition support for the identified cohort is one of the most effective interventions to enable them to overcome these barriers and achieve successful transitions to a high-quality post-16 destination. The exploratory research suggests that targeted transition support works best when it involves:

- A mentor or coach forming a trusted relationship with the young person over a prolonged period of time (L6 CEIAG preferred).
- Brokering relationships with destination parties (e.g. post-16 providers and employers)
- Taking a holistic, personalised approach (initial assessment, followed by an action plan with well-defined goals, feedback and reviews), but also offering practical support (e.g. with applications and physical journeys etc)
- Provision of relevant and useful information, which can inform and broaden young people's career horizons (graduate wages, student finance support etc.)
- Work focused learning experiences and employer engagement
- Interactions with role models from the working world i.e. school alumni.

We would like providers to deliver the **mandatory activities** below as part of our project including effective interventions that will support with low confidence, motivation, health, debt and others including use of local services:

Fortnightly 1-1 meetings must take place with each student on the TTF programme to include:

- Careers Guidance, Counselling, Mentoring and Employability Support delivered by a fully qualified level 6/7 careers adviser with previous experience of successfully working with young people with 'School Anxiety'
- Meet with students, and their parents/carers in an appropriate environment outside of school for students who become school refusers or have low attendance.

Work Related Learning:

- Experiences of the Workplace, for example site visits and taster sessions.
- Employer Talks in school.
- Employment Portfolio – quality CV, Right to Work documents, digital skills, interview techniques and understanding of the local LMI.

Post 16 Destination Planning

- Visits to FE Colleges, Sixth Forms, Learning Providers, Apprenticeship Training Providers and Universities
- Support with applications to FE Colleges, Sixth Forms, Learning Providers, Apprenticeship Training Providers
- Ensuring students have evidence that they may require for enrolment or where necessary, to be able to apply for a DBS check

Parent/Carer Engagement

- To engage with parents/carers at least once per term, more frequently for school refusers/low attenders.

Close Working

- We need enable the formation of strong working relationships in all schools between School Staff (Careers Lead/Internal Careers Adviser, attendance team, pastoral team, SENCO) and external providers.

Optional Element

School Refusers & EHE Community Project – 12 months

To address the growing number (25% ETF Marvels students disengaged) of school refusers, launch a project to support with Elective Home Education cohorts:

- Build strong relationships with BCP Council and Dorset Council in order to scope and document numbers within each LA area and assess destination data
- Develop a clear strategy to support the EHC community and schools refusers
- Develop effective processes with the two Las and the TTF project team, to ensure a joined up approach, good communication and trust between them and EHE parents/carers
- Work with parents/carers to guide and support them in their HE journey
- Devise a parent/carers toolkit of resources and information to guide them
- Create content for and deliver a series of CPD for parents/carers

Targets and Key Performance Indicators

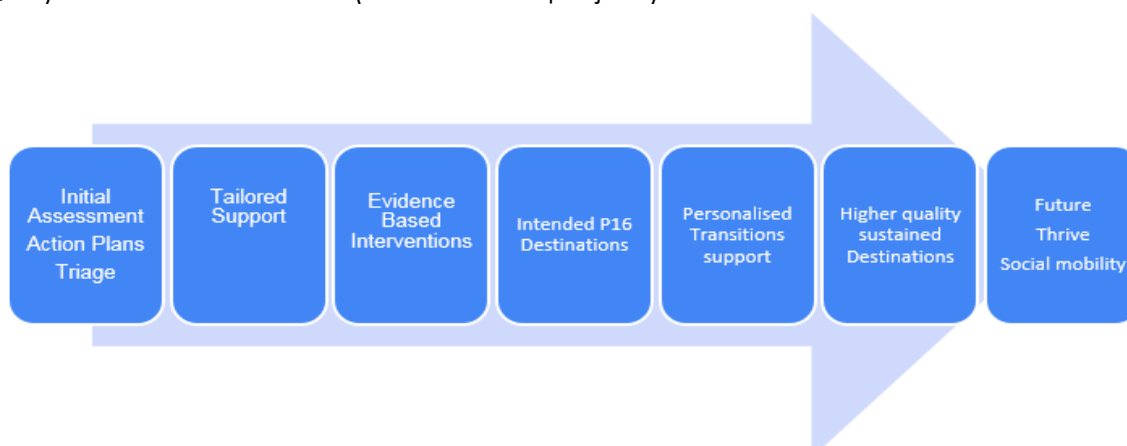
- 100% of the cohort achieve a transition to a post-16 destination, including those in EHE
- 95% of the cohort are still engaged in destination 6 months after transition
- Baseline level of qualification they are working towards currently is Level 1 and intervention aims to support a minimum of 70% of the cohort to a Level 2 or higher supported apprenticeship or equivalent destination
- Increased knowledge and understanding of options available measured by 100% of the cohort reporting their destination as a 'suitable' and 'aspirational' choice
- 90% of the identified cohort score higher than the control group on the quality of their destinations determined by: proportion of students who achieve a L2 destination, increased levels of knowledge of the available routes and options and commitment to their chosen destination, and self-reported further opportunities for progression and development
- 100% of the cohort report high satisfaction with chosen destination.

Local Delivery targets;

- Guidance Sessions Attended – Target 95% - The best measure of whether we are engaging our cohort effectively, and that they are finding it valuable is that they attend the sessions we schedule with them. We will monitor attendance carefully and will reschedule missed sessions and so a target of 95% should be achievable.
- School attendance – Increase of 5-10% - Poor attendance is a major RON indicator, and so we will monitor this and try to support the school with interventions when attendance becomes an issue. Because many students will have poor attendance, the target will be measured against each student's prior average attendance, with a goal of increasing this by at least 5 to 10%.
- Progress on Individual Action Plans - Each student will develop an individual action plan based on the COM-B model with their guidance adviser, and so we will track progress on each action plan. Because each plan is different, we cannot set standardised targets, but each student's plan will be RAG rated and we will aim for less than 10% of plans to be Red (at risk) at any one time. Action Plans reviewed and updated at least once every half-term and contact minimum every 2 weeks.
- Parental engagement - By the end of Yr11 we aim to have engaged with parents at least once (either through a home visit, or parents evening).
- Employer Engagement - Identify suitable employers using your networks to provide each student an experience of the workplace or employer encounter aligned to students interests and career aspirations, with support from Dorset Careers Hub. Having knowledge of the local labour market and links to employers will be beneficial and further funding could be available to support this provision (i.e. use of own networks/CRM system/engagement strategy)
- EHE Strategic Partnerships and Operational Delivery – Build contact and close and sustainable working relationships with relevant teams in each LA. Show improvement in communication with parent/carers and LA's. Improve destinations for school refusers and EHE.
- Employment Portfolio - Every student to have a quality CV, cover letter, personal statement, right to work documents (where relevant) and opportunities to improve basic employability skills via external/internal group work or one-to-one.

4. KEY STAGES & DELIVERABLES

As stated, the programme will support students in Year 11 (in the academic year 23/24) over the first 2 terms (3 for the EHE project).



Caseload

The provider will deliver careers guidance and mentoring to a cohort of 150 students who are on free school meals, in year 11, from at least 10 alternative providers/mainstream schools across Dorset Council and BPC Council areas.

We anticipate that most of the participating schools will already be working with Dorset Careers Hub and the Provider delivering the ETF (Dorset Marvels) programme, therefore an understanding and collaborative relationship is already established.

Pupils in AP schools are almost six times as likely to have SEND than children in mainstream schools, with 81 per cent on the SEND register compared to 14 per cent in mainstream. The primary need for four in five students with identified SEND is social, emotional, and mental health (SEMH).

Many disadvantaged or vulnerable students have missed out on quality education and need complex histories addressed before they can access a quality curriculum and having knowledge, experience around SEND will be beneficial.

5. BUDGET

The overall budget is £100,000, which can be combined or split into 2 separate projects.

- The core budget allocated is £70-80,000, excluding VAT, for the main TTF project work, for delivery from September 2023 to March 31st 2024.
- The additional budget allocated is £20-30,000, excluding VAT, for the EHE project work from September 2023 to August 31st 2024.

For applicants looking to deliver both elements, they will need to clearly provide a breakdown of costs per section and identify any cost savings generated as a result of delivering both simultaneously.

Tenders should also show the proposed hourly rates once the total value of work charged exceeds £25,000.

Tenders should be valid for six months.

6. CONTRACT MANAGEMENT & MONITORING

The contract will be managed by Janek Tarnawski, Enterprise Coordinator for Dorset Council and Dorset Careers Hub.

Monitoring will be completed in line with Careers and Enterprise Company requirements with specific reporting schedules at monthly, termly and project end points. Data will be held by schools. Sharing of information will be governed by Data Sharing Agreements and a Data Protection Implementation Plan.

7. CONFLICTS OF INTEREST

Dorset LEP may exclude the Supplier if there is a conflict of interest which cannot be effectively remedied. The concept of a conflict of interest includes any situation where relevant staff members have, directly or indirectly, a financial, economic or other personal interest which might be perceived to compromise their impartiality and independence in the context of the procurement procedure.

Where there is any indication that a conflict of interest exists or may arise then it is the responsibility of the Supplier to inform Dorset LEP, detailing the conflict in the Supplier response to this tender.

8. TIMESCALES

Activity	Date
Invitation to Tender	09/8/2023
Deadline for submissions	23/8/2023
Assessment of responses received	24/8/2023
Interviews	w/c 28/8/2023
Inception meeting	w/c 4/9/2023
Contract start date	w/c 11/9/2023

The LEP reserves the right to cancel the tender process. No work is guaranteed to be awarded under the tender process and Dorset LEP is not responsible for any costs incurred as part of the bidding process.

The deadline for any Tender Clarifications is 15/8/2023.

9. ASSESSMENT

Tenders will be assessed using the following criteria and weightings and the weighted scores within each sub-criteria will be added together to arrive at the total score for this piece of work.

Question	Weighting
Understanding of requirement	15%
Experience of similar work and credibility with stakeholders	30%
Proposed approach to this work	10%
Employer Engagement	10%
Proposed team (L6 CEIAG) to be mobilised within time frame	25%
Pricing	10%

Tenders will be scored according to the below scheduled; scoring and comments are confidential and will not be shared with any applicants.

Score	Comment
4 - Excellent	Proposal meets, and in some places exceeds, the required standard
3 - Good	Proposal meets required standard
2 - Acceptable	Proposal meets the required standard in most respects, but is lacking or inconsistent in others
1 - Poor	Proposal falls short of expected standard
0 - Unacceptable	Significantly fails to meet required standard or does not provide the relevant answer

Clarifications may be sought in writing from the suppliers and scores adjusted accordingly. Full or partial proposals that in the opinion of the Dorset LEP are unrealistically low or not reasonable sustainable (in terms of Quality or Price) may be rejected.

Dorset LEP reserves the right not to make any appointment.

10. PROPOSAL SUBMISSION

In order to be considered for selection, detailed proposals to this tender, addressing all relevant sections above, must be received via email by **23/8/2023**. Any individual or organisation responding to this tender must submit its response via email to the following:

Rebecca Phillips
Strategic Hub Lead, Dorset Careers Hub

Email: rphillips1@bournemouth.ac.uk

Please note that submissions not received via the means identified in this document may not be accepted or considered. Any tender submitted and/or received after the time specified may not be considered and the Bidder will be advised of this.

11. GUIDANCE

- Take the time to read and understand this document. In particular, develop a strong understanding of the Commission section.
- In structuring your proposal, consider how it will be evaluated.
- Bidders are advised to allow adequate time for uploading documents and to dispatch the electronic response well in advance of the closing time to avoid any last-minute problems. Failure to submit the tender submission as required may result in the relevant Bidder being excluded from any further participation in this procurement.

If you require clarification or have any questions, please direct these to: Rebecca Phillips - rphillips1@bournemouth.ac.uk