



## Application to the Big Projects Fund

**Project Name:** Promoting Entrepreneurship among disabled people with a visual Impairment

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**Document Distribution:**

<b>Name</b>	<b>Location</b>	<b>Responsibility</b>	<b>Action/Information</b>
Debbie Lambert	University of Worcester	Manager	Distribute to proposal team

### 1. Background

Promoting entrepreneurship among disadvantaged groups is one of the aims of the Small Business Service. The project aim is to develop a model for delivering entrepreneurial training (Level 4) to learners at RNC and to employers and employees in small business where the effects of entrepreneurial activity is considered to have the most impact.

### 2 Objectives of the Project

- To create a training programme for 'willing and unwilling' entrepreneurs
- To trial the programme with disabled learners who are enrolled on complementary therapy, business studies
- To roll out the training programme to employer/employees in small businesses (currently used as work placements)

### 3 Project Approach

- Identify potential learners to take part in the programme
- Identify potential employer to take part the programme
- Create programme content, map across the specified curriculum areas
- Trial the programme with learners in specified occupational areas
- Trial the program with learners /employers in the workplace
- Submit further funding bids to support the sustainability plan (see below)

### 4 Scope:

#### A Key Products from the project

The key product is a training programme which is aimed at willing and unwilling entrepreneurs which would support the development of entrepreneurial activity leading to

self employment or paid employment. The programme would be available to colleges within the regional LLN network after the completion of the pilot study.

The project supports the government agenda: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities 2006 LSC, 'Valuing People Now' and the 'New Opportunities' White Paper 2009, the Specialist Disability Employment Programme DWP (to be rolled out October 2010) Disability Discrimination Act (DDA) 2005, and UK Vision Strategy RNIB 2008

## **B. Out of Scope**

Additional occupational areas

## **5 Constraints**

- Must target learners from the specified occupational areas
- Must work with small enterprises
- Must be sustainable

## **6 Initial Project Case**

Recent studies have shown that whilst 13% of disabled people are self employed which is higher than the figure for non-disabled people (11 %), Disability Employment Advisers (DEA) which is the first point of call for the majority of disabled people seeking work fail to talk about self-employment as an option. However recent evidence suggests that access to enterprise education and training can make a significant difference in terms of increasing the prevalence of entrepreneurial activity among disabled people.

The project will be phased to enable a qualitative analysis to question whether entrepreneurial training can make a difference to employment outcomes for the disabled with a visual impairment.

This would form the basis for a longitudinal study which would follow learners who received enterprise training and consider the following questions:

- Has the training resulted in increased level of entrepreneurial type activities in the workplace(employer/employee)
- Has the training made a difference to future entrepreneurial activity?
- Has the training result in more learners accessing HE?

## **7 Benefits of the Project**

- Developing the course content for entrepreneurial training could result in new modules or accreditation which could support the disabled with a visual impairment in to entrepreneurial activity, self employment or paid employment
- Entrepreneurial training could offer learners an additional pathway to HE
- Entrepreneurial training could increase the levels of disabled people with a visual impairment who become self employed
- Training could be offered to employers/employees in small businesses, where the effects of entrepreneurial activity is considered to have the most impact
- The training programme supports the government agenda: Improving Education and Training Opportunities for People with Learning Difficulties and/or Disabilities 2006 LSC, the Disability Discrimination Act (DDA)2005, UK Vision Strategy RNIB
- The project could help in the prevention of social exclusion

- The project presents opportunities for additional activities which could include a longitude study, programme development (schools, FE, HE, employers) and the potential for joint working

## Impact

- Development of career pathways - learner impact
- Improved IAG - learner impact
- Opportunity to widen our learner base - learner, organisational impact
- Staff development – staff/ learner, organisational impact
- Joint working opportunities - staff/ learner, organisational impact
- Development of employer engagement activities - staff/ learner, organisational impact

## 8 Key Assumptions

The project is reliant on appropriate levels of expertise to ensure the training programme is aligned to the specified occupational areas and will support and enhance both the learning and development of learners and employers.

The project also depends on the ability to engage employers; this to some extent is in place with our current contract responsibilities.

A recent learner survey demonstrated an interest in entrepreneur related programmes as an alternative work option.

## 9 Costs (This should include the commitment of the organisation to pay 20% of the costs)

*Initially it was thought that one laptop would be sufficient for the learners to share as theoretically they would not all be using the same facilities at the same time. However, it has now been realised that it may have been a little unrealistic to consider that potentially 12 learners could share this resource. As we do not wish to increase the project costs we have managed to negotiate the loan of 3 portable versions of assistive technologies for use with laptops. As a result we are seeking permission to alter the breakdown of capital costs as follows.*

Description of Costs	£
<b>Revenue Costs:</b>	
Create programme content, map across curriculum	4,000.00
Trialing the programme learners/employers	3,000.00
Additional specialist support e.g. blind in business, Institute for employment studies	2,000.00
Project Management 0.5 for the duration of the project	3,000.00
Project Officer 1 day per week for the duration of the project	4,000.00
Travel	250.00
<b>Sub-Total of Revenue Costs</b>	<b>16,250.00</b>
<b>Capital Costs:</b>	
3 x Laptops	1,500.00
3 x Supportive Software - on loan	0.00
<b>Sub-Total of Capital Costs</b>	<b>1,500.00</b>
<b>Total Cost</b>	<b>17,750.00</b>

## 10 Project Timescale

The project will start 1<sup>st</sup> July 2009 to March 2010. This will enable preliminary work to be undertaken before the end of term regarding learner/employer engagement. The programme content will be planned and developed in advance of the new academic year.

## 11 How will the project be evaluated?

- The take up by learners/employers of the entrepreneur programme
- The outcome of the training programme in terms of accessibility, suitability, quality
- Employer satisfaction of the training programme in terms of accessibility, suitability, quality
- The feasibility of sustainability plans

## 12 How will the project be sustained?

Current research demonstrates that entrepreneur training provided by colleges does generally lead to higher levels of entrepreneurial activity. Moreover all forms of entrepreneur training in smaller businesses appear to change people's attitudes in a positive way, towards becoming involved in entrepreneurial activity in the future (Cowling 2009). On the basis of the research evidence the project will build on conservative success projections to achievable sustainable programme outcomes.

## 13 Which aims, outcomes and/or targets will the project achieve for the HWLLN? Please also state which funding criteria this project meets and how.

- The project will strengthen existing links and provide new links to employers through the entrepreneur programme
- The programme will be rolled out to learners and employers in the workplace which will result in improved accessibility to learning and development
- Research into entrepreneur training programmes has demonstrated that learners who receive exposure to entrepreneurial training are more likely to enter HE where further entrepreneur training is available
- The proposed second stage of the project will enable joint working

## 14 Initial Risk Log

The following table summarises the risks that have been identified that may prevent the project being completed to the required quality, budget and timescale. The probability and impact of each risk has been graded as low, medium or high to indicate the relative importance attached to each element of risk.

Risks	Probability	Impact	Containment Plan
Lack of capacity within the college to support the project	L	L	Appropriate level of expertise within the college
Lack of learner take-up	L	H	Staff will be required to be fully briefed on the projects aims and objectives and act as learner facilitators
Lack of employer take-up	L	H	Staff will be required to be fully briefed on the projects aims and objectives and act as employer engagement champions

## **15. Project Team**

Sandie Foster – Project Manager  
Val Cavanagh – Project Officer /Programme Creator  
Jane Bigham – Programme Specialist Adviser  
Kay Smillee – Employer Engagement Officer/Tutor  
RNC staff – Programme Tutor (s)  
Blind in Business – Specialist Adviser (external)