

Adult Skills Programme Specification and Guidance 2018-2019



Contents

Introduction	3
Adult Skills Programme 2017-2018.....	3
Scope.....	4
Provider Requirements and Eligibility.....	4
Learner Target Groups	5
Delivery Model.....	5
What Provision will we Fund?.....	6
Adult Skills Learning Outcomes.....	7
Fees and Concessions	8
Room Hire	8
Quality and Monitoring.....	9
Equality, Diversity and Safeguarding	10
Data Requirements for 'Grant' Funded Providers	10
Support	11
Governance and Audit	12
Payment Arrangements	12
Clawback of funding.....	13
How to Apply.....	14
Key Dates: Applications.....	14
Guidance on Completing the Application Form.....	15
Funding	15
Guidance on Answering Specific Questions on the Form	16
Section 2C – Project Milestones and Activity Schedule (Example).....	16
Section 2C - Subject Sector Area Codes	17
Pound Plus	17
Section 2H - An example of the total cost breakdown	18
ANNEX A - Priority Learning Aims to be supported under this Adult Skills Programme Funding Specification in 2016-2017.....	20
My Future: Developing English, maths, ICT Skills and confidence leading to employment	20
My Interests: Leisure and improving health and well-being	21
My Family: Learning activities which build stronger families	22
What is RARPA (Recognising And Recording Progress and Achievement)?	22

Introduction

In December 2015, the Minister for Skills set out the priorities and funding for adult education for 2016-17 and for the following years to 2019-20. Within this direction the Minister announced that all adult further education funding, excluding apprenticeships, would be combined into a single funding stream, the Adult Education Budget; there is no longer a separate programme of Community Learning.

The principal purpose of the Adult Education Budget is to engage and provide adults with skills and learning needed to access employment, apprenticeships or further learning. The Adult Education Budget also enables providers to offer more tailored programmes of learning, which do not need a qualification, to help those who are furthest from learning or the workplace.

All funded provision also has to take account of the employment and skills priorities of the West Midlands Combined Authority; these currently include focusing on skills, employability and well-being to enable as many people as possible to benefit from the new and higher value jobs that are created.

Adult Skills Programme 2018-2019

The Adult Skills Programme must meet the needs of the diverse population of the area and tackle some of the challenges Sandwell faces, in particular in increasing employability, up-skilling and employment support targeted at communities in greatest need. Wider adult learning opportunities have a vital role to play in promoting inclusion, improving health outcomes, and in engaging and building capacity in local communities, and supporting and building stronger families.

We expect activities to be in response to local needs and to deliver community-based engagement, taster sessions or learning activities. We expect to commission a range of providers to access different groups of learners in different areas of Sandwell, and who can produce high levels of positive progressions into further learning and/or employment.

There are three distinctive but interwoven strands to our Adult Skills activities. Government funded Adult Skills Learning provision will fall into one of these categories based on the learner's purpose for learning. The nature of the learning activities to be delivered falls into the following categories:

- **My Future:** Learning activities that develop employment related skills that provide a direct destination into employment or further education, or which help build economic regeneration and secure economic well-being. Learning activities can also support in the development of English, maths and/or digital literacy.
- **My Interests:** Learning activities for personal interest and self-development.
- **My Family:** Learning activities that build stronger families.

Further detail about each of these categories is given at Annex A & B. In addition, all provision should be linked to one or more of the following Sandwell Council priorities to be supported under Adult Skills Funding during 2017/18.

- **Healthy lifestyle**
- **Investing in people, businesses and jobs**
- **In your neighbourhood**

Scope

The Council wishes to invite applications for funding for Adult Skills Programme.

The contract and timescale for delivery will cover learners enrolling and undertaking learning from 1st October 2018 to 30th June 2019. Delivery of provision must be completed by 30th June 2019.

Applications for funding can be made under the following criteria:

Main Grant funding – the funding of adult education courses that meet the requirements as detailed in Annex A of this document.

The following paragraphs provide specific details about how the funding is to be used, for whom and who is eligible to apply.

Provider Requirements and Eligibility

Providers must comply with and abide by the provisions of the Education and Skills Funding Agency Funding Rules 2018/19. Any further documents published in the future by the Education and Skills Funding Agency or the Council that are applicable or relevant to the Service and any further documents that may be referred to within such existing or future Education and Skills Funding Agency publications, in all cases as may be amended or updated from time to time.

The “Education and Skills Funding Agency Funding Rules 2018/19” is the document which sets out the detailed requirements with which the Provider must comply in respect of Programmes set out in this specification. The funding rules can be viewed at:

<https://www.gov.uk/government/publications/adult-education-budget-funding-rules-2018-to-2019>

Learner Target Groups

Programmes are to be targeted at adults (aged over 19 on 1st August 2018) from one or more of the following groups:

- Adults who are unemployed.
- Adults with no or low qualifications.
- Adults with low skills and no skills and who would benefit from taking a first step back into structured education and training.
- Adults with enduring mental ill health.
- Carers.
- Homeless adults and adults living in hostel accommodation.
- Adults with learning difficulties/disabilities.
- Adults from ethnic minority groups.
- Older adults (usually 50+) who missed out on education when they were younger for various reasons.
- Newcomers into Sandwell facing specific barriers and experiencing significant disadvantages, reflecting local needs.

Courses that target adults in Rowley Regis and Wednesbury will be given preference by the Project Appraisal Panel if the demand for grants exceeds the funding available.

Courses should:

- Have clear learning aims that will result in adults being better prepared to move on to further learning, work or volunteering.
- Be delivered by tutors with appropriate subject qualifications who hold a minimum of a level 3 Award in Education and Training or equivalent.
- Address local needs.
- Align to the Department of Business, Innovation and Skills 'New Challenges, New Chances' Community Learning objectives.
- Address one or more of the Sandwell Adult and Family Learning Service commissioning priorities given at Annex A
- Be delivered between 1st October 2018 and 30th June 2019.

Delivery Model

There will be an expectation that you will have identified a local need and have a relationship with, the learner groups you are targeting. There should not be a need to advertise widely for learners.

All learners must be eligible to receive Education and Skills Funding Agency 'Adult Skills Budget' Funding e.g. they must be a citizen of and have been ordinarily resident in the UK, EU or EEA continuously for at least three years previous to the start of the course/activity.

What Provision will we Fund?

NON REGULATED PROVISION: The learning delivered must be by way of short programmes (generally minimum of 10 hours and maximum of 30 hours) workshops, taster sessions or events. One to one sessions are not fundable.

REGULATED PROVISION: Sandwell Adult and Family Learning Service will also welcome applications from delivery partners and sub-contractors who wish to deliver regulated provision. Learning aims must be eligible for ESFA funding and programmes must meet the standards of the relevant awarding body. Eligibility of funding for learning aims can be checked on <https://hub.fasst.org.uk/Pages/default.aspx>

Examples of content include:

- Learning designed to move the individual towards employment or enterprise or to make positive changes to improve career prospects.
- Programmes with an emphasis on work placements or voluntary work to enhance employability and/or community involvement (e.g. employability programmes with built in volunteer placements or community projects involving voluntary work).
- Literacy skills – learning which improves reading, listening and/or writing skills, to support access to work or further learning.
- Financial skills – learning which helps learners to understand and manage their own finances more effectively with budgeting skills and better awareness of income and expenditure.
- Specialist range of provision for residents who need more support to access learning and include development of independence to help learners progress at home and in life.
- Digital skills – programmes which help learners use technology more effectively, including use of computers, digital cameras and phones; digital inclusion activities that help adults develop skills, confidence and gain access to technology and which seek to narrow the digital divide, particularly for older adults (50+) and those living in disadvantaged areas of Sandwell.
- Cultural studies – art or music history and appreciation, architecture, social, economic or local history, genealogy, languages.
- Arts and crafts, media and publishing – singing, painting and drawing, sewing, making clothes, flower arranging, playing an instrument, pottery, furniture making, sugar craft.
- Physical activity – gardening, yoga, walking, dance.
- Activities which build confidence and support personal development through informal learning (e.g. family or local history, drama or art programmes with inbuilt progression to other opportunities).
- Activities with an emphasis on developing practical skills (e.g. courses on cooking, home maintenance, DIY skills, bike maintenance or gardening).
- Health & well-being – includes learning which supports improved mental well-being; fitness such as yoga and dance as well as cookery courses that aim to help learners provide healthier meals for their families.
- Activities which develop enterprise skills – learning which helps participants find out about self-employment with support in starting their own business.

Adult Skills Learning Outcomes

Sandwell Adult and Family Learning aims to deliver adult skills learning activities which achieve one or more of the following outcomes:

- Enhanced skills and personal effectiveness preparing people for training, employment or self-employment.
- Improved confidence and willingness of citizens to engage in learning.
- Improved digital, financial and communication skills.
- Parents and carers better equipped to encourage and support their children's learning.
- Improved or maintained health and social well-being.
- Increased volunteering and involvement in the community.

NOTE: The Education and Skills Funding Agency have stated that English, maths and IT skills are essential in enabling people to function in society and progress in learning and employment and therefore English, maths and IT (where appropriate) must be embedded into the delivery and assessment of all courses where relevant.

Fees and Concessions

Funding provided by the Education and Skills Funding Agency is a **subsidy** towards the actual cost. It is therefore expected that where learners are able to pay a **contribution towards** their courses, that they should do so, and that this income is re-invested by providers into providing further learning activities and opportunities.

For the Academic Years 2018-2019, fees have been maintained at £3.50 per guided learning hour.

Fee discounts/concessions will apply as follows:

- Employability /English/Maths courses are free of charge below level 2.

For all other courses/programmes:

- In receipt of Job Seekers Allowance. (100% Discount)
- In receipt of Universal credit. (100% Discount)
- In receipt of Employment Support Allowance. (100% Discount)
- Learners aged 60+ will be entitled to a fee concession of up to 50%

Room Hire

Do you need to book rooms for training? Check out what the Sandwell Adult and Family Learning Service have on offer at our centres in Smethwick, Tipton or West Bromwich.

For more information and bookings Telephone:

Tipton College 0121 557 0837

Hateley Heath Centre 0121 556 7426

Ron Davis Centre 0121 555 6255

Quality and Monitoring

We will monitor the quality of the provision provided in accordance with the Quality Framework; we will assess the progress that the organisation is making towards the agreed learner outcomes, and will require evidence of the impact that the project has on the organisation/ participants/community in an appropriate format agreed at the start of the project.

All activities must be completed and all evidence and invoices received by the agreed date. Please note all delivery must be completed by 30th June 2019. All supporting evidence must be submitted by 5th July 2019 and invoices will need to be submitted by 12th July 2019 shall be paid 30 days after.

The Provider shall:

- Make available to the Sandwell Adult and Family Learning Service on request all completed tutor and learner documentation.
- Ensure learners receive appropriate pre and post course information and advice.
- Maintain accurate records to report on attendance, withdrawals, and achievement.
- Record on registers the intended destination of learners, using the Sandwell Adult and Family Learning Service codes.
- Monitor the destinations of learners at 4 weeks after completion.
- Display the Council's logo on all relevant paper and electronic publicity material.
- Participate in a contract management meeting with the Sandwell Adult and Family Learning Service and make available to the Sandwell Adult and Family Learning Service Performance Relationship Manager any relevant documentation requested.
- Supply all necessary and relevant equipment and resources to deliver high quality provision within the subject area which specifically promotes adult learning.
- Use Sandwell Adult and Family Learning Service tutor and learner paperwork.
- Inform learners that they may be contacted to undertake an impact survey within four months of the end of the contract period, i.e. by the end of November 2019.
- Promote British values and the Prevent Strategy on all programmes

The Provider shall comply with the requirements of and observe the guidance, which may from time to time be issued by the Council, Ofsted, Education and Skills Funding Agency, Department for Business, Innovation and Skills, the awarding bodies and other regulatory bodies including Inspectorates.

In addition to complying with the performance monitoring requirements and guidance the Provider is expected to develop and maintain robust processes for internal quality assurance and monitoring. This must secure safeguarding and the Prevent Duty arrangements and provide appropriate support for learners in line with learner support requirements.

Providers are expected to engage positively with learners including meeting learner feedback requirements and develop active learner involvement approaches to shape service offer and responsiveness to need.

Providers are expected to utilise the full range of resources available for the delivery of high quality provision.

The Council as lead contractor is required to register all sub-contractors with the Skills Funding Agency and comply with their guidance and conditions of funding. Following registration, should the Skills Funding Agency instruct the Sandwell Adult and Family Learning Service not to sub contract with a specific delivery partner, the contract will be withdrawn.

Equality, Diversity and Safeguarding

Organisations will be expected to comply in all respects with Equal Opportunities and Discrimination (Equality Act 2010).

Organisations will be expected to show that learning will take place in a safe, healthy and supportive environment. It is important that organisations demonstrate they have suitable and sufficient arrangements for learner health and safety. Organisations will be required to meet the Skills Funding Agency health and safety requirements as they apply to all learners. In addition to health and safety legislation, organisations will be expected to comply with safeguarding legislation including the Prevent Strategy.

All volunteers, staff and trustees who have access to vulnerable adults must be DBS checked. It is the responsibility of the organisation receiving a grant to arrange this. For details of umbrella organisations that can provide this service see <http://www.gov.uk/government/organisations/disclosure-and-barring-services>

Data Requirements for 'Grant' Funded Providers

All organisations delivering Adult Skills Learning activities are responsible for recording data on the learners and submitting Data Return Forms and summary details for each learner.

Delivery partners must supply:

- An enrolment form for each participant with all sections completed.
- Personal Emergency Evacuation Plan (PEEP).
- Personal Learning Plan.
- A signing-in sheet or a register
- Records of attendance and punctuality
- RARPA (Recognising and Recording progress and Achievement).
- Scheme of Work.
- Lesson plans for each session which have been reviewed.
- Evidence of initial assessment and achievement.
- Learner contact log – individual communication between learner and tutor.
- Learner voice

- Organisation/Tutor end of project evaluation.
- Progression and destination data

Where the primary learning aim purpose is to progress into work or further education, providers should collect destination evidence of job or course outcomes.

- Offer letter or company letterhead.
- Learner signed – self declaration.

Other documentation may be required dependant on the scope of the project. This will be detailed in any subsequent service level agreement.

Before delivery commences, providers shall supply to the Sandwell Adult and Family Learning Service the following information:

- Details of tutors delivering the programmes, to include all relevant qualifications held
- Delivery Schedule outlining accurate course details to include subject, tutor name, room number, time of class, start and end date address and post code of venue.
- Examples of course marketing material.

Within two weeks of course start date; providers shall supply to the Sandwell Adult and Family Learning Service the following:

- Fully and accurately completed enrolment forms.
- Personal Emergency Evacuation Plan (PEEP).
- Personal Learning Plan.
- Evidence of initial assessment.
- Scheme of Work.
- Lesson plans for each session which have been reviewed.

Within two weeks of course end date; providers shall supply the following to Sandwell Adult and Family Learning Service:

- Fully completed register
- RARPA (Recognising and Recording progress and Achievement)
- Evidence of Achievement
- Learner contact log – individual communication between learner and tutor.
- Fully completed learner feedback forms

Before the final payment is released:

- Organisation/Tutor end of project evaluation.
- Progression information.
- Learner Destination data to be completed 4 weeks after course completion.

Support

The support sub-contractors will receive from Sandwell Adult and Family Learning Service includes:

- Documentation to collect evidence for ILR submissions.
- Observation of teaching and learning.
- Sharing of good practice.

Governance and Audit

The original registration document and enrolment forms must be retained by the organisation and be available for audit for seven years from the registration date.

The Skills Funding Agency only allows sub-contracting to one level therefore further sub-contracting any part of the grant awarded is not permitted.

Payment Arrangements

Subcontractors will be paid at a frequency agreed with Sandwell Adult and Family Learning Service as part of the contract clarification process and in line with validated data. It would be expected that a start payment of up to 25% of the overall proposal cost would be payable at the start of each programme/activity following validation of the evidence in the ILR / enrolment return and will be based pro-rata on actual enrolment numbers; with remainder on completion, and on receipt of data and documentation as outlined above.

All payments will be triggered via invoice and accompanying validated evidence of delivery. Invoices will contain the provider order number of the associated schedule and payments made by BACS. Sandwell Metropolitan Borough Council will pay 30 days from receipt of invoice. Sandwell Adult and Family Learning Service expects that subcontractors will participate in the assessment of accuracy of payments and review remittance advice to ensure there are no inaccuracies.

This funding is open to organisations to deliver needs led programmes in Sandwell. There is a total allocation of £99,000 available for Adult Skills provision in 2018-2019.

Decisions on funding will be made by a Project Appraisal Panel, and they will seek best value. Providers may apply for funding for projects between £10,000 and £30,000. All project approval is dependent on the availability of funding. The payment will be made as a grant and hence is zero VAT rated, therefore do not add VAT to your own staff or services. Sandwell Adult and Family Learning Service reserve the right to vary the proportions of each funding stream dependant on demand from the community. We also reserve the right to negotiate up to 50% of the contract value where additional demand is identified.

Organisations will be expected to meet quality standards, along with latest the Common Inspection Framework for Further Education and Skills. Organisations delivering learning will be provided with the Sandwell Adult and Family Learning RARPA (Recognising and Recording Progress and Achievement) system to ensure consistent quality is maintained across all providers.

Programmes / activities are required to meet defined objectives as outlined in Annex A. They are subject to the same quality monitoring framework as Sandwell Adult and Family Learning Service provision. All commissioned partners are required to deliver courses from venues which ensure maximum access to learning is achieved for residents.

Prospective providers must be registered with the UK Register of Learning Providers, see www.ukrip.co.uk and meet the following criteria list:

- The provider has no grounds for exclusion from delivery.
- The provider holds appropriate levels of insurance.
- The provider is financially sound.
- Health and Safety and safeguarding legislation is sufficiently adhered to.
- Subcontractors comply with legal obligations relating to equality and diversity.
- Suitably qualified teaching staff are available to the organisation.
- The approach to quality assurance is robust.
- The frequency and approach to information, advice and guidance is suitable to meet the needs of learners.

In submitting an application, if approved, the provider agrees to

- Meet the requirements of the Quality Framework.
- Contribute to the services Self-Assessment Report.
- Work within the terms of the contract.
- Attend partnership meetings, at least 1 per term for the duration of the contract.

Clawback of funding

Projects that demonstrate poor performance, poor take-up, or poor quality of teaching and learning may be subject to Clawback of any funding awarded to them under this specification.

How to Apply

All applications for funding will be received using the Sandwell Metropolitan Borough Council procurement process. If you are interested in submitting an application, please complete an application form available from the Sandwell Metropolitan Borough Council procurement web page

www.sandwell.gov.uk/info/200176/business/2236/tenders_and_procurement

To access the full specification and application form, organisations will need to be registered on the Sandwell Metropolitan Borough Council procurement system

<https://in-tendhost.co.uk/sandwellmbc.aspx/Registration> If you have any problems registering or accessing the application form, please contact us using the details on page 18. Your application will be appraised by our Project Appraisal Panel and you will be notified of our decision according to the table of key dates below.

All applications must meet the Department of Business, Innovation and Skills' national purpose and objectives of Adult Skills learning. Applications should contribute to meeting outcomes that have been identified within Sandwell Adult and Family Learning Service's strategic plans.

The final responsibility for decisions on funding applications lies with the Project Appraisal Panel.

If we are able to fund the provision outlined in your application, we will agree reporting requirements and payment schedules and then issue you with a contract for Adult Learning.

Key Dates: Applications

Please note: Applications will be approved subject to sufficient funds being available. Projects can be short or long but all activity must be completed by 30th June 2019.

STAGE	DATE
Release of the 2018-2019 Community Learning offer	3 rd September 2018
Invitations to submit applications for delivery to commence September 2018	3 rd September 2018 – 14 th September 2018
Notification of results from Project Appraisal Panel	21 st September 2018
Contracts awarded	W/C 24 th September 2018

Guidance on Completing the Application Form

Adult Skills Learning encompasses a rich mixture of curriculum content, settings, learners, outcomes, course lengths, and purposes. The benefits of Adult Skills learning are far reaching, and its impact can be measured in terms of developing individuals and groups through learning.

Sandwell Adult and Family Learning Service will make available funding which local organisations and groups can bid for to offer informal adult skills learning opportunities delivering innovative learning that supports adults aged 19+ and addresses the local key priorities. As a result of community consultation, we have revised our current target groups.

- Applications received in any format other than the application form provided will not be accepted.
- Please answer all the questions.
- Unless otherwise stated in the question, only information contained in the answer sections of the application form will be considered.
- You will need to prepare an activity schedule in section 2C and scheme of work. The scheme of work will need to be submitted with your application. Please **do not** email any supplementary information or papers apart from what has been specified at this stage as these will not be taken into account.

Funding

- The value of projects should be no more than the stated maximum available.
- No match funding is required but where contributions from other organisations will input to the project this should be clearly shown within the Pound plus section (Section 2F) and included in the project costs (Section 2H) of the application.
- Do not overestimate the number of learners you expect to enrol on your project. Your proposal will be appraised based on the numbers you provide and therefore if successful your target outputs will reflect the numbers stated in your application. Failing to meet target outputs may result in your funding allocation being reduced. There is not a specified value (£) for individual learners, this will be dependent on the learning you are providing.
- The Project Appraisal Panel recognises that some learners will need more intensive support than others and will take this into account when judging the projects value for money provided that, within your application you have demonstrated the needs of the learner.
- Hourly teaching rates must include preparation as well as actual teaching. Tutors are not to be paid extra for preparation and hourly rates will not exceed £25 per hour.
- We are unable to fund additional learning/caring support but you may list this as Pound Plus (£+).
- Expenses costs for volunteers should not exceed £3 per day.
- The total administration and management fees should not exceed 15% of the overall funding claimed. If the rate does exceed this then a justification needs to be provided.

Guidance on Answering Specific Questions on the Form

How do I 'Measure the Impact' of the learning?

You are asked to identify the planned outcomes for learners in Section 2B of the application form, choosing from the categories listed. (My Interests, My Future and My Family). Using some of these categories, state what the impact will be on the learners and, importantly, how you will 'measure' this. For example, this could be by interview or by a questionnaire at the beginning and the end of a course to find out what difference the learning has made. You will be asked to summarise this impact at the end of the course. See also Annex A: RARPA.

Section 2C – Project Milestones and Activity Schedule (Example)

Delivery Schedule												
Please complete the table below identifying the activities, outputs and outcomes of your project and when they will be delivered. This is particularly important where activities are being delivered as part of a formal course / workshop mode of delivery. This information will be used to measure performance in line with an agreed Service Level Agreement.												
Add extra rows as necessary												
Funding Code	Course Title and Course Level. Brief description of the planned delivery	Venue (postcode)	Subject Sector Area	Start Date	End Date	Day (s)	Times (from-to)	GLH	Course Fee	Concession (if any)	Target number of learners (including new learners)*	
											Existing Learners	New Learners
C2	Developing Interview Skills	DY4 7NR	14	17/08/17	28/08/17	Mon	10am – 12pm	6	£21.00	100%	2	10

* Learners who have not been in learning for last 3 years

Section 2C - Subject Sector Area Codes

SSA01 Health, Public Service and Care	SSA02 Science and Mathematics
SSA03 Agriculture, Horticulture and Animal Care	SSA04 Engineering and Manufacturing Technologies
SSA05 Construction and the Built Environment	SSA 06 Information and Communication Technology
SSA07 Retail and Commercial Enterprise	SSA08 Leisure, Travel and Tourism
SSA09 Art, Media and Publishing's	SSA10 History, Philosophy and Theology
SSA11 Social Sciences	SSA12 Languages, Literature and Culture
SSA13 Education and Training	SSA14 Preparation for Life and Work
SSA15 Business Administration and Law	

Pound Plus

The Council's Adult Skills Learning allocation is considered to be a contribution to the Provider to enable it to meet both local need and the objectives set out in "New Challenges, New Chances" December 2011. All Providers are required to reflect the Council's "Pound Plus" policy statement within their local policies.

Pound Plus is a term that describes how Community Learning Providers use learner fees and other sources of income and resources to maximise the value of public investment and widen access for people who are disadvantaged and cannot afford to pay fees.

The Pound Plus theme is a key feature of Adult Skills Provision. Pound Plus may be achieved through:

- direct income (e.g. learner fees, external sponsorship, income from other sources)
- cost savings (e.g. contributions in kind, shared services, use of volunteers to support infrastructure)
- learning delivery – value for money (e.g. partnership working to avoid duplicated provision)

Providers are required to submit information on Pound Plus by assigning a financial value to the savings made, and by indicating how fees and other income collected are used to support disadvantaged learners. The pro-forma will be available on the Sandwell Adult and Family Learning website and must be returned on the date in the payment schedule.

Section 2H - An example of the total cost breakdown

Description of activity	Funding required (£) a	Pound Plus (£+) b	Total cost (£) a+b
Staffing (management/admin/tutors/volunteers expenses etc.)			
Management	4000	6000	10000
Admin (Destination Tracking)	0	6000	6000
Tutors	12600	0	12600
Volunteers (in kind)	0	600	600
Marketing & Publicity (recruitment/promotion etc.)			
Designing and printing of posters	0	£200	£200
Facilities & Support (room hire etc.)			
Room hire	5000	0	5000
Child care	0	5000	5000
Materials & Resources (learning materials/workshop materials/equipment etc.)			
Tool Kits	5400	0	5400
Materials	500	0	500
Printing and stationery	500	0	500
Total Funding Required (a)	28000		
How much contribution is being by the provider/learner to the project (b)		17800	
Total project value (a+b)			45800
Total cost per individual learner (<i>cost of project divided by the number of learners</i>)			£254

Contact

If you would like a copy of the application form in larger print or another format please contact us on the details below.

Project Appraisal Panel
Sandwell Adult and Family Learning Service
Tipton College
Alexandra Road
TIPTON
DY4 7NR
Or email to: sian_breese@sandwell.gov.uk

Numbered questions in the application form will be scored using the following criteria. Applications must score a minimum 70% against marking criteria to qualify for funding.

Category	Definition	Score Range
Unacceptable	No response to the question or the response is highly inaccurate or irrelevant.	0
Poor	Limited response provided, or a response that is inadequate, substantially irrelevant, inaccurate or misleading or only partially addresses the question.	1
Satisfactory	An acceptable response submitted in terms of the level of detail, accuracy and relevance. The response is good but there are either some omissions of important factors or negative indications that reduce the extent to which the project aims will be achieved.	2
Good	A good response submitted in terms of detail and relevance and clearly meets the project aims with no negative indications or inconsistencies.	3
Excellent	A comprehensive response submitted in terms of detail and relevance and clearly meets or exceeds the project aims with no negative indications or inconsistencies.	4

ANNEX A - Priority Learning Aims to be supported under this Adult Skills Programme Funding Specification in 2018-2019.

My Future: Developing English, maths, ICT Skills and confidence leading to employment

This is targeted learning for Adults in Sandwell who have benefited least from the education system; are in most financial need; may be 'disadvantaged' for a variety of reasons e.g. people experiencing mental health issues, people with physical disabilities, homelessness, unemployed persons, carers etc. The Council's priority is to tackle the issue of worklessness amongst key groups in the most deprived wards of the Borough, particularly those residents in receipt of out of work benefits. Therefore, this priority group will include low skilled adults aged 19+, not currently in employment, those facing specific barriers and experiencing significant disadvantages, reflecting local needs.

It is learning that will provide learners with an opportunity to gain or develop skills and/or confidence to progress to further learning, personal development and/or employment and which may provide opportunities for advancement in their work or personal life. It may provide learners with pre-employment support and enable adults to move into sustained employment, or help them develop skills, confidence and access to technology so that they can participate in a wider range of learning activities which may include, but is not restricted to:

- Activities which enhance employability skills, including routes to self-employment (such as courses in how to set up your own business or establish yourself as a childminder or web designer).
- Learning designed to move the individual towards employment or enterprise or to make positive changes to improve career prospects.
- Transferable work skills e.g. literacy, numeracy, confidence building, skills for independent living, skills to support access to work or learning.
- Digital inclusion activities that help adults develop skills, confidence and gain access to technology and which seek to narrow the digital divide, particularly for older adults (50+) and those living in disadvantaged areas of Sandwell.
- Managing challenges – drug / alcohol dependency, care dependency, language / cultural barriers, learning disability, mental illness.

Performance Outcomes

- All provision should have a retention target of 89% or better
- All provision should have an attendance target of 90% or better
- All provision should have an achievement target of 87% or better
- All provision will include an element of contextualised literacy and numeracy.

My Interests: Leisure and improving health and well-being

Learning which is offered for personal or skills development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and the needs of the community and to complement what other learning providers are offering locally. It is learning undertaken by individuals primarily for the enjoyment of the subject and / or to develop a recreational interest which may include, but is not restricted to:

- Cultural studies – art or music history and appreciation, architecture, social, economic or local history, genealogy, languages.
- Arts and crafts – singing, painting, playing an instrument, pottery, furniture making, sugar craft.
- Physical activity – gardening, yoga, walking, dance.
- Activities which build confidence and support personal development through informal learning (e.g. family or local history, drama or art programmes with inbuilt progression to other opportunities).
- Activities with an emphasis on developing practical skills (e.g. courses on cooking, home maintenance, DIY skills, bike maintenance or gardening).

This is also referred to as our “universal offer” and is available to all adult learners in Sandwell who are able to contribute to the cost of their learning. It may be offered at subsidised rates to learners on active benefits.

Performance Outcomes

- All provision should have a retention target of 89% or better.
- All provision should have an achievement target of 87% or better.
- All provision should have an attendance target of 90% or better.
- All provision should evidence the number of people who intend to progress to further learning.
- All provision will include an element of contextualised literacy and numeracy where relevant.

My Family: Learning activities which build stronger families

Family programmes aim to encourage family members to learn together. They include opportunities for intergenerational learning and, wherever possible, lead both adults and children to pursue further learning. 'Family' is purposely not defined to enable adults and children with a range of relationships to participate together. Used here, "adult" includes mothers, fathers, carers, grandparents – whoever has a key caring role for the child.

We would also welcome any applications which address Sandwell's Early Intervention Initiative programme.

- All tutors must be fully qualified and experienced in delivering family learning programmes.
- All persons engaged in delivering Family Learning must have an enhanced DBS check in place.

Performance Outcomes

- All provision should have a retention target of 89% or better.
- All provision should have an attendance target of 90% or better.
- All provision should evidence the impact of learning on the parent and/or child.
- All provision will include an element of contextualised literacy and numeracy.

What is RARPA (Recognising And Recording Progress and Achievement)?

Aims

All courses should have clearly defined aims. This will be set out on the Scheme of Work.

Initial Assessment

This can be formal or informal (but must be recorded) and is used to identify the learners' knowledge of the subject at the start of the learning and any difficulty from the outset. It is important to establish a starting point so that both the learner and the tutor can measure the progression throughout the course.

Challenging Objectives

The negotiation of learning objectives will allow the learner to measure the progress they have made.

Formative Assessment

This is the evidence of learning throughout the course and can be recorded in many formats to allow the tutor and learner to reflect upon their learning and progress and provides them with appropriate feedback. Evidence for this stage of the process includes:

- Records of learner self-assessment or learner feedback on progress.
- Tutor records of assessment activities and individual/group progress and achievement.
- Files, diaries, portfolios, artwork, videos, performances, exhibitions and displays.
- Individual or group learner testimony.
- Artefacts and photographs.

Summative Assessment

Could also include recognition of learning outcomes that were not specified during the course.

This process is designed to:

- Focus on and promote the needs and interests of learners.
- Take account of learners' diverse and multiple purposes in learning.
- Allow for negotiation of the content and outcomes of learning programmes.
- Encourage learners to reflect on and recognise their own progress and achievement – increasing confidence.
- Promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors.
- Enable achievement and planned learning objectives not originally specified to be recognised and valued.
- Promote good practice in teaching, learning and assessment.
- Enhance providers' quality assurance and improvement practice.

Fitness for purpose – RARPA is a 5 step model that encourages tutors to customise activities and recording for their learners; it is an inclusive model that is flexible enough to be used equally with learners.

Recording Methods

Individual Learning Plans (ILPs) are the most common form of recording the learning that is taking place on all courses. However short all learning needs to be recorded.

There are many suggestions such as a simple form or for courses such as gardening, D.I.Y. flower arranging, music; events etc. It can be done through other methods such as taking photos of the progression of a project, audio/video records. Whichever method(s) are used it is essential to obtain some recorded / written feedback from each learner on how they feel they have progressed.