

Construction Programme Specification and Guidance 2019-2020



Contents

Introduction	3
Scope.....	3
Provider Requirements and Eligibility.....	3
Learner Target Groups	4
Delivery Model.....	5
What Provision will we Fund?.....	5
Adult Skills Learning Outcomes.....	5
Fees and Concessions	6
Room Hire	6
Performance Outcomes	7
Equality, Diversity and Safeguarding	8
Data Requirements for ‘Grant’ Funded Providers	9
Support	10
Governance and Audit	10
Payment Arrangements	10
Clawback of funding.....	11
How to Apply.....	12
Key Dates: Applications.....	12
Guidance on Completing the Application Form.....	13
Funding	13
Guidance on Answering Specific Questions on the Form	14
Section 2C – Project Milestones and Activity Schedule (Example).....	14
Section 2C - Subject Sector Area Codes	15
Section 2H - An example how funding could be spent.	15
Appendix A	17
What is RARPA (Recognising And Recording Progress and Achievement)?	17

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. This specification specifically relates to the construction industry.

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 2019 to 30th June 2020. Delivery of provision must be completed by 30th June 2020.

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 in conjunction with West Midlands Combined Authority Funding Rules 2019/20. 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 2019/20” 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://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/804647/AEB_2019-20_rules_24_May_draft_v.1.pdf

- Add link to WMCA rules

Learner Target Groups

Programmes are to be targeted at adults (aged over 19 on 1st August 2019) 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.

Programmes should:

- Include the following learning aims:
 - Level 1 Award in Employability
 - Level 1 Award in Asbestos Awareness
 - Level 1 Award in the Principles of Health and Safety within the Workplace
 - Level 3 Award in Emergency First Aid in the Workplace
 - CSCS Card (Delivered under local flexibility funding rules)
- 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.
- Be delivered between 1st October 2019 and 30th June 2020.

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 West Midlands Combined Authority '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?

REGULATED PROVISION: Sandwell Adult and Family Learning Service will welcome applications from delivery partners and sub-contractors who wish to deliver regulated provision. Learning aims must be eligible for WMCA 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>

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, in addition to the qualifications stipulated on page 5:

- Enhanced skills and personal effectiveness preparing people for training, employment or self-employment, within the construction industry.
- Improved confidence and willingness of citizens to engage in learning.
- Improved or maintained health and social well-being.

NOTE: The West Midlands Combined Authority 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 2019-2020, 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 2020. All supporting evidence must be submitted by 10th July 2020 and invoices will need to be submitted by 17th July 2020 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 2020.
- Promote British values and the Prevent Strategy on all programmes

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.

The Provider shall comply with the requirements of and observe the guidance, which may from time to time be issued by the Council, Ofsted, West Midlands Combined Authority,

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 West Midlands Combined Authority 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 £100 would be payable at the start of each, remaining funding drawdown paid on successful achievement of learning outcomes. If learners complete but fail to achieve the final payment would be reduced by 20%. Payment is dependent on 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.

Decisions on funding will be made by a Project Appraisal Panel, and they will seek best value. Providers may apply for funding for projects up to £50,000, based on £500 per learner. 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/asp/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 2020.

STAGE	DATE
Release of the 2019-2020 Community Learning offer	2 nd September 2019
Invitations to submit applications for delivery to commence from October 2019	13 th September 2019
Notification of results from Project Appraisal Panel	23 rd September 2019
Contracts awarded	WC 26 th September 2019

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.
- 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.
- Any management will be covered in the previously stated start payment and any additional management fee will not be funded.

Guidance on Answering Specific Questions on the Form

Add relevant information

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
SSA05 Construction and the Built Environment
SSA14 Preparation for Life and Work

Section 2H - An example how funding could be spent.

Description of activity Based on 40 learner starts	Funding required (£) a	Pound Plus (£+) b	Total cost (£) a+b
Staffing (tutors/volunteers/Assessment/IQA expenses etc.)			
Tutors/Assessment/IQA	£10,000		
Volunteers (in kind)	£612		
Marketing & Publicity (recruitment/promotion etc.)			
Designing and printing of posters	£250		
Facilities & Support (room hire etc.)			
Room hire	£2,040		
Materials & Resources (learning materials/workshop materials/equipment etc.)			
Materials	£400		
Printing and stationery	£200		
Registration & Certification	£8,534		
Total Funding Required (a)	£20,000		
How much contribution is being by the provider/learner to the project (b)			
Total project value			
Total cost per individual learner (cost of project divided by the number of learners)			£500

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

Appendix A

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.