

Adult Skills Programme Specification and Guidance

2020-2021 (Second Round)

- Security
- Logistics
- Warehousing
- Digital Media



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Introduction

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. As such, the subcontracting offer for the academic year 2020/21 has been tailored to meet the following priorities;

- Security
- Logistics
- Warehousing
- Digital Media

The details for these programmes are outlined in Annexe A.

Adult Skills Programme 2020-2021

The Adult Skills Programme must meet the needs of the diverse population of the area and tackle some of the challenges Sandwell faces whilst recovering from the effects of the Covid-19 pandemic, 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.

Scope

The Council wishes to invite applications for funding for the Adult Skills Programme from providers with a proven track record and an Ofsted rating of Good or Outstanding (see provider requirements and eligibility below).

The contract and timescale for delivery will cover learners enrolling and undertaking learning from 1st November 2020 to 30th June 2021. Delivery of provision must be completed by 30th June 2021.

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 have a current Ofsted rating of Good or Outstanding. Providers that are still awaiting a full inspection and have received an Ofsted monitoring visit must demonstrate that they have been awarded a 'reasonable progress' or 'significant progress' judgment on all three measures

Providers must comply with and abide by the provisions of the West Midlands Combined Authority Funding Rules 2020/21. Any further documents published in the future by the West Midlands Combined Authority 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 West Midlands Combined Authority publications, in all cases as may be amended or updated from time to time.

The "West Midlands Combined Authority AEB Funding Rules 2020/21" 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.wmca.org.uk/media/4037/wmca-aeb-funding-rules-2020-2021-draft-version-21.pdf>

Learner Target Groups

Programmes are to be targeted at adults (aged over 19 on 31st August 2020) from one or more of the following groups:

- Adults who are unemployed.
- Adults who have been made recently redundant.
- 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.
- Male adults.
- Younger adults, aged 19 to 29 years.
- 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 the priority areas of Smethwick, Tipton and West Bromwich 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.
- Address one or more of the Sandwell Adult and Family Learning Service commissioning priorities outlined in Annex A
- Be delivered between 1st November 2020 and 30th June 2021.

Delivery Model

Delivery models are outlined in Annexe A and fall under the following headings;

- Security
- Warehousing
- Logistics
- Digital Media

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 and they must be a resident of the West Midlands Combined Authority.

Covid-19

There will be a requirement for all providers to deliver training in a safe environment, mindful of the risk of Covid-19. Applicants will be expected to outline their health and safety processes and procedures for protecting staff and learners from infection. Providers will be expected to engage with NHS track and trace and fully support public health and local government initiatives to prevent local outbreaks.

A Covid-19 risk assessment for your venue will need to accompany your application.

Further guidance can be found at;

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

Programmes will need to be planned carefully so that future closures due to the virus will not disadvantage learners. Applicants will be asked to outline strategies for blended and online learning alternatives should there be a local lockdown and centres asked to close again on a temporary basis.

What Provision will we Fund?

NON REGULATED PROVISION: The learning delivered must be by way of short programmes (30 hours guided learning hours) as specified in Annexe A. 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 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> . Regulated provision requirements for this round of subcontracting can be found in Annexe A.

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 in Annexe A:

- Enhanced skills and personal effectiveness preparing people for training, employment or self-employment.
- 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 WMCA 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 2020-2021, 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%

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 2021. All supporting evidence must be submitted by 10th July 2021 and invoices will need to be submitted by 17th July 2021 for payment 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 2021.
- 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, WMCA, 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 WMCA 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 WMCA 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 West Midlands Combined Authority 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 2020-2021.

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 £50,000. 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 the latest Education 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 17. 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 2021.

| STAGE | DATE |
|--|--|
| Release of round 2 of the 2020-2021 Community Learning offer | 28 th September 2020 |
| Invitations to submit applications for delivery to commence from November 2020 | 28 th September 2020 – 9 th October 2020 |
| Notification of results from Project Appraisal Panel | 19 th October 2020 |
| Contracts awarded | W/C 19 th October 2020 |

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.
- Throughout the application form (in purple) you are prompted to provide supporting documentation. Please ensure that every document requested is uploaded with your application. Missing documentation during the review process may result in the rejection of your application.

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. 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 B: 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 |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
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| | | | | | | | | | | | | |

* 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 |

***The funding required should not exceed the total funding drawdown available as outlined in annexe A**

Contact

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

email to: sian_breese@sandwell.gov.uk or samantha_allen@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 Programmes to be supported under this Adult Skills Programme Funding Specification in 2020-2021.

Bids are welcomed from any of the following four priority programmes outlined below;

- Security
- Warehousing
- Logistics
- Digital Media

Security (WMCA Sector Gateway)

The purpose of this proposal is to develop a specification for those wishing to train / upskill / change career and wishing to work in the Security Services industry. The specification focusses on a non-accredited approach to training, specific to the industry and focusing on knowledge and skills required.

Specification Proposal

Preparing to work in Security Services

- Foundation literacy/numeracy.
- Digital skills (Email, using search engines).

Communication

- Building relationships with customers.
- Building relationships with colleagues.
- Working as part of a team.
- Resolving problems

Security Services skills

- Digital skills required for the security services industry (cctv footage e.g)
- Contributing to meetings.

Personal attributes

- Approachable.
- Friendly.
- Confident.
- Integrity.

Knowledge

- Legislation in a security services environment.
- Security and loss prevention.
- Differing roles within the security services industry (door supervisor, cctv operator e.g)
- Equality and diversity.
- Terrorism awareness.

Outcomes

Residents will be able to (skills):

- Demonstrate a range of foundation literacy and numeracy skills as determined by the security services sector.
- Use basic digital literacy as required for the security services sector.
- Practise a range of communication methods required for the security services sector.
- Demonstrate team working.
- Evidence the ability to problem solve.

Residents will know (knowledge):

- Identify relevant legislation that covers the security services sector.
- Recognise equality and diversity and how to promote this.
- Explain terrorism and procedures to follow.

Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- A friendly approach.
- Honesty.
- Confidence.
- Excellent work ethics (good attendance, timekeeping).

Guided Learning Hours: 30 (Weighting A)

Funding rate: £150 per learner

Warehousing (WMCA Sector Gateway)

The purpose of this proposal is to develop a specification for those wishing to train / upskill / change career and wishing to work in the Warehousing industry. The specification focusses on a non-accredited approach to training, specific to the industry and focussing on knowledge and skills required.

Specification Proposal

Preparing to work in Warehousing

- Foundation literacy/numeracy.
- Digital skills (Email, using search engines).

Communication

- Building relationships with customers.
- Building relationships with colleagues.
- Working as part of a team.
- Resolving problems

Warehousing skills

- Picking orders.
- Wrap and pack goods.
- Maintaining cleanliness in the working environment.
- Receive goods.

Personal attributes

- Approachable.
- Friendly.
- Confident.
- Integrity.
- Legislation in a warehousing environment.
- Equality and diversity.
- Moving and handling goods.

Outcomes

Residents will be able to (skills):

- Demonstrate a range of foundation literacy and numeracy skills as determined by the warehousing sector.
- Use basic digital literacy as required for the warehousing sector.
- Practise a range of communication methods required for the warehousing sector.
- Demonstrate team working.
- Evidence the wrapping packing and receipt of goods in a warehousing environment.

Residents will know (knowledge):

- Identify relevant legislation that covers the warehousing sector.
- Recognise equality and diversity and how to promote this.
- Explain correct ways of moving and handling goods.

Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- A friendly approach.
- Honesty.
- Confidence.
- Excellent work ethics (good attendance, timekeeping).

Guided Learning Hours: 30 (Weighting A)

Funding rate: £150 per learner

Logistics (WMCA Sector Gateway)

The purpose of this proposal is to develop a specification for those wishing to train / upskill / change career and wishing to work in the Logistics industry. The specification focusses on a non-accredited approach to training, specific to the industry and focussing on knowledge and skills required.

Specification Proposal

Preparing to work in Logistics

- Foundation literacy/numeracy.
- Digital skills (Email, using search engines).

Communication

- Building relationships with customers.
- Building relationships with colleagues.
- Working as part of a team.

Logistics skills

- Preparing the vehicle for driving.
- Protect the vehicle and the load.
- Pick goods.
- Place goods in storage.

Personal attributes

- Approachable.
- Friendly.
- Confident.
- Integrity.

Knowledge

- Legislation in a logistics environment.
- Equality and diversity.
- Moving and handling goods.

Outcomes

Residents will be able to (skills):

- Demonstrate a range of foundation literacy and numeracy skills as determined by the logistics sector.
- Use basic digital literacy as required for the logistics sector.
- Practise a range of communication methods required for the logistics sector.
- Demonstrate team working.
- Evidence the picking and placing of goods in a logistics environment.

Residents will know (knowledge):

- Identify relevant legislation that covers the logistics sector.
- Recognise equality and diversity and how to promote this.
- Explain the correct ways of moving and handling goods.

Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- A friendly approach.
- Honesty.
- Confidence.
- Excellent work ethics (good attendance, timekeeping).

Guided Learning Hours: 30 (Weighting A)

Funding rate: £150 per learner

Digital Media

The purpose of this proposal is to develop a specification for those wishing to train / upskill / change career and to improve their digital media skills for both employment and self-employment opportunities.

The specification focusses on successful search engine optimisation, the use of social media in business, and creating effective digital promotion activity for business through the delivery of the following three regulated learning aims;

| | | |
|----------|--|---------|
| Y5074155 | Digital Promotion for Business 20 GLH £100.00 (Weighting B) | Level 2 |
| D5074156 | Understanding Search Engine Optimisation for Business 20 GLH £100.00 (Weighting B) | Level 2 |
| M5074162 | Understanding Social Media 20 GLH £100.00 (Weighting B) | Level 2 |

Total guided learning hours – 60

Total Funding £300.00 per learner.

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.

ANNEXE B - 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.