

Leeds City Council – Employment and Skills Community Learning Provision 2014/15 Project Brief

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1. Introduction

Leeds City Council wishes to go out to tender and appoint suitable providers to a framework in order to deliver a broad and balanced range of community learning for adults aged 19 and over (25 and over for Learners with Learning Difficulties and/or Disabilities [LLDD]).

The framework of providers will enable the delivery of Community Learning Programmes for the next three academic years starting from September 2014.

- One year contracts will be issued to providers on the framework to deliver learning activity in each academic year, subject to receipt of adequate Skills Funding Agency (SFA) funding each respective year.
- Activity to be delivered in the 2014/15 academic year must be completed by 31st July 2015. In line with the SFA's contractual obligations, all funding must be commissioned through open and transparent processes. This Project Brief contains full specifications of the 2014/15 programme.
- The total amount of funding available for community learning delivery is in the region of £1.6m. A minimum of 7,500 adult learners in Leeds are expected to benefit from community learning each year.

Community Learning for 2014/15 will comprise of the following programmes:

- Personal and Community Development Learning (PCDL)
- Family English, Maths and Language (FEML)
- Wider Family Learning (WFL)
- Skills for Jobs (SFJ)
- Targeted Learning Projects (TLP)
- Adult Skills Budget (ASB)

The main changes in the 2014 Community Learning Procurement are:

- A three year framework will be procured with annual contracts agreed for provision.
- The Targeted Learning Programme (TLP) payment model has been rationalised. TLP activity will be paid at a fixed funding rate per guided learning hour plus an additional funding rate for non-guided learning within innovative delivery models. Providers bidding for TLP activity must be able to demonstrate innovative learning for specific target learner groups with multiple or complex needs and/or include an element of day or overnight residential to enhance learning delivery.
- To further encourage providers to meet their contractual targets the standard guided learning tariff has been raised from £55 per hour to £60 per hour where targets are met. A lower tariff applied to those providers who do not support the number of learners specified in their contract by the end of the academic year will remain at the previous rate of £50 per guided learning hour.

2. Purpose and Objectives of Community Learning

- 2.1 The Leeds Community Learning Programme for 2014/15 is being delivered with funding from the Skills Funding Agency (SFA) in line with SFA objectives as set out below:
- 2.2 The **purpose** of Community Learning is to:
- Provide a broad range of learning that brings together adults, often of different ages and backgrounds to address a need, acquire a new skill, become healthier, pursue an interest or learn how to support their children.
 - Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
 - Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
 - Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.
- 2.3 The **objectives** of the programme are to:
- Focus public funding on people who are marginalised and least likely to participate, including workless adults, people on low incomes with low skills and those that did not achieve at school.
 - Widen participation and transform people's destinies by supporting progression relevant to personal circumstances.
 - Engage those from the most deprived neighbourhoods.
 - Engage those target groups underrepresented in community learning.
 - Develop stronger communities, with more self-sufficient, connected and pro-active citizens.
 - Support delivery by a range of providers including the voluntary, community, statutory and specialist sectors.
 - Collect fee income from people who can afford to pay.
 - Support delivery based in local community settings, where possible.
- 2.4 The Leeds Community Learning Programme for 2014/15 seeks to achieve these aims and objectives through the delivery of Community Learning provision under the following programmes:
- **Personal and Community Development Learning (PCDL)** is learning for personal and community development, cultural enrichment, to acquire a new skill or to pursue an interest, demonstrating social impact on the learners. In most cases there would be no formal qualification outcome attached to such learning.
 - **Family English, Maths and Language (FEML)** is provision designed for mothers and fathers (or other carers of children) with English and Maths needs or is for families where English is not the primary language. Programmes should aim to:
 - improve the English, Maths and Language skills of mothers and fathers (or carers) and their ability to help their children
 - improve children's acquisition of English, Maths and Language skills

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- **Wider Family Learning (WFL) provision** is designed to support different generations of family members to learn together. It has the aims of:
 - developing the skills and knowledge of both the mother/father/carer and child participants
 - enabling mothers/fathers/carers to be more active in the support of their children's learning and development and to understand the impact of that support
- **Skills for Jobs (SFJ)** is aimed at adults aged 19 and over, with low skills levels, who are not currently in employment but want to work. Activities must deliver tailored, individual support, integrated with other services/opportunities where possible. A key element of Skills for Jobs is ensuring progression to employment or further learning.
- **Targeted Learning Projects (TLP)** is provision for learners with multiple or complex needs who require more intensive support than is available through the standard Community Learning guided learning hour tariff rate.
- **Adult Skills Budget (ASB)** is accredited provision according to SFA Adult Skills Budget funding rules and payment criteria for the following accreditation levels:
 - § Entry Levels
 - § Level 1
 - § Level 2 with priority being given to English, Maths and ICT courses

Full details of the activity required under each programme can be found in the specifications in Section 3 of this document.

2.5 Community Responsive Provision

In response to Community Learning needs that may arise throughout the 2014/15 academic year, and where sufficient budget remains, LCC may invite providers who are on the Framework to bid to deliver additional provision through a mini tender exercise.

LCC may invite organisations to tender on one of the following basis:

- The type of programme they are under contract to deliver and/or
- The Sector Subject Area they are under contract to deliver.

A Sector Subject Area is as defined by Ofqual's Sector Subject Area classification system and may be specified at either 1st Tier or 2nd Tier level. (Ofqual is the Office of Qualifications and Examinations Regulation)

There is no guarantee that a contracted provider would be invited by LCC to submit a tender to deliver community responsive provision. Contracted providers will be under no obligation to bid for community responsive learning and may decline any invitation from LCC to submit a tender to deliver this provision.

2.6 Leeds City Priorities

The aims and objectives of the Leeds Community Learning Programme both reflect and contribute to the delivery of the Best Council Plan 2013-17. The plan sets out the long term ambition and aspirations for the city. Leeds aims to be the best city by:

- Supporting communities and tackling poverty.
- Promoting sustainable and inclusive economic growth.
- Building a child-friendly city.
- Delivery of the Better Lives programme.
- Dealing effectively with city's waste.
- Becoming a more efficient and enterprising council.

The Best City Plan can be found by following the link below:

<http://www.leeds.gov.uk/docs/Best%20Council%20Plan%202013-17%20HRAW.pdf>

2.7 Community Learning in Localities:

The council will seek to prioritise the following areas of development:

- Activities which support the skills growth areas in Retail, Customer Service, Business Administration etc. These will include Thorpe Park, east of the city, White Rose Shopping Centre extension, south of the city and the new Tesco Store at Stonebridge Mills, west of the city.
- English and Maths in particular focusing on budgeting and money management.
- Targeted learning provision working with offenders at Armley Prison.
- Areas that are currently under-represented in terms of provision.

2.8 Leeds Community Learning Trust Board (CLTB)

Leeds Community Learning Trust Board is a partnership body to influence strategic priorities through the delivery of quality Community Learning for the city. It includes some of the city's key stakeholders from the third sector, Further and Higher Education, Health, Childrens and Adult Services.

The Leeds Community Learning Programme will operate within the framework of CLTB, the priorities for which are reflected in the cross cutting themes which all programmes must address and which are outlined in Section 3.

Key priorities for 2014-15 include:

- identifying and targeting disadvantaged groups/individuals
- identifying and targeting groups underrepresented in Community Learning
- transforming people's lives by engaging them in learning and enabling them to progress
- generating fee income from those who can afford to pay
- using fees, other sources of income/resources and increased collaboration to generate growth beyond the original SFA funding allocation to widen participation and subsidised access – known as 'Pound Plus'

3. Specification for Community Learning Provision

Providers may bid to deliver activity from one or more of the following programmes:

- Personal and Community Development Learning (PCDL) – see 3.1
- Family English, Maths and Language (FEML) – see 3.2
- Wider Family Learning (WFL) – see 3.3
- Skills for Jobs (SFJ) – see 3.4
- Targeted Learning Projects (TLP) – see 3.5
- Adult Skills Budget (ASB) – see 3.6

The requirements below apply to **all** programmes. Requirements specific to individual programmes are detailed in sections 3.1 to 3.6.

Please note bids can only be accepted from single organisations. Applications from organisations on behalf of a Partnership or Consortium are not eligible. Also, providers who are awarded contracts through this commission are not permitted to sub-contract any element of the activities to a third party.

Geographical Priorities: Applicable to All Programmes

Priority will be given to activity focused on engaging with and supporting learners:

- Living in the most disadvantaged 20% of Super Output Areas (SOAs), nationally. (As identified in the 2010 Indices of Multiple Deprivation and detailed in Appendix 1.)
- In deprived areas where existing Community Learning opportunities and progression options are limited.
- Living in those neighbourhoods where the population has been identified as having low levels of skills.

Minimum Learner Numbers: Applicable to All Programmes except TLP and ASB

- A minimum of six learners must be enrolled on each course before the course start date; and
- A minimum of six learners must attend each course session; and
- Where learner attendance falls below six over three consecutive sessions, the Council must be informed and the course should be closed, unless otherwise agreed in writing with the Council – if the course is not closed, or the Council has not agreed that the course can remain open, all delivery relating to that course will not be funded.

Learner Fees:

- All providers must comply with the Learner Fees Policy set out at Appendix 2
- The policy explains whether a learner should pay the full fee, a reduced fee or is fee exempt. The policy also explains how to calculate the total fee amount

Cross Cutting Themes: Applicable to all programmes

The following themes must be embedded within programme delivery:

- **Widening participation** - especially of marginalised groups, with strategies and activity to grow participation. This should include partnership working where possible to facilitate cross referral.
- **Progression Pathways** – supporting and facilitating progression relevant to personal circumstance, which improves the learner journey. This should include partnership working, where possible, to facilitate information sharing regarding opportunities, support mechanisms and referrals.
- **Equality and Diversity** – teaching, training and assessment should promote equality and support diversity. All commissioned providers will be required to attract target groups, including those underrepresented in Community Learning. All commissioned providers will be required to complete the **Equality, Diversity & Community Cohesion Impact Assessment** (EDCC) as part of the application process.
- **English and Maths** – All programmes should have English and mathematics embedded.
- **Information, advice and guidance** – appropriate and timely and impartial information, advice and guidance to ensure learners are on the right course and are aware of all **progression opportunities**. Providers will be required to submit destination data as part of the ILR contract requirements and provide progression information as required.
- **e-learning and digital inclusion** – integrated learning technology is used effectively to promote and support learning and the capacity of learners to engage with information technology is embedded within programme delivery.
- **Education for Sustainable Development** - learners develop skills, knowledge and understanding relevant to sustainable development.
- **Education for improving health and well-being** – learners develop skills, knowledge and understanding that improves the quality of their health and life expectancy.

Provider Payments/Tariff Rate: Applicable to all Programmes

- Activity delivered under programmes 3.1 to 3.4 will be remunerated in accordance with the tariffs set out in Appendix 3.
- Activity delivered under programme 3.5 will be remunerated as described at 3.5.
- Activity delivered under programme 3.6 will be remunerated according to the weightings and rates defined by the SFA and the Learning Aims Reference Service.

Provider Charges: Applicable to all Programmes

Providers who repeatedly submit inaccurate Course Proposals and ILR data will be subject to the provider charges set out in Appendix 4.

Strategic Priorities: Applicable to all Programmes

Providers should ensure that all provision is aligned with the strategic objectives and outcomes set out in the New Challenges, New Chances (see link below), the Leeds Best Council Plan, and those determined by the Leeds Community Learning Trust Board, as described in Section 2.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32331/11-1213-new-challenges-new-chances-implementing-further-education-reform.pdf

3.1 Personal and Community Development Learning (PCDL)	
Funds Available: circa £600,000	
Target number of Learners: 3,500	
Eligible Activity:	
<p>The PCDL provision will support learning which is for personal and community development, cultural enrichment, learning to acquire a new skill or pursue an interest.</p> <p>The Council is seeking to support a broad and balanced range of activities.</p> <p>The learning does not have to be attached to a formal qualification and can be at any level, e.g. pre-entry, entry, level 1, level 2, etc.</p> <p>The learning activity should fall within one or more of the following themes:</p> <ul style="list-style-type: none">• Individual and Personal Development• Supporting Families• Preparation for Life and Skills for Work <p>The link to the Best Council Plan 2013-17 can be found on page 5 of this document.</p> <p>PCDL provision can support activities delivered in response to identified local need. For example:</p> <ul style="list-style-type: none">• Learning which is for personal development and enjoyment or to maintain skills and contribute to the learners overall health and well-being. For example, confidence building, healthy eating, creative crafts etc. Courses primarily aimed at skills to benefit the community. For example, committee skills, education or citizenship, volunteering etc.• Introductory courses or tasters in key skills growth areas. e.g. exploring retail, customer services etc.• First steps programmes that integrate English, Maths and/or ICT skills. <p>The PCDL provision should encourage learner progression (in its widest sense) and providers should have effective systems in place to signpost learners to further learning as appropriate.</p> <p>Providers will not be supported to deliver activities eligible for funding from the Adult Skills Budget, for example, stand-alone basic English, basic maths or ESOL qualifications.</p> <p>PCDL courses must be a minimum of 6 guided learning hours and support at least six learners at each course session.</p>	
Eligible Learners:	
<ul style="list-style-type: none">• Adults living in the Leeds Metropolitan District aged 19 and over (25 and over for LDD learners).• Offenders residing in Her Majesty's Prisons within the Leeds Metropolitan District (MD)	

Priority Learner Groups:

- Those not in employment and/or in receipt of benefits.
- Those with low skill levels.
- Those with no qualifications.
- Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities, people in recovery.
- Men, who are currently underrepresented within Community Learning.

Priority Activity:

We are particularly interested in funding the following provision:

- Activity which develops **employability/confidence** skills.
- Activity at **Entry Level, Level 1 and Level 2**.
- Activity with **clear progression routes** to further learning and/or employment.
- Activity which supports **skills growth areas** e.g. Customer Services, Retail, Hospitality, Digital Technologies, Renewable Energies etc.
- Activity which focuses on budgeting and money management
- .
- **Digital Inclusion** programmes that may support training on how to apply for benefits online, to support individuals/families affected by welfare services and regulations.
- Activity which successfully engages men who are currently underrepresented with Community Learning.

Learners eligible for support through DWP's Work Programme **will not be eligible** for employability/confidence skills courses delivered through this Specification. Please see Appendix 5 for details.

3.2 Family English, Maths and Language (FEML)
Funds Available: circa £180,750
Target number of Learners: 600
Eligible Activity:
<p>All FEML programmes are designed to help parents and their children improve English, Maths and Language skills, separately and together.</p> <p>Programmes are defined as learning 'as or within a family'. With the exception of Keeping up with the Children, all courses must include opportunities for inter-generational learning and, wherever possible, lead both adults and children to pursue further learning.</p> <p>The Council is seeking to offer a broad and balanced range of Early Years Foundation Stage, Primary KS1, 2 and 3 provision with a balance of English, Maths and Language in targeted venues across the city.</p> <p>Programmes should be co-delivered with partners in schools and children's centres to ensure relevant children's curriculum support is utilised (additional funding to support partner organisations will be paid directly to the school or children's centre).</p> <p>FEML programmes should aim to:</p> <ul style="list-style-type: none">• Improve the English, Maths and Language skills of mothers, fathers and carers*.• Improve mothers' and fathers' ability to help their children.• Improve children's acquisition of English, Maths and Language. <p>Courses eligible for FEML funding are prescribed and can be selected from an approved menu (detailed at Appendix 6). All courses should demonstrate English, Maths or Language outcomes. Courses of 20 hours or more should offer Open College Network accreditation and Standard Programmes (72hrs) should offer unitised English, Maths or ESOL qualifications at the appropriate level.</p> <p>All courses should demonstrate clear links to one or more outcomes set out in Leeds City Council's Children and Young People's Plan and must demonstrate how these outcomes will be met. These are:</p> <ul style="list-style-type: none">• Children and young people are safe from harm.• Children and young people do well at all levels of learning and have the skills for life.• Children and young people choose healthy lifestyles.• Children and young people have fun growing up.• Children and young people are active citizens who feel they have a voice and influence. <p>The use of digital technologies in schools will be a key priority for 2014/15 family support. Therefore, the Council will support provision where these technologies are embedded within programme delivery or specific Family ICT programmes.</p> <p><small>*To be consistent with Department for Education terminology, adults on family programmes (FEML and WFL) will be referred to as 'mothers' and 'fathers' rather than parents. It is assumed that this includes mothers, fathers, carers, grandparents – whoever has a key caring role for the child.</small></p>

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Eligible Learners:

Adults aged 19 and over (25 and over for LDD learners) living in the Leeds Metropolitan District (MD). In some cases younger **parents** may be eligible with **prior** written approval.

Exceptions apply to:

- Learners who live outside this area whose children attend schools within Leeds MD
- Offenders residing in Her Majesty's Prisons within the Leeds MD.

Priority Learner Groups:

- Adults with no qualifications.
- Families at risk including those supported through the Families First initiative in Leeds.
- Those not in employment and/or receipt of benefits.
- Those identified by schools and children's centres who would benefit from family programme interventions.
- Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities.
- Fathers/male carers who are currently underrepresented in Family Learning.
- Those identified by referral from other agencies such as Adult Social Care, the National Offender Management Service or Children's Services as those who would benefit from family programme interventions.

Learners who hold a Level 2 qualification in both English and Maths will not be eligible. However, if a learner holds a Level 2 qualification in English only they would be eligible to enrol on a FEML Maths course and vice versa.

Priority Activity:

English and Maths remains a national priority and Leeds City Council wishes to increase the volume of family English and Maths courses through this commission.

In order to achieve a balanced curriculum we are seeking to fund the following courses:

- 12 Standard Maths courses.
- 13 Standard English courses.
- 20 Short (English or Maths) courses.
- 15 Introductory courses.

3.3 Wider Family Learning (WFL)

Funds Available: circa £150,000

Target number of Learners: 900

Eligible Activity:

Wider Family Learning is a planned programme of activity designed to engage the adult and child together over a period of time. All WFL should have processes in place to signpost learners to Family English, Maths and Language (FEML) or Functional Skills programmes if a learner's assessment shows they have an English or Maths need.

Programmes may be offered across all Sector Subject Areas but demonstrate clear links to one or more outcomes set out in Leeds City Council's Children and Young People's Plan, 2011-15.

These are:

- Children and young people are safe from harm.
- Children and young people do well at all levels of learning and have the skills for life.
- Children and young people choose healthy lifestyles.
- Children and young people have fun growing up.
- Children and young people are active citizens who feel they have a voice and influence.

All WFL courses should:

- Include initial assessment of English and/or Maths needs using appropriate tools.
- Include a commitment and a system to signpost a learner to English, Maths, ESOL or FEML programmes.
- Include learning specific to the subject area (e.g. science, football, healthy eating, dance, money management etc.)
- Include practical examples for **mothers, fathers or carers*** of how to support their child.
- Develop the skills and knowledge of *both* the adult and child participants.
- Encourage mothers, fathers or carers to be more active in the support of their children's learning and development and to understand the impact of that support.
- Raise the attainment and/or achievement of adults.
- Promote learning for the whole family.
- Build the confidence and attachment of family members of all ages as they join together in a learning activity.
- Provide progression opportunities and signposting to subsequent learning opportunities.
- Promote positive family relationships.

* To be consistent with Department for Education terminology, adults on family programmes (FEML and WFL) will be referred to as 'mothers' and 'fathers' rather than parents. It is assumed that this includes mothers, fathers, carers, grandparents – whoever has a key caring role for the child.

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Eligible Learners:
<p>Adults aged 19 and over (25 and over for LDD learners) living in the Leeds Metropolitan District. In some cases younger parents may be eligible with prior written approval</p> <p>Exceptions apply to:</p> <ul style="list-style-type: none">• Learners who live outside this area whose children attend schools within Leeds MD.• Offenders residing in Her Majesty's Prisons within the Leeds MD.
Priority Learner Groups:
<ul style="list-style-type: none">• Adults with no qualifications.• Families at risk including those supported through the Families First initiative in Leeds.• Those not in employment and in receipt of benefits.• Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities.• Fathers/male carers who are currently underrepresented in Family Learning. <p>Leeds City Council wishes to fund activities which support the most vulnerable groups such as offenders, ex-offenders, young (under 19) parents, drug and alcohol misusers.</p>
Priority Activity:
<p>In 2014/15 the Council will seek to target at least 60% of this activity on the following areas:</p> <ul style="list-style-type: none">• Parent /Carer Learning which tackles NEET prevention by raising the confidence and self-esteem of mothers, fathers or carers and supports them in helping their children make informed choices when leaving school. This provision should also support their own aspirations and develop their own skills to improve their chances in sustaining employment.• Family Financial Capability which focuses on support for those affected by changes to welfare services and regulations. Courses such as money management and cooking on a budget will be prioritised.• Family Health provision which promotes good family health and wellbeing by offering opportunities related to healthy eating, healthy exercise and positive mental health. These activities should embed key principles from the Best Council Plan and the priorities within the Children and Young People's Plan, to include increasing the uptake of free school meals, reducing teenage pregnancy and smoking cessation.• Family Digital Inclusion programmes which support the developments and technological advances taking place in schools and how they communicate with their wider community. This support may also include training on how to apply for benefits online, to support families affected by welfare services and regulations.• Family Science programmes which support the Science, Technology, Engineering and Maths (STEM) agenda in schools to enthuse and inspire mothers, fathers, carers and their children about all aspects of science, Maths and the environment.

3.4 Skills for Jobs	
Funds Available: circa £250,000	
Target Number of Learners: 1600	
Eligible Activity:	
<p>The aim of Skills for Jobs provision is to link skills development to employment opportunities arising over the city in the next few years, by raising the skill levels and confidence of learners to improve their chances of gaining sustained employment.</p> <p>Activity must provide defined progression routes to employment and/or further learning such as further education, other employability support or apprenticeships. To this end, partnership working with local organisations and agencies to develop pathways for both learner recruitment and progression is vital.</p> <p>All delivery should be tailored to the needs of the individuals and specific client groups.</p> <p>Provision must be a minimum of 6 guided learning hours, supporting at least 6 learners at each course session.</p> <p>Examples of eligible activity are given below. Please note that this is not an exhaustive list and other activity will be considered:</p> <ul style="list-style-type: none">• On line application skills development - equipping learners with the skills and confidence to compete in employers' on line recruitment.• Confidence Building Courses, for example, to build self- esteem and confidence of people with mental health issues.• Courses should explore learners' strengths, skills and talents within a work context, identify transferable skills and explore routes into further learning or paid work.• ESOL for Work - Providing an opportunity for those developing their language skills alongside contextualised vocational opportunities including Hospitality, Retail, and Customer Service, Introductory vocational taster programmes.	
Eligible Learners:	
<p>Adults living in the Leeds Metropolitan District aged 19 and over (25 and over for LDD learners).</p> <p>Learners must be looking for work or seeking an opportunity to improve their job prospects.</p> <p>Learners eligible for support through the Department of Work and Pension's (DWP) Work Programme will not be eligible for courses delivered through this specification. Please see Appendix 5 for details.</p>	

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Priority Learner Groups:	
	<ul style="list-style-type: none">• Those with no qualifications and/or low skill levels.• Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities, people in recovery.• Men, who are currently underrepresented in Community Learning.
Priority Activity:	
	<ul style="list-style-type: none">• Activity which supports skills growth areas e.g. Customer Services, Retail, Hospitality, Digital Technologies, Renewable Energies etc. The provision should be tailored to prepare individuals for the recruitment processes and employment opportunities presented through emerging local developments e.g. supermarket developments, hospitals, house building schemes.• Provision would be expected to include skills analysis; confidence building; making a winning impression; presentation skills; what employers look for; employment opportunities in Leeds; requirements of different sectors; individual support and signposting. <p>Digital Inclusion programmes that may support training on how to apply for jobs online, writing CVs and covering letters etc.</p>

3.5 Targeted Learning Projects

Funds Available: circa £450,000

Target number of Learners: 1,400

Eligible Activity:

This specification will support the delivery of the following types of learning projects:

(i) Projects where all learners have multiple or complex needs which substantially disadvantages them compared to other learners.
e.g. substance misusers; people who are homeless or offenders due to be released from prison, people in recovery, people with disabilities or learning difficulties; etc.
It is recognised that these learners may require more intensive support than available through the standard Community Learning guided learning hour tariff rate.
Therefore, activities in this specification will include elements of non-guided learning support such as:

- One to one support with a key worker/mentor.
- Supported independent study.
- Attending mutual aid support groups.
- Attending creative or physical activity groups etc.

Providers need to specify how many non-guided learning hours per learner will be included in each course.

(ii) Projects which include an element of day or overnight residential.
Activities in this specification are designed to enhance standard Community Learning delivery and enable learners to achieve their primary learning goal or provide a bespoke residential programme.

This element of the learning may include:

- Working with others.
- Working as part of a team.
- Problem solving.
- Decision making.
- Vocational tasters.
- Embedded Maths and English.

- The Council is seeking to support a number of projects through this specification to ensure a broad and balanced programme of activities which meet the needs of the priority learner groups
 - Each learner should receive a minimum of 6 hours of guided learning.
- Guided learning activity may be in any Sector Subject Area
- Activities can be accredited or non-accredited.
- The project should capture and report all outcomes for learners including non-learning outcomes which demonstrate how the wider objectives have been met.

Please note applicants wishing to apply for funding to support Target Learning Projects should complete the appropriate section on the application form.

Eligible Learners:

- Adults living in the Leeds Metropolitan District aged 19 and over (25 and over for LDD)

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learners).

- Offenders residing in Her Majesty's Prisons within the Leeds MD

Priority Learner Groups:

Projects where all learners have multiple or complex needs which substantially disadvantages them compared to other learners.

This may include:

- Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities.
- Those who are hard to reach, people with chaotic lifestyles, multiple needs or experiencing other significant barriers to learning.
- Substance misusers or those recovering.
- Offenders/Ex-offenders.
- People who are homeless or those who are vulnerably housed.
- Those not in employment and/or in receipt of benefits.
- Those with low skill levels.
- Those with no qualifications.
- Young people aged 19+ who are NEET.
- Men, who are currently underrepresented in Community Learning

Priority Activity:

We are particularly interested in funding the following provision:

- Activity which develops **employability/confidence** skills.
- Activity at **Entry Level, Level 1 and Level 2**.
- Activity with **clear progression routes** to further learning and/or employment.
- Activity which supports **skills growth areas** e.g. Customer Services, Retail, Hospitality, Digital Technologies, Renewable Energies etc.
- Activity which focuses on budgeting and money management .
- **Digital Inclusion** programmes that may support training on how to apply for benefits online, to support individuals/families affected by welfare services and regulations.

3.6 Adult Skills Entry, Level 1, Level 2 Accredited Learning	
Funds Available: circa £21,000	
Target number of Learners: 100	
Eligible Activity:	
<p>The Council is seeking to support accredited Entry Level, Level 1 and Level 2 provision with a recognised qualification to widen opportunities for learners to become employed or progression to higher levels of learning.</p> <p>Before starting learners on a qualification, appointed providers must make sure that the qualification is eligible for SFA Adult Skills Budget as outlined in the simplified funding rates catalogue.</p> <p>The Council is seeking to fund full awards at entry/level 1/level 2 and/or a unitised programme for unemployed learners.</p> <p>SFA fundable qualifications can be checked on LARS lite and can be found by following the link below: https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data</p> <p>Provision must support activities delivered in response to identified local needs in the Best Council Plan 2013-17. Funded Adult Learning activity should fall within one or more of the following Council objectives:</p> <ul style="list-style-type: none"> • Promoting sustainable and inclusive economic growth - improving the economic wellbeing of local people and businesses. • Delivery of Better Lives programme. • Building a child friendly city. Especially reducing 19+ NEET. <p>The provision should encourage learner progression and providers must have effective systems in place to signpost learners to further accredited learning and / or employment / career opportunities as appropriate.</p> <p>All courses must be at least the minimum recommended guided learning hours to attain the qualification. Course completion and attainment of qualification form part of the SFA final funding payment conditions.</p> <p>Providers applying under this programme cannot be supported to deliver activities that are not eligible for funding from the Adult Skills Budget.</p>	
Eligible Learners:	
Adults living in the Leeds Metropolitan District aged 19 and over (25 and over for LDD learners).	
Priority Learner Groups:	
<ul style="list-style-type: none"> • Those not in employment and/or in receipt of benefits. • Those with low skill levels. • Those with no qualifications. • Disadvantaged groups or individuals with specific needs e.g. lone parents, BAME groups, adults with learning difficulties and/or disabilities. • Those who wish to improve their employment and/or further learning opportunities. 	

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- Men, who are currently underrepresented in Adult Learning.

Priority Activity:

We are particularly interested in funding the following provision:

- Activity which develops **employability/confidence** skills.
- Activity at **Entry/Level 1/Level 2** defined in LARS lite.
- Activity with **clear progression routes** to further learning and/or employment.
- Activity which supports **skills growth areas** e.g. Customer Services, Retail, Hospitality, Digital Technologies, Renewable Energies etc.
- Activity which focuses on budgeting and money management.
- **Digital Inclusion** programmes that may support training on how to apply for work online, to support individuals/families affected by welfare services and regulations.

4. Contractual Requirements

Contracted providers will be required to comply with all reporting and monitoring requirements as set out in their contract, which includes both **Leeds City Council's Terms and Conditions and the Skills Funding Agency's (SFA's) Terms and Conditions**.

All providers will be set the following targets:

- retention and achievement
- learner numbers
- percentage of learners from the 20% most deprived SOAs
- 89 % of lessons observed are good or outstanding

Targets will be written into the provider contract. Failure to achieve the targets will be considered as a breach of contract and could result in funding being withheld or withdrawn.

Progress will be monitored for effective engagement/recruitment of target learners including those underrepresented, pace of learner recruitment and delivery, learner satisfaction levels and responsiveness to RARPA (Recognising and Recording Progress and Achievement) document audit feedback. Progress will be monitored through the Individual Learning Record (ILR), monitoring meetings and quality cycle.

All contracted providers will be required to meet **Ofsted standards** and undertake an **annual Self - Assessment**, in line with guidance published by Ofsted, the Skills Funding Agency and the Council. The Self - Assessment report should be submitted to the Council in 2014 at a date to be agreed.

All contracted providers will be required to ensure that all activities take place in a safe, healthy and supportive environment which meets the needs of learners and is compliant with the SFA's **Safe Learner Concept**. Further details can be found at: [http://readingroom.skillsfundingagency.bis.gov.uk/sfa/learner health, safety and welfare. safe learner blueprint.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/learner_health_safety_and_welfare_safe_learner_blueprint.pdf)

An **audit/inspection visit** may be undertaken by the **Council, the SFA and/or Ofsted** at any time. Funding may be withdrawn if it is found that the quality of provision is below standard or that required evidence is inadequate, and the provider is unable to address this.

In line with SFA terms and conditions, all records relating to the performance of the contract **must be retained** until 31 December 2023.

Payment: Providers will be paid on a tariff basis for activity in Specifications 3.1 to 3.4 as set out in Appendix 3. Providers delivering a Targeted Learning Project through specification 3.5 will be remunerated in accordance with the payment terms described at 3.5. Providers delivering Adult Skills Budget programmes will be remunerated in accordance with the payment terms described at 3.6.

Charges: Providers who repeatedly submit inaccurate Course and ILR documentation will be subject to the charges set out in Appendix 4.

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Only provision which meets the requirements as set out in the relevant sections of the **SFA's Funding Rules 2014/15** will be funded. Further details can be found at: www.skillsfundingagency.bis.gov.uk/providers/fundingrules/ Please note the SFA's Funding Rules are subject to change and providers will be required to comply with the SFA's most current rules at all times.

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Please also note the following conditions of commissioning:

- Funding relates to the 2014/15 academic year only.
- All activity must be completed by 31st July 2015*.
- Providers must adhere to the Learner Fees Policy at Appendix 2.
- The use of sub-contractors is not permitted.
- Where learner attendance falls below six learners for more than three consecutive course sessions, course activities will not be funded unless there is prior written approval from the Council.

*Activity is to be delivered in the 2014/2015 academic year and all delivery must be completed by 31 July 2015, unless otherwise negotiated with Leeds City Council. This would be subject to a contract extension and dependant on available funding.

The **Terms and Conditions** included with the tender documentation are draft and subject to receipt of the SFA's final Terms and Conditions. These will be issued at the final contract stage.

In the event of a contractor ceasing trading or pulling out of agreed activity part way through their service provision, Leeds City Council reserve the right to re-allocate that provision and remaining funds by carrying out a secondary call for competition under the contract framework (arrangement).

5. Management Systems

The project management systems of contracted providers will be **subject to robust monitoring, course document audit and fees audit checks** to ensure that the conditions of funding are fully met in relation to expenditure through the Council's Community Learning Budget from the Skills Funding Agency.

Contracted providers will be required to deliver against an agreed contract **except as** otherwise agreed with the Council in writing. If the Provider is unable to meet the agreed delivery as specified within the Contract, then notification is required in writing to Employment and Skills at the earliest opportunity.

The **Provider Handbook 2014-15** contains further information on documentation and procedures that must be strictly adhered to. Failure to adhere to these could affect funding. The Provider Handbook 2014-15 will be sent to contracted providers on return of the signed contracts.

Contracted providers will be required to attend at least one **Performance Monitoring meeting per term**. Providers will be required to supply evidence which will support contract performance. Evidence requirements will be confirmed in advance of the meetings.

Monitoring meetings will be conducted by staff in the Council's Employment and Skills Service and/or other nominated representatives. Monitoring meetings will assess:

- Progress against targets.
- Financial spend and claim against contract values.
- Timeliness and accuracy of ILR data submissions.
- Feedback on quality issues.

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In addition to the termly monitoring meetings, Leeds City Council will ensure quality provision through:

- **Observation** of teaching, learning and assessment to ensure Ofsted CIF requirements are met. Providers will be required to carry out any recommended actions and to evidence these in quality improvement plans. In addition, providers will be required to submit copies of internal observation of teaching, learning and assessment reports.
- Conducting **Learner Satisfaction Surveys** to ensure courses are meeting the needs and interests of learners.
- Holding **Focus Groups** to ensure courses are meeting the needs and interests of learners.
- **Document Audits** to check the effectiveness of implementing the 5 stages of RARPA within the learner's programme; the embedding of English, mathematics and/or everyday life skills and information, advice and guidance.
- **Policy and Procedure Monitoring** to ensure provider policies and procedures remain relevant and up to date.
- **Data Collection** to ensure that learner destination and progression are being captured and recorded effectively.

Quality Assurance **audit/inspection visits** will be undertaken by the **Council**. Please note quality assurance visits may take place without prior warning. Also the **SFA and/or Ofsted** may perform audit/inspection visits at their discretion and timing.

Appendix 1: Priority Geographical Areas
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Community Learning activity should focus on engaging with and supporting learners:

- Living in the most deprived neighbourhoods in Leeds i.e. in the 20% most deprived Super Output Areas (SOAs) nationally based on the 2010 Index of Deprivation. See table 1.1 below entitled Indices of Deprivation 2010 Index of Multiple Deprivation 2010.
- Living in those neighbourhoods where the population has been identified as having low levels of skills. See table 1.2 below
- Living in deprived neighbourhoods where Community Learning is currently relatively underrepresented.

1.1 Areas of Leeds which are within the most disadvantaged 20% of SOAs nationally, on the 2010 Index of Deprivation.			
Ward	LSOA CODE	Neighbourhood	Area Of Significant Low Skill?
Adel & Wharfedale	E01011378	Holt Park, Holtdales	X
Alwoodley	E01011559	Fir Tree Approach, Lingfield Approach, Cranmer Bank, Saxon Road	X
	E01011560	Tynwalds, Deanswoods	X
	E01011558	Lingfields, Firtrees	X
Armley	E01011294	Armley Grove Place, Hall Lane, Abbot View	√
	E01011283	Wyther Parks	√
	E01011363	Holdforths, Clyde Approach,	√
	E01011292	Carr Crofts, Cedars, Wesley Road	√
	E01011293	Mistress Lane, Nancroft Lane, Brooklyns, Models	√
	E01011284	Aviaries, Arleys, Salisburys	√
	E01011281	Raynville Cres, Houghleys, Victoria Parks	√
	E01011290	Armley Ridge Road, Edinburghs	√
	E01011295	Outgang Lane, Raynviles, Musgraves	√
	E01011282	Astons, Snowdens	√
Beeston & Holbeck	E01011368	Crosby St, Recreations, Bartons	√
	E01011318	Cottingley Drive, Dulvertons	√
	E01011317	Millshaw, Elland Rd, Cottingley Approach	√
	E01011366	Brown Lane, Rydalls, Malvern Street	√
	E01011367	Springwell Road, Domestic Street, Ninevehs, Crosbys	√
	E01011321	Waincliffe Place, Cardinals, Thircliffe Gardens	√
	E01011370	Sunnyviews, Nosters	√
Bramley & Stanningley	E01011337	Fairfields	√
	E01011332	Waterloo Lane, Landseers	√
	E01011326	St Catherines	√
	E01011324	Broadleas	√
	E01011336	Waterloo Way, Rossefields, Ashbys	√
	E01011334	Stanningley Road, Stations, Rosemont Road	√
Burmantofts & Richmond	E01011626	Cross Green Lane, Easy Road, Dial St, Dent St	√
	E01011675	Lincoln Green	√

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Hill	E01011338	Haselwoods, Rigtons	√
	E01011348	Torres	√
	E01011623	East Park Drive, Glensdales, Raincliffes	√
	E01011347	Cliftons, Nowells	√
	E01011621	Ings Road, Nevilles, Osmondthorpe Lane	√
	E01011349	Glenthorpes / Gargrave Place / Brignall Garth / Middleton Ave	√
	E01011617	Rookwoods	√
	E01011344	Bellbrooke Ave, Kimberley Road, Comptons	√
	E01011677	Shakespeares, Bexleys, Bayswaters	X
	E01011673	Bayswaters, Gledhows	√
	E01011625	St Hildas, Copperfields, Gartons	√
	E01011619	East St, Upper Accommodation Road, Lavender St	√
Chapel Allerton	E01011361	Granges, Hamiltons, Francis Street	√
	E01011357	Scott Hall Road, Sholebrokes	√
	E01011360	Reginalds, Mexboroughs	√
	E01011354	Beckhills	√
	E01011358	Scott Hall Grove, Newton Lodge Drive, Riveria Gardens	√
	E01011355	Miles Hills, Potternewton	√
	E01011359	Avenue Hill, Roundhay Ave, Sycamore Avenue	X
City & Hunslet	E01011371	Bismarcks, Dewsbury Road, Burton St	√
	E01011312	Trentham St, Oakleys, Garnets	√
	E01011372	Stratford Street, Beverleys	√
	E01011364	Malvern Road, St Lukes, Lady Pit Lane	√
	E01011468	Thwaite Gate	√
	E01011375	Wickham St. Seftons, Harlechs	√
	E01011373	Barton Road, Coupland St, Sunbeam Place	√
	E01011316	Colwyn Road, Woodview Mount	√
	E01011467	Hunslet Green	√
	E01011374	Longroyds, Burton Ave, Burton Row	√
	E01011470	Parnaby Rd, Leasowes, Clayton Rd	√
Cross Gates & Whinmoor	E01011723	Langbars, Braytons, Eastwoods	√
	E01011724	Swarcliffes, Mill Greens, Swardales	√
	E01011722	Stanks Gardens, Stanks Drive, Stanks Lane South	√
	E01011721	Braytons / Farndales	√
	E01011720	Coal Rd, Hebdon Approach, Mill Green Gardens	√
Farnley & Wortley	E01011725	Heights Way, Heights Drive, Farrows	√
	E01011735	Butterbowl Drive, Whincovers	√
	E01011362	Highfield Cres, Old Lane, Roseneaths, Gilpins	√
	E01011726	Gamble Lane, Tong Drive, Stonecliffes, Hall Lane	√
	E01011739	Gamble Hill	√
	E01011730	Silver Royds, Swallows, Bawns	√
	E01011729	Thornhill Road, Tong Road, Whingate Road, Conference Road	√
	E01011737	Branch Road, Cobdens, Granny Lane	√
Gipton & Harehills	E01011429	Spencer Place, Bankside St, Shepherds Lane	√
	E01011431	Foundrys, Thorn Drive, North Farm Road, Amberton Approach	√
	E01011346	Wykebeck Valley Road, Branders, Gipton Approach	√
	E01011342	Brander Road, South Farms, Coldcotes	√

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	E01011426	Gathorne Terr, Hares Ave, Pasture Road, Baldovan Mt	√
	E01011340	Coldcote Ave, Kitcheners, Bullers, St Albans	√
	E01011339	Oaktrees, Beech Mount, Oakwood Lane	√
	E01011427	Easterly Grove, St Wilfrids	√
	E01011433	Comptons, Ashtons, Cowpers	√
	E01011430	Darfield Road, Sandhursts, Dorsets, St Wilfrids Drive	√
	E01011434	Ashtons, Conways	√
	E01011422	Markham Ave, Brookfield Ave, Roundhay Mt	√
	E01011423	Lawrences, Ambertons, Fearnvilles	√
	E01011428	Harehills Road, Conway Drive, Luxors	√
	E01011432	Chatsworths Road, Berkleys, Strathmore Terr	√
	E01011424	Hetton Road, Amberton Road, St Wilfrids Cres	√
Hyde Park & Woodhouse	E01011671	Cambridge Road, Servias, Meanwood Rd, Leicester Place	√
	E01011679	Little London, Lovell Park	X
	E01011681	Westfield Road, Woodsley Road, Rosebank Road	X
	E01011670	Woodhouse St. Melville Rd, Elthams	√
Killingbeck & Seacroft	E01011667	Foundry Mill Drive, Hawkshead Cres, Alston Lane	√
	E01011662	Foundry Mill Terr, Brooklands	√
	E01011663	Tarnside Drive, Foundry Mill Street, South Parkway	√
	E01011661	Eastdeans, Seacroft Cres, Hansbys	√
	E01011658	Boggart Hill	√
	E01011660	Kentmere Approach, Rosgill Drive, Brooklands Lane	√
	E01011659	Kentmere Ave, North Parkway, Easdale Cres	√
	E01011664	Redmires, South Parkway, Kentmere Ave	√
	E01011657	Ramsheads, Limewoods, Monkswoods	√
	E01011656	Boggart Hill Drive, Barncroft Road, Ramshead Drive, Monkswood Hill	√
	E01011345	Crossgates	√
	E01011421	Hollin Parks	√
	E01011665	Inglewood Dr, Crossgates Ave, Stocks'	X
	E01011343	The Oval	√
Kirkstall	E01011484	Lee Farm Road, Spens	√
	E01011686	Fillingfir Drive, Latchmeres	√
	E01011485	Queenswood Drive, Lea Farms, Ghyll Road	X
	E01011487	Vespers, Craggside Cres, Hawkswood Grove	√
Middleton Park	E01011492	Throstle Lane, Intake Sq, Acres, Middleton Park Grove	√
	E01011473	Winroses, Whitebeams	√
	E01011472	East Granges, West Granges, Sandon Mt	√
	E01011501	Manor Farms, Newhall Cres	√
	E01011475	Newhalls, Aberfields, Winrose Approach	√
	E01011497	Middleton Park Grove, Acre Road, Throstle Lane	√
	E01011474	Low Granges, Windmill Road	√
	E01011471	Arthingtons, Old Run Road, Blakeney	√
	E01011491	Helston Road, Bodmin Cres, Sissons Terr	√
	E01011493	Bodmin Road, Bodmin Gdns, Sissons Cres	√
	E01011466	Lanshaws, Nesfields	√
E01011476	Brooms, Nesfields	√	

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	E01011494	Middleton Park Mount, Thorpe Road, Acres	√
Moortown	E01011510	Stonegate Road, Queenshills, Fieldhouse Drive & Close	X
	E01011691	Church Ave, Stainbeck Ave, Bentley Lane	X
Morley South	E01011544	Peel Street, Lewisham Park	√
	E01011540	Albert Drive, Newlands Drive, Wide Lane	√
Pudsey	E01011611	Harley Road, Swinnow Lane, Wellstone Drive	√
Rothwell	E01011632	Wood Lane estate	√
Roundhay	E01011504	Lincombes, Brackenwood Drive	X
Temple Newsam	E01011624	Halton Moor, Kendal Drive, Cartmell Drive	√
	E01011622	Neville Road, Wykebecks	√
	E01011620	Halton Moor, Ullswater Cres, Rathmell Road, Broadway	√
	E01011616	Carden Ave, Oak Road, Portage Cres	√
Weetwood	E01011389	Woodnook Drive, Silk Mills	√
	E01011695	Ivesons	√

The neighbourhoods listed below are those areas of Leeds where the population has **low levels of skills**.

1.2 Leeds SOA's/neighbourhoods where the population has low levels of skills.			
Ward	LSOA CODE	Neighbourhood	Area falls within most disadvantaged 20% of SOAs nationally?
Ardsley & Robin Hood	E01011499	Winthorpes, Lingwell Gate Lane, Gascoigne Road	X
	E01011552	Smithy Lane, Fairleighs	X
Armley	E01011281	Raynville Cres, Houghleys, Victoria Parks	√
	E01011282	Astons, Snowdens	√
	E01011283	Wyther Parks	√
	E01011284	Aviaries, Arleys, Salisburys	√
	E01011290	Armley Ridge Road, Edinburghs	√
	E01011292	Carr Crofts, Cedars, Wesley Road	√
	E01011293	Mistress Lane, Nancroft Lane, Brooklyns, Models	√
	E01011294	Armley Grove Place, Hall Lane, Abbot View	√
	E01011295	Outgang Lane, Raynviles, Musgraves	√
	E01011363	Holdforths, Clyde Approach,	√
Beeston & Holbeck	E01011314	Parkfields, Marsdens	X
	E01011317	Millshaw, Elland Rd, Cottingley Approach	√
	E01011318	Cottingley Drive, Dulvertons	√
	E01011321	Waincliffe Place, Cardinals, Thircliffe Gardens	√
	E01011366	Brown Lane, Rydalls, Malvern Street	√
	E01011367	Springwell Road, Domestic Street, Ninevehs, Crosbys	√
	E01011368	Crosby St, Recreations, Bartons	√
	E01011369	Elland Rd, Wesley St, Cross Heath Gr	X
Bramley & Stanningley	E01011323	Hill Rise Gr, Bell Lane, Wellington Gardens	X
	E01011324	Broadleas	√

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	E01011325	Ganners	X
	E01011326	St Catherines	√
	E01011328	Wyther Lane / Victoria Parks / Houghleys	X
	E01011332	Waterloo Lane, Landseers	√
	E01011334	Stanningley Road, Stations, Rosemont Road	√
	E01011336	Waterloo Way, Rossefields, Ashbys	√
	E01011337	Fairfields	√
Burmantofts & Richmond Hill	E01011338	Haselwoods, Rigtons	√
	E01011344	Bellbrooke Ave, Kimberley Road, Comptons	√
	E01011347	Cliftons, Nowells	√
	E01011348	Torres	√
	E01011349	Glenthorpes / Gargrave Place / Brignall Garth / Middleton Ave	√
	E01011617	Rookwoods	√
	E01011618	Dawlish Ave, Vinerys, Ecclesburns	X
	E01011619	East St, Upper Accommodation Road, Lavender St	√
	E01011621	Ings Road, Nevilles, Osmondthorpe Lane	√
	E01011623	East Park Drive, Glensdales, Raincliffes	√
	E01011625	St Hildas, Copperfields, Gartons	√
	E01011626	Cross Green Lane, Easy Road, Dial St, Dent St	√
	E01011673	Bayswaters, Gledhows	√
	E01011675	Lincoln Green	√
Calverley & Farsley	E01011594	Richmond Road, Fairfields, Westway	X
Chapel Allerton	E01011354	Beckhills	√
	E01011355	Miles Hills, Potternewton	√
	E01011357	Scott Hall Road, Sholebrokes	√
	E01011358	Scott Hall Grove, Newton Lodge Drive, Riveria Gardens	√
	E01011360	Reginalds, Mexboroughs	√
	E01011361	Granges, Hamiltons, Francis Street	√
City & Hunslet	E01011312	Trentham St, Oakleys, Garnets	√
	E01011316	Colwyn Road, Woodview Mount	√
	E01011364	Malvern Road, St Lukes, Lady Pit Lane	√
	E01011371	Bismarcks, Dewsbury Road, Burton St	√
	E01011372	Stratford Street, Beverleys	√
	E01011373	Barton Road, Coupland St, Sunbeam Place	√
	E01011374	Longroyds, Burton Ave, Burton Row	√
	E01011375	Wickham St. Seftons, Harlechs	√
	E01011467	Hunslet Green	√
	E01011468	Thwaite Gate	√
	E01011470	Parnaby Rd, Leasowes, Clayton Rd	√
Cross Gates & Whinmoor	E01011718	Naburns, Garth Willow Ave	X
	E01011720	Coal Rd, Hebdon Approach, Mill Green Gardens	√
	E01011721	Braytons / Farndales	√
	E01011722	Stanks Gardens, Stanks Drive, Stanks Lane South	√
	E01011723	Langbars, Braytons, Eastwoods	√
	E01011724	Swarcliffes, Mill Greens, Swardales	√

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Farnley & Wortley	E01011362	Highfield Cres, Old Lane, Roseneaths, Gilpins	√
	E01011725	Heights Way, Heights Drive, Farrows	√
	E01011726	Gamble Lane, Tong Drive, Stonecliffes, Hall Lane	√
	E01011729	Thornhill Road, Tong Road, Whingate Road, Conference Road	√
	E01011730	Silver Royds, Swallows, Bawns	√
	E01011735	Butterbowl Drive, Whincovers	√
	E01011737	Branch Road, Cobdens, Granny Lane	√
	E01011739	Gamble Hill	√
Gipton & Harehills	E01011339	Oaktrees, Beech Mount, Oakwood Lane	√
	E01011340	Coldcote Ave, Kitcheners, Bulls, St Albans	√
	E01011342	Brander Road, South Farms, Coldcotes	√
	E01011346	Wykebeck Valley Road, Branders, Gipton Approach	√
	E01011422	Markham Ave, Brookfield Ave, Roundhay Mt	√
	E01011423	Lawrences, Ambertons, Fearnvilles	√
	E01011424	Hetton Road, Amberton Road, St Wilfrids Cres	√
	E01011426	Gathorne Terr, Hares Ave, Pasture Road, Baldovan Mt	√
	E01011427	Easterly Grove, St Wilfrids	√
	E01011428	Harehills Road, Conway Drive, Luxors	√
	E01011429	Spencer Place, Bankside St, Shepherds Lane	√
	E01011430	Darfield Road, Sandhursts, Dorsets, St Wilfrids Drive	√
	E01011431	Foundrys, Thorn Drive, North Farm Road, Amberton Approach	√
	E01011432	Chatsworths Road, Berkleys, Strathmore Terr	√
	E01011433	Comptons, Ashtons, Cowpers	√
	E01011434	Ashtons, Conways	√
Guiseley & Rawdon	E01011268	Coppice Woods, Shaws, Nunroyd Park	X
Headingley	E01011448	Hyde Park Road, Royal Park Road, Brudenell St	X
Hyde Park & Woodhouse	E01011670	Woodhouse St. Melville Rd, Elthams	√
	E01011671	Cambridge Road, Servias, Meanwood Rd, Leicester Place	√
Killingbeck & Seacroft	E01011341	Veritys, Dunhills,	X
	E01011343	The Oval	√
	E01011345	Crossgates	√
	E01011421	Hollin Parks	√
	E01011656	Boggart Hill Drive, Barncroft Road, Ramshead Drive, Monkswood Hill	√
	E01011657	Ramsheads, Limewoods, Monkswoods	√
	E01011658	Boggart Hill	√
	E01011659	Kentmere Ave, North Parkway, Easdale Cres	√
	E01011660	Kentmere Approach, Rosgill Drive, Brooklands Lane	√
	E01011661	Eastdeans, Seacroft Cres, Hansbys	√
	E01011662	Foundry Mill Terr, Brooklands	√
	E01011663	Tarnside Drive, Foundry Mill Street, South Parkway	√
	E01011664	Redmires, South Parkway, Kentmere Ave	√
	E01011667	Foundry Mill Drive, Hawkshead Cres, Alston Lane	√

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Kippax & Methley	E01011298	Micklefield	X
	E01011307	Allerton Bywater	X
Kirkstall	E01011484	Lee Farm Road, Spens	√
	E01011487	Vespers, Cragside Cres, Hawkswood Grove	√
	E01011686	Fillingfir Drive, Latchmeres	√
Middleton Park	E01011466	Lanshaws, Nesfields	√
	E01011469	Orions, Broom Terr, Middleton Ring Rd	X
	E01011471	Arthingtons, Old Run Road, Blakeney	√
	E01011472	East Granges, West Granges, Sandon Mt	√
	E01011473	Winroses, Whitebeams	√
	E01011474	Low Granges, Windmill Road	√
	E01011475	Newhalls, Aberfields, Winrose Approach	√
	E01011476	Brooms, Nesfields	√
	E01011491	Helston Road, Bodmin Cres, Sissons Terr	√
	E01011492	Throstle Lane, Intake Sq, Acres, Middleton Park Grove	√
	E01011493	Bodmin Road, Bodmin Gdns, Sissons Cres	√
	E01011494	Middleton Park Mount, Thorpe Road, Acres	√
	E01011497	Middleton Park Grove, Acre Road, Throstle Lane	√
	E01011501	Manor Farms, Newhall Cres	√
	E01011502	Cranmores, Raylands	X
Morley North	E01011529	Penfield Rd, Walker Drive, Fairfax Ave	X
	E01011540	Albert Drive, Newlands Drive, Wide Lane	√
Morley South	E01011544	Peel Street, Lewisham Park	√
	E01011546	Howley Park	X
Otley & Yeadon	E01011582	Weston Estate	X
Pudsey	E01011601	Acres Halls / Walmer Grove	X
	E01011608	Swinnow Road / Park Springs / Wellstones	X
	E01011609	Swinnows / Rycroft Ave	X
	E01011611	Harley Road, Swinnow Lane, Wellstone Drive	√
Rothwell	E01011632	Wood Lane estate	√
	E01011634	Carlton	X
	E01011639	Home Lea, Spibey Lane, Temple Ave	X
Temple Newsam	E01011616	Carden Ave, Oak Road, Portage Cres	√
	E01011620	Halton Moor, Ullswater Cres, Rathmell Road, Broadway	√
	E01011622	Neville Road, Wykebecks	√
	E01011624	Halton Moor, Kendal Drive, Cartmell Drive	√
Weetwood	E01011389	Woodnook Drive, Silk Mills	√
	E01011695	Ivesons	√
Wetherby	E01011705	Hallfield	X

Appendix 2: Learner Fees Policy – PCDL, FEML, WFL, SFJ

All Community Learning providers must adhere to the Learner Fees Policy.

Learners will be charged a fee for the learning they receive. There are three fee rates:

1. Full Fee
2. Reduced Fee
3. Fee Exempt

1. Full Fee

- £2.30p per guided learning hour (glh)

This applies to

- Employed learners who are not eligible for a reduced fee or fee exemption.
- Economically inactive learners who are not eligible for a reduced fee or fee exemption.

2. Reduced Fee

- £0.60p per guided learning hour (glh)

This applies to learners who are in receipt of a State Pension and are not eligible for a fee exemption. 65+yrs for men and women

3. Fee Exempt

- No charge

3a. Learners attending the following courses are Fee Exempt:

- Course specifically for learners with learning difficulties and/or disabilities (LDD).
 - The Course Proposal Form must state that the course is LDD and the course must be only eligible to learners who have a learning difficulty and/or disability.
 - Please note, adults with a learning difficulty and/or disability who enrol on a non-LDD course should pay the Full Fee rate unless they fall into the Reduced Fee category or are eligible for fee exemption under another criteria.
- Courses where the main learning aim is English (excluding ESOL) or Maths.
- Family English, Maths and Language courses.
- Wider Family Learning courses.

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3b. Learners in receipt of the following income based state benefit are Fee Exempt:

- Active Benefits:
 - Job Seekers Allowance, JSA.
 - Employment and Support Allowance (ESA) in the Work Related Activity Group.
- Other income related state benefits:
 - Employment and Support Allowance (non-WRAG).
 - Income Support.
 - Incapacity Benefit.
 - Housing Benefit.
 - Council Tax Benefit (low income households).
 - Working Tax credit.
 - Pension Credit (not savings credit).
 - Return to Work Credit.
 - In Work Credit.
 - Job Grant, paid within two months of starting the learning.
 - Mortgage Interest Run On.
 - Carers Allowance.

(Please note that the above will be revised to reflect the Welfare reform.)

3c. Learners who fall into one of the following categories are Fee Exempt:

- An offender serving their sentence in the community.
- An Asylum Seekers in receipt of the equivalent of an income based state benefit.
- The unwaged dependant of an Asylum Seeker.
- An individual who is Economically Inactive because they are unable to claim income related state benefits.
- An individual suffering Hardship – see below guidance.

Hardship – Where a provider considers that an individual is unable to contribute towards the cost of their learning on the grounds of Hardship, the provider should apply to Leeds City Council for fee exemption for the learner using the “Application for Learner Fee Discretionary Exemption Form:Hardship”.The application should be made before the Learner enrolls and any fee exemption only applies after the application approval date.

3d. Evidencing Fee Exemption

- To be eligible for fee exemption learners must provide appropriate written evidence. Providers should retain copies of the evidence and make them available for audit.
- Learner evidence which is inappropriate will result in the learner being charged a Full Fee rate. If the learner is no longer on the course the provider will be required to cover the cost of the Full Fee rate.
- Leeds City Council can advise on the appropriateness of evidence.

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Learner Enrolment Time – Impact on Fee rate

- Learners enrolling up to and including the third week of a course – The learner fee amount should be for the full length of the course.
- Learners enrolling on the fourth or subsequent week of a course – The learner fee amount should be prorated to reflect the number of course hours remaining.

Learner Fee Refunds

The provider should obtain the learner's fees prior to the learner starting their course. Fees should be refunded in the following circumstances:

- The course Fails to Form or Closes in the third week or earlier – The provider should return the full fee payment to the learner.
- The course closes in the fourth session or subsequent sessions – The provider should refund the learner on a pro-rata amount, taking in to account the course hours remaining and the fee amount paid.
- The learner withdraws from a course as a result of circumstances beyond their control that could not have been foreseen at the time of enrolment – The fee refund should be calculated according to the guidance given in 1 and 2. The refund may be subject to the deduction of an administration charge.
- The learner withdraws from the course out of personal preference – No refund.

Additional learner charges

- Providers are required to adhere to the hourly fee rates set out above and should not impose any additional surcharges to meet the general cost of providing courses.
- Practical courses which require specialist course materials/resources - Providers have the discretion to charge learners a reasonable amount for specialist course materials in practical courses.

Learner Fee Collection

- Providers are responsible for collecting fees from all eligible learners.
- Fee information should be accurately identified on the Course Proposal Form and the ILR Template.
- The ILR will be used to calculate fees owed to the Council.
- At the end of the academic year Leeds City Council will invoice providers for the Learner Fees amount.
- Leeds City Council will use the Learner Fees monies to support ongoing delivery of subsequent Community Learning provision.

Recording Learner Fee Payments

- A provider must record details of all payments (course fees and other charges) made by the learner to the provider relating to Community Learning provision.
- A provider must issue a receipt to the learner for all payments made by the learner.
- Providers must retain an audit trail for fees received and should make any fees documentation available for audit as required.

Appendix 2A: Learner Fees Policy Accredited Adult Skills Budget

All Community Learning providers must adhere to the Learner Fees Policy.

Learners will be charged a fee for the learning they receive. There are three fee rates:

4. Full Fee
5. Reduced Fee
6. Fee Exempt

1. Full Fee

- £2.30p per guided learning hour (glh)

This applies to:

- Employed learners who are not eligible for a reduced fee or fee exemption.
- Economically inactive learners who are not eligible for a reduced fee or fee exemption.

2. Reduced Fee

- £0.60p per guided learning hour (glh)

This applies to learners who are in receipt of a State Pension and are not eligible for a fee exemption and 65+yrs for men and women.

3. Fee Exempt

- No charge

3a. Learners in receipt of the following income based state benefit are Fee Exempt:

- Active Benefits:
 - Job Seekers Allowance, JSA.
 - Employment and Support Allowance (ESA) in the Work Related Activity Group.
- Individuals who are unemployed and receiving any state benefits not listed above but who want to enter employment and believe skills training will help them to do so. This includes individuals receiving Universal Credits who are not mandated (required) to undertake skills training.*

*Learners to sign declaration on enrolment form.

3b. Learners who fall into one of the following categories are Fee Exempt:

- An offender serving their sentence in the community

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- An Asylum Seekers whose claim is being considered by the home office for longer than six months receipt of the equivalent of an income based state benefit.
- An individual refused asylum will also be eligible if they appeal against granting refugee status and no decision has been made within six months of lodging the appeal or they are granted support under the section 4 Immigration and Asylum Act 1999.
- Anyone with the status listed below, along with their husband, wife, civil partner
 - Refugee status.
 - Discretionary leave to enter.
 - Discretionary leave to remain.
 - Exceptional leave to enter.
 - Exceptional leave to remain.
 - Indefinite leave to enter.
 - Indefinite leave to remain.
 - Humanitarian protection.

Providers to check eligibility criteria in Funding Rules 2014/15 from the Skills Funding Agency [outlined here](#).

3d. Evidencing Fee Exemption

- To be eligible for fee exemption learners must provide appropriate written evidence. Providers should retain copies of the evidence and make them available for audit.
- Learner evidence which is inappropriate will result in the learner being charged a Full Fee rate. If the learner is no longer on the course the provider will be required to cover the cost of the Full Fee rate.
- Leeds City Council can advise on the appropriateness of evidence.

4. Learner Fee Refunds

The provider should obtain the learner's fees prior to the learner starting their course. Fees should be refunded in the following circumstances:

- The course Fails to Form or Closes in the third week or earlier – The provider should return the full fee payment to the learner.
- The course closes in the fourth session or subsequent sessions – The provider should refund the learner on a pro-rata amount, taking in to account the course hours remaining and the fee amount paid.
- The learner withdraws from a course as a result of circumstances beyond their control that could not have been foreseen at the time of enrolment – The fee refund should be calculated according to the guidance given in 1 and 2. The refund may be subject to the deduction of an administration charge.
- The learner withdraws from the course out of personal preference – No refund.

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5. Learner Fee Collection

- Providers are responsible for collecting fees from all eligible learners.
- Fee information should be accurately identified on the Course Proposal Form and the ILR Template.

6. Recording Learner Fee Payments

- A provider must record details of all payments (course fees and other charges) made by the learner to the provider relating to Community Learning provision.
- A provider must issue a receipt to the learner for all payments made by the learner.
- Providers must retain an audit trail for fees received and should make any fees documentation available for audit as required.

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Appendix 3: Tariff Rates - Overview

1. Guided Learning Tariff

On all programmes except adult skills budget, Leeds City Council will pay providers a defined rate for every hour of guided learning delivered.

Programme	Guided Learning Tariff (GLH) Targets Not Met See Note 1	Guided Learning Tariff (GLH) Targets Met See Note 2	Guided Learning Tariff (GLH) LLDD See Note 3	Non Guided Learning Tariff (NGLH)	Notes
PCDL, FEML, WFL and SFJ	£50 per glh	£60 per glh	£70 per glh	£0	Guided learning must be delivered to a minimum of 6 learners and the learners must be on a course which has a minimum of 6 hours of guided learning.
Targeted Learning Project Non-residential	£50 per glh	£60 per glh	£70 per glh	£40 per nglh See Note 4	Funding for non-residential targeted learning will be calculated at the same rates as other programmes plus funding for non-guided learning hours by prior written agreement from Leeds City Council.
Targeted Learning Project Day Residential	£120 per glh	£120 per glh	£120 per glh	£0	Funding for targeted learning day residential is up to a maximum of 6 hours per day.
Targeted Learning Project Overnight Residential	£185 per glh	£185 per glh	£185 per glh	£0	Funding for targeted learning overnight residential are for a minimum of 10 hours up to a maximum of 16 hours in total.
Adult Skills Budget	£0 See Note 5	£0 See Note 5	£0 See Note 5	£0 See Note 5	Adult Skills Budget courses will be paid per learner according to the weighting criteria and rates defined in LARS. Leeds City Council does not impose a specific minimum number of learners for each Adult course; it is the responsibility of each provider to ensure the economic feasibility of each course and meet their target learner numbers.

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Notes:

- **Note 1 £50 per glh** for providers who do not support the number of learners specified in their contract by the end of the academic year.
- **Note 2 £60 per glh** for providers who support the number of learners specified in their contract by the end of the academic year.
- **Note 3 £70 per glh for LLDD courses with two paid tutors** – This rate is only available by prior written agreement from Leeds City Council.
- **Note 4 TLP programme only non glh** This rate is only available by prior written agreement from Leeds City Council.
- **Note 5 Adult Skills Budget programme** will be paid per learner according to the rates defined in [Simplified funding rates catalogue](#).

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2. Non-Teaching Assistants / Learning Support Assistants

Leeds City Council recognises that a tutor may need non-teaching support to deliver a course, for instance where several learners on the course have a physical disability or a learning difficulty.

On all programmes except adult skills budget, Leeds City Council will pay £7.50 per glh towards the cost of employing a Non-Teaching Assistant (NTA)/Learning Support Assistant (LSA).

Where the NTA/LSA is a volunteer, Leeds City Council will pay £2.50 per glh to cover the volunteer's incidental costs.

All NTA/LSA costs should be pre-approved by Leeds City Council through the Course Proposal Form prior to the course starting. Multiple NTAs/LSAs can be funded per course.

The provider should ensure that all NTAs/LSAs:

- Receive an appropriate induction and training to successfully undertake their roles and responsibilities.
- Are appropriately qualified.
- Have a current DBS (Disclosure and Barring Service) certificate.

3. Crèche

Leeds City Council is committed to removing the barriers facing individuals wanting to participate in community learning. A key barrier is childcare. Providers can apply for funding to support the cost of childcare for a learner while that learner is undertaking their learning activity.

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On all programmes except adult skills budget, Leeds City Council will pay £25 per glh towards the cost of running a crèche. This rate will cover the cost of one qualified and one unqualified crèche worker. Where additional workers are required due to the ages or number of children, an additional £7.50 per glh may be claimed.

Alternatively, where providers prefer to infill into an existing crèche, Leeds City Council will pay £3.50 per glh for each child per session up to a maximum of £25 per glh.

All crèche funding must be pre-approved by Leeds City Council through the Course Proposal Form prior to the course starting.

4. Personal Learner Support Fund

Leeds City Council recognises that a learner may need specific personal support to enable them to fully participate in a course, e.g. the learner may be deaf and require a signer.

Where a personal support need is identified the provider should apply for funding using the Personal Learner Support Fund Form. The application should be made before the learner starts their course and funding is dependent on Leeds City Council approving the application. Leeds City Council will only fund expenditure generated after the application approval date.

A separate application should be made for each learner requiring personal learning support funding. A learner can only be funded through the Personal Learner Support Fund once per course.

Personal Learner Support funding calculation:

Leeds City Council, the provider and the learner will contribute toward the cost of supplying the personal learning support.

- Provider contribution = £7.50 per glh
- Learner contribution = glh rate equivalent to their Learner Fee rate, e.g. £2.30/£0.60 (see Appendix 2 for Learner Fee policy). Where the learner does not pay a fee the provider will cover this element of the cost
- Leeds City Council will pay the balance of the cost of the personal support

Please note: Providers should retain appropriate and valid evidence of all expenditure relating to any funded activity for payment and audit purposes. Failure to retain appropriate and valid evidence may result in funding being withheld or reclaimed.

Appendix 4: Provider Charges Policy

All providers will be subject to the Provider Charges Policy.

Providers who repeatedly submit inaccurate Course Proposals and Individual Learner Records will be charged according to the process detailed below.

Course Proposals

- A provider will be charged at the end of each term if more than 50% of the Course Proposals they submitted within the term had errors which have required investigation
- The charge is 1% of the total value of the provider's 2014/15 Community Learning contract
- The charge will be applied per term
- Leeds City Council will invoice providers for the appropriate charge amount at the end of each term

Course Proposal Example:

- A provider with a £20k CL contract
- 60% of the CPs submitted between 1 Aug '14 and 31 Dec '14 had an error
- 60% of the CPs submitted between 1 Jan '15 and 31 March '15 had an error
- 40% of the CPs submitted between 1 April '15 and 31 July '15 had an error

- Charge: Term1: 1% x £20k = £200
Term2: 1% x £20k = £200
Term3: no charge = £0 Total charge: £400

Individual Learner Records (ILRs)

- A provider will be charged for failing to adjust their ILR submissions in accordance with advice given by Leeds City Council.
- The charge is 1% of the total value of the provider's 2014/15 Community Learning contract.
- The charge will be applied against each ILR submitted - Two ILRs are due per term, the Enrolment ILR at the beginning of the term and the Completion/Achievement ILR at the end of the term.
- Leeds City Council will invoice providers for the appropriate charge amount at the end of each Term.

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ILR Example:

- A provider with a £20k CL contract
- Term1 ILR: Enrol - submitted by provider. LCC review and feedback any issues/comments to provider.
- Term1 ILR: C/A - submitted by provider. LCC establish if ILR adjusted in accordance with previous comments – **provider has made adjustments**. LCC review a sample of any new ILR data and feedback comments to provider.
- Term2 ILR: Enrol - submitted by provider. LCC establish if ILR adjusted in accordance with previous comments – **provider has not made adjustments**. LCC review a sample of any new ILR data and feedback comments to provider.
- Term2 ILR: C/A - submitted by provider. LCC establish if ILR adjusted in accordance with previous comments – **provider has not made adjustments**. LCC review a sample of any new ILR data and feedback comments to provider.
- Term3 ILR: Enrol - submitted by provider. LCC establish if ILR adjusted in accordance with previous comments – **provider has made adjustments**. LCC review a sample of any new ILR data and feedback comments to provider.
- Term3 ILR: C/A - submitted by provider. LCC review to establish if ILR adjusted in accordance with previous comments – **provider has made adjustments**.

- Charge: Term1 - (ILR: Enrol no charge) + (ILR: C/A no charge)
Term2 - (ILR: Enrol 1% x £20k = £200) + (ILR: C/A 1% x £20k=£200)
Term3 - (ILR: Enrol no charge) + (ILR: C/A no charge)
Total charge £400

Appendix 5: The Work Programme

Customer groups who will receive support under the Work Programme are as follows:

Customer Group	Time of Referral	Basis for referral
Jobseekers Allowance customers aged 25+	From 12 months	Mandatory
Jobseekers Allowance customers aged 18-24	From 9 months	Mandatory
Jobseekers Allowance customers who have recently moved from Incapacity Benefit	From 3 months	Mandatory
Jobseeker Allowance customers facing significant disadvantage e.g. young people with significant barriers, NEETs, ex-offenders	From 3 months	Mandatory or voluntary depending on circumstance (Voluntary Basis)
All Employment and Support Allowance customers	At any time after their Work Capability Assessment	Voluntary
Employment and Support Allowance (income related) customers who are placed in the Work Related Activity Group (Prognosis 12 months or less)	From the WCA Outcome or WRAC Component is awarded	Mandatory

- Those most in need of support, for example ex-offenders or those young people who are struggling to make the transition between education and work, will be offered early access to the Work Programme to ensure they receive it within a timescale that is most appropriate to them.
- Participants in the Work Programme, including those who choose to access the programme, must undertake the activities specified by their adviser whilst on the programme. The exception to this is those ESA Support Group customers who volunteer for the Work Programme and some lone parents and carers in receipt of ESA.

Source: The Work Programme: Prospectus, November 2010 - DWP.

Appendix 6: Family English, Maths and Language – Delivery Criteria

All Family English, Maths and Language courses with the exception of Keeping up with the Children should involve intergenerational activities and involve mothers and/or fathers working on their own and include joint activities with their child/children.

All courses should include diagnostic assessment of Maths and English skills levels and challenge and encourage learners to develop their English, Language and/or Maths skills. Programmes should include a range of ‘home time’ activities and demonstrate clearly how effective family engagement with a child’s education can have a significant impact.

Taster (2 or 4 hours)

- **Workshops or Tasters** should attract new learners and include a facility for signposting participants to FEML or other programmes. They should offer screening for English, Maths or Language needs so learners can be offered an appropriate choice of next steps. All learners should progress to further programmes or learning activity.

Introductory (12 hours)

- **Keeping up with the Children** – To inform parents of how children are being taught English and Maths in schools.
- **Play and Language** - To encourage parents to talk and play with their babies and toddlers and learn about the importance of play in early language development.

Short (30 hours)

- **Let’s Start Learning Together:** To introduce parents to the ways their children learn through play and the use of listening and talking skills for playing and thinking.
- **Playing with Language:** To improve both parent and children’s English and word power using stories, rhymes and songs.
- **Story Sacks:** To improve English or Maths for parents and children and support children’s developing Language or Maths skills through story reading and story telling.
- **Books for Babies:** To improve English for parents and children, supporting children’s developing language skills through story reading and story telling.
- **Family Health** – To improve English, Maths or language skills and include activities which enable parents to make healthy choices such as healthy eating, exercise and positive mental health and wellbeing.
- **Family Finance:** To improve Maths and/or English and financial knowledge for both parents and children and to extend parents skills in financial awareness within the family.

Standard (72 hours)

- **Supporting Children’s English:** To help improve English for both parents and children and to extend parents skills in supporting their child’s/children’s developing English.
- **Supporting Children’s Maths:** To improve Maths skills for both parents and children and to extend parents skills in supporting their child’s/children’s Maths.
- **Supporting Children’s English (ESOL):** To improve the English skills of parents whose first language is not English and to enable them to support their children’s learning.

Note. FEML programme providers must use and adhere to all requirements in the Family Programmes section of the Provider Handbook 2014-15.