

Appendix 3 - Specification for Parent Carer Learning

Summary :	
<p>The provider would be required to deliver a minimum of two x 30 hour, non - accredited programmes/courses to groups of parents/carers of young people who are at risk of becoming NEET (not in education, employment or training) when they leave school. The young people at risk will be identified by the cluster (schools and family support services). The provider will be required to work in partnership with the cluster to engage and work with the parents/carers.</p> <p>Remuneration is £55 per hour of guided learning provision which equates to £1,650 per course.</p>	
Learner Eligibility:	
<p>Learners must be parents/carers of young people who present the range of indicators which predicate NEET status on leaving school.</p> <p>The young people will be identified by the clusters (schools and family support services) and may be in primary education (Years 5 & 6) or secondary education (Years 7 – 11) although it is expected that 60% will be from Years 9, 10 and 11. It is anticipated that the parents/carers of primary age children would be in a different cohort to the parents/carers of children at secondary school.</p> <p>All parents/carers must reside in the Leeds metropolitan district and be aged 19 or over (25 or over for LDD Learners or aged 16 and over if a parent/carer).</p>	
Purpose of Activity:	
<p>The aim of this provision is to engage parents/carers and support them in developing a better understanding of their children’s behaviour at home and at school. Raising the confidence and self esteem of the parents/carers will support them in helping their children to make informed choices when leaving school. It will also support the parent’s/carer’s own aspirations by helping them to consider further steps to develop their own skills and chances of improving opportunities in sustaining employment.</p> <p>The programmes will seek to impact on:</p> <ul style="list-style-type: none">• The relationship between young people and their families• Attendance at school• Behaviour at home and at school• The risk of offending behaviour <p>The programmes will include information on the defined progression routes to employment and/or further learning such as part-time further education, other employability support or apprenticeships for the young people of the parents/carers. To this end, partnership working with local schools, clusters, attendance service and Connexions is vital.</p>	

Activity Type:

The model of activity for each group should be as follows and is non-accredited:

A total of 30 guided learning hours consisting of :

18 hours of learning that will:

- Improve understanding of teen behaviour and motivation
- Develop awareness of respectful relationships
- Develop strategies that will manage difficult behaviour
- Promote understanding of how to maximise young people's learning potential
- Build belief in the potential of all young people to achieve success
- Provide a space where parents can reflect and discuss their challenges

The above are suggested themes but in addition we would welcome innovative practice to complement these.

4 hours of support and advice that will navigate parents and carers through the range of information on the defined progression routes in secondary schools leading to employment and/or further learning such as part-time further education, other employability support or apprenticeships for the young people. This element of the course must be delivered by a provider who has expertise and a track record in this area. The provider of this element of the course may be the applicant themselves or a third party providing that they are named as a partner in the application and identified as the deliverer of this activity. This partner does not need to be from the VCFS sector.

8 hours of fun activity involving parents/carers and young people together that will build on the learning and help to further develop positive relationships between the parents/carers and their teenagers.

Providers will be expected to work closely with the schools, connexions service and through the cluster networks to identify cohorts of parents/carers and deliver the provision. The cluster(s) will be able to provide contacts to help support this piece of work and will identify young people at risk of becoming NEET.

All delivery should be tailored to the needs of the specific client groups and individuals e.g. parents who may be working.

The provider will be expected to source appropriate venues for delivery in the area(s) they work in.

Learner Numbers:

This specification aims to support an average of 8 parents/carers per course and the benefits would be enhanced further by increasing the number of parents/carers. It is recognised that the numbers on the course are however subject to appropriate numbers of young people at risk of becoming NEET being identified by the clusters.

Individual courses which fall below a minimum number of 6 will not be funded.

Delivery Period:

Activity can be delivered from March 2012 (subject to formal approval being in place by then) and must be completed by 31st July 2012.

Cross cutting Themes:

All Skills Funding Agency funded adult learning provision must embed the following key principles which also reflect Ofsted requirements:

Cross-cutting Themes

- **Equality and Diversity** – learning, teaching, training and assessment promote equality and support diversity. All commissioned providers will be required to complete the **Equality, Diversity & Community Cohesion Impact Assessment (EDCC)** at Appendix 3
- **Skills for Life** – this should be **embedded in all programmes** and comply with the strategic objectives of the **Adult Learning Skills for Life Strategy**
- **Information, Advice and Guidance** – in addition to planned activities to support the young people's progression, appropriate, timely and impartial information, advice and guidance should be embedded and available to support parent/carer **progression**. Providers will be required to submit destination data as part of the ILR contract requirements and provide progression information as required.
- **e-learning** – technology is used effectively to promote and support learning as appropriate.
- **Education for Sustainable Development** - learners develop skills, knowledge and understanding relevant to sustainable development.

The above themes are reflected in the 'outcomes for learners' and 'quality' sections of the application form.

Please note the following conditions of commissioning:

- **All activity must be completed by 31st July 2012.**
- **The use of sub-contractors will not be permitted.**
- **The Council will not fund individual courses which fall below a regular attendance of 6 unless there is prior written approval.**