

Ealing Adult Learning Allocations Policy

- Ealing Adult Learning aims to set clear guidelines and objectives for the allocation of funding to external providers. Our principal purpose is to engage and provide adults with skills and learning needed for work, an apprenticeship or further learning. We endeavour to be transparent, equal and fair when dealing with all applications and from 2016-17 keep to the core principles of the new Adult Education budget with regard to effectiveness, simplicity and localism.

We will:

- Allocate funding strategically, guided by the three principles of localism, effectiveness and simplicity and use internal and external data which show need (by age, location, gender, ethnicity, disability and others facing disadvantage)
- Provide clear information on the allocation cycle
- Continually develop and build business partners through the use of a marketing plan as well as business/partnership links
- Ensure equality of opportunity is embedded in all allocation systems
- Set clear contractual timelines and targets
- Annually review the allocations policy and plan to consolidate successes and implement improvements
- Support the appeals process
- Ensure two-way feedback exists to support and improve allocations

Funded by



Contents

| | |
|--|----|
| Background | 3 |
| Strategic aims and service priorities | 4 |
| How can I apply? | 6 |
| Contractual Expectations: | 7 |
| When should I apply? | 8 |
| Annexe 1: Learner eligibility | 9 |
| Annexe 2: Family English Maths and Language (FEML) | 11 |
| Annexe 3: Wider Family Learning (WFL) Programmes | 23 |
| Annexe 4: Qualification courses | 25 |
| Annexe 5: Community Learning Fund | 38 |
| Annexe 6: Common accord | 43 |

Background

The London Borough of Ealing is one of the largest Boroughs in London, with a population of approximately 322,400. It is a very ethnically diverse community with 45% of the population describing themselves as being white British background.

When looked at as a whole, Ealing appears to be a well-educated, prosperous and healthy community. 50% of Ealing's population of working age are educated to national vocational qualification (NVQ) at level 3 or above, and of those, over 40% have qualifications equivalent to NVQ at level 4 or above. 14.7% more than the National average of Ealing's residents are educated to degree level, (3.6% more than the London average), 4.9% more are employed full time than the national average (3.12% more than the London average) 63% own part or all of their house (6% more than the London or National average) and 92% are in fair or good health (approximately equivalent to the local and national average). In addition, employment at 71.8% is 1.6% lower than the national average for England ([Nomis](#)).

However, significant pockets of deprivation are hidden within the overall figures. In 6 wards (Greenford, Northolt West, Northolt Mandeville, Southall Broadway, Southall Green and Dormers Wells), 30% or more residents have no qualifications and an additional 7 wards*¹ have 20% or more of residents with no qualifications. In 2004, four were in the top 20% most deprived in England. By 2007, six were within the 20% most deprived, with one now in the top 10%.

Over the last six years approximately 36.7% of residents reaching the age of 22 have still not reached the full level 2 threshold.

Five wards (East Acton, Acton Central, Elthorne, Norwood Green and Southall Broadway) have more social housing than the average for London by between 4%-10% and whilst 14 wards have employment rates of between 60%-70%, five wards have employment rates of approximately 50%, 10% below that of the national and London average.

Twelve wards have pupils in schools with more than 54% having English as an additional language. In Southall Green this is significantly higher at 82% and in Southall Broadway this totals 90%. In Super Output Areas (SUPER OUTPUT AREAS) this discrepancy is even higher, with one SUPER OUTPUT AREAS having English as an additional language for pupils at 98%.

Ealing is facing increasing levels of poverty and deprivation. It is currently ranked 75th (of 354) on the national indices (this has increased from 94th five years ago). Recent research by West London Alliance has shown that these statistics also correlate with the most up-to-date figures on unemployment hotspots. Additionally, West London Working has identified that Somalis are estimated to have economic activity rates of less than 20%, there are 10,700 adults claiming Incapacity Benefit for more than 12 months (the highest level in West London), 3,770 lone parents are on income support with children under the age of 10 and there are a further 2,500 low-income families spread across Ealing.

¹ Greenford Broadway, Northolt West End, Northolt Mandeville, Southall Broadway, Southall Green, Dormers Wells, Norwood Green

Strategic aims and service priorities

The priorities for the borough can be linked to the Skills Funding Agency (SFA), where national and local targets are set. All Community Learning funding will now be considered to be a contribution in locally-owned community networks, to enable providers to deliver learning that meets local needs and shares the objectives set out in 'New Challenges, New Chances' December 2011. From 2016-17 a new AEB (Adult Education Budget) will replace the three separate funding lines: Adult Skills Budget; Community Learning and Discretionary Learning with 3 core principles effectiveness; simplicity and localism.

In particular, the funding must

- 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 and maximise the effect community learning has on the social and economic well-being of individuals, families and communities.
- Develop opportunities for delivery of provision which leads to the development of a skilled workforce.

In addition a range of data from internal sources generates the priorities for Ealing Adult Learning (Ealing council strategic priorities and business plans, management information data based on achievement, starts and finishers for each course completed within a venue).

Adult Learning Service Priorities in relation to allocations

- to develop and strengthen partnerships in order to reach and support communities and learners in areas of most need
- to build the skills and qualification levels of Ealing's residents and workers to enable them to gain employment and be successful at work
- to promote family learning building confidence and skills for both parents and children and helping to reduce disadvantage
- to engage residents, workers and visitors in learning about Ealing's past and present through its Arts, Libraries, Heritage and Culture
- to increase engagement in community learning for all members of the community in order to promote wellbeing and social cohesion and to enable learners to reach their potential
- to create a Community Learning Strategy which builds a cross-borough partnership, which develops curricula to meet target groups, which ensures value for money and which enables learner progression

| Qualification Courses | Wider Family Learning | Family English, Maths & Language | Community Learning |
|--|---|--|--|
| <p>Courses should focus qualifications to better equip learners to progress into employment, training and further education. Accredited provision in the following areas:</p> <ul style="list-style-type: none"> • Functional skills in English and maths • Vocational skills • Work or employability skills • Supporting teaching and learning in schools • Apprenticeships • Traineeships <p>Offer/plan progression between family learning and community learning, Traineeships and Apprenticeships</p> <p>Please note we anticipate that bids funded will be delivered as part of a mixed level offer across ward areas including: Northolt, Southall and Acton.</p> | <p>All courses should have elements of parents and children learning together. Courses should help to engage hard to reach parents (including grandparents/carers) and link to at least one of the following themes:</p> <ul style="list-style-type: none"> • Health & Well Being • Essential Skills for life & work– including ICT • Heritage, Culture, Art & Drama <p>Offer/plan progression to other family learning and community learning or qualification courses.</p> | <p>All courses should have elements of parents and children learning together Courses should develop parental confidence as well as their ability to support their children with the school curriculum.</p> <p>This area includes courses in:</p> <ul style="list-style-type: none"> • English/ Literacy • Maths /Numeracy • Language and Play • Keeping Up With The Children <p>Offer/plan progression to other family learning, community learning or qualification courses.</p> | <p>Courses should focus on hard to reach or disadvantaged groups identified below and develop small community and voluntary organisations.</p> <p>Non qualification courses in the following areas</p> <ul style="list-style-type: none"> • ESOL • Pre-employment support and training • Active citizenship and the local environment • Courses which improve skills, confidence and wellbeing e.g. staff development, targeted engagement activity for specific groups. <p>Offer/Plan progression to qualification, training, volunteering or employment.</p> |
| <p>Who can apply?</p> <ul style="list-style-type: none"> • Community and voluntary organisations • Schools • Children centres • Private training providers | <p>Who can apply?</p> <ul style="list-style-type: none"> • Community and voluntary organisations • Schools • Children centres | <p>Who can apply?</p> <ul style="list-style-type: none"> • Schools • Children centres | <p>Who can apply?</p> <ul style="list-style-type: none"> • Community and voluntary organisations • Community centres • Schools • Children centres |
| <p>Target Groups: Unemployed / ESOL learners / Below level 2 qualifications</p> | <p>Target Groups: Dads/ Unemployed Parents / ESOL need / Below level 2 qualifications</p> | <p>Target Groups: Unemployed Parents / ESOL need / Below level 2 qualifications</p> | <p>Target Groups: Male Learners/ Unemployed/ ESOL need/ Below level 2 qualifications</p> |
| <p>Priority Wards</p> <p>Acton Central, Cleveland, Dormers Wells, East Acton, Elthorne, Greenford Broadway, South Acton, Southall Broadway, Southall Green, Northolt Mandeville, Northolt West End, Norwood Green</p> | | | |
| <p>Progression into further education, training and employment for :20% of learners</p> | | | |

How can I apply?

| | |
|--|---|
| 1. Consider your capacity to deliver the courses you are applying for | <i>Have you got the correct tutors in place; available resources at the allocated times; health and safety requirements are in place?</i> Please see contractual expectations |
| 2. Fill in your details | Tell us who you are and where you are. |
| 3. Choose an appropriate course title | Read through the appropriate application form and decide on a suitable title for your course/s. |
| 4. Complete the appropriate application form | Fill in all the relevant details on the appropriate form ensuring you cost the course/s correctly and consider best value. |
| 5. Double check your application | Mistakes can be expensive when the allocations panel are allocating funding. Please ensure all costs are shown and are correct and that all relevant information is included. The panel cannot make a decision when information is missing; this could result in your application being declined. |
| 6. Return your application/s | To the adult learning service by attaching them to the following email address: <u>adultlearning@ealing.gov.uk</u> Please ensure you clearly title the email and attachment with the provider name and course title for ease of reference. |
| Info | You can contact the Adult Learning team for more advice about the funding application and process in a number of ways: <ul style="list-style-type: none"> • Telephone: 020 8825 5577 • Email: <u>adultlearning@ealing.gov.uk</u> • Post: Adult Learning – Allocations Ealing Council, Perceval House, Uxbridge Road, Ealing W5 2HL. |

Important Information - Applications will be scored on:

- Value for money e.g. cost, #learners, length of course;
- Demonstrate a history or capacity for quality in teaching and learning for adults equivalent to at least Ofsted Grade 2
- The detail and accuracy of timetable information given for the course;
- The extent to which an application evidences need to deliver a specialised course;
- Previous quality monitoring of contract and target compliance areas (if applicable);
- Previous monitoring of Health and Safety observance (if applicable).

Contractual Expectations:

Below is a summary of the contractual expectations for delivery of an adult learning course:

- Adult Learning provision cannot be used to match fund or used to fund courses, which have been funded from other external funding streams (double funding).
- Learners funded by the Ealing adult learning service (EAL) are Skills Funding Agency (SFA) learners.
- All providers (apart from schools and children centres) will have to provide a copy of their end of year financial records. This is to ensure financial probity as demanded by the SFA.
- Teaching staff must all have a CURRENT DBS and be appropriately qualified and experienced (we reserve the right to request proof of this at any stage)
- Providers will supply proof of adequate liability insurance
- All teaching staff can expect to be observed at least once during the academic year as part of the management of the contract. In the event that the quality of teaching is below expected standards (grade 2) EAL reserves the right to replace the tutor.
- All tutors delivering courses must attend initial tutor training prior to course start date.
- EAL course paperwork, including RARPA (Recognising and recording progression and achievement), will be issued and must be completed and returned within timeframes designated within the contract.
- H&S monitoring will take place, development plans produced and providers will be monitored for compliance.
- Monitoring meetings will take place with Adult Learning, development plans produced and providers will be monitored for compliance by
 - Target learner numbers
 - Type of learner
 - Completion of all EAL quality paperwork and processes
- Providers will play a proactive role in the self-assessment process via EAL forums, monitoring visits and completion and return of provider feedback documentation
- EAL policies will be adhered to (Equality & Diversity, Health & Safety)
- Agree to sign up to a common accord in the working of supply chains in the post-16 learning and skills sector.
- When funding centres we will allocate 30% of the amount on completion and return of a register and enrolment forms for which a centre is funded. The remaining 70% will be allocated on completion and return of satisfactory paperwork.

PLEASE NOTE THAT PAYMENT OF ALL BIDS MAY BE SUBJECT TO CHANGE, AT ANY TIME, AS A RESULT OF VARIATIONS IN EXTERNAL SFA FUNDING AND SFA GUIDANCE

Please note: We do not pay for travel expenses or refreshments

When should I apply?

Final submission for receipt of funding applications is:

5pm 18th April 2016 for all Applications

Notification of the outcomes will be sent through the mail in June 2016.

Email: adultlearning@ealing.gov.uk (with a subject heading: **Bid)**

Successful Bids

After the panel has confirmed the funding allocation, 1:1 sessions will be organised to discuss the contract and to help with any queries.

All successful providers will receive a provisional offer of funding, subject to a satisfactory Health & Safety assessment and receipt of any outstanding documentation. Following this, contracts will be issued which set out all Ealing Adult Learning requirements for delivery.

We also organise **compulsory** training sessions for all tutors prior to the commencement of the learning - we require this to ensure that they understand what our expectations are.

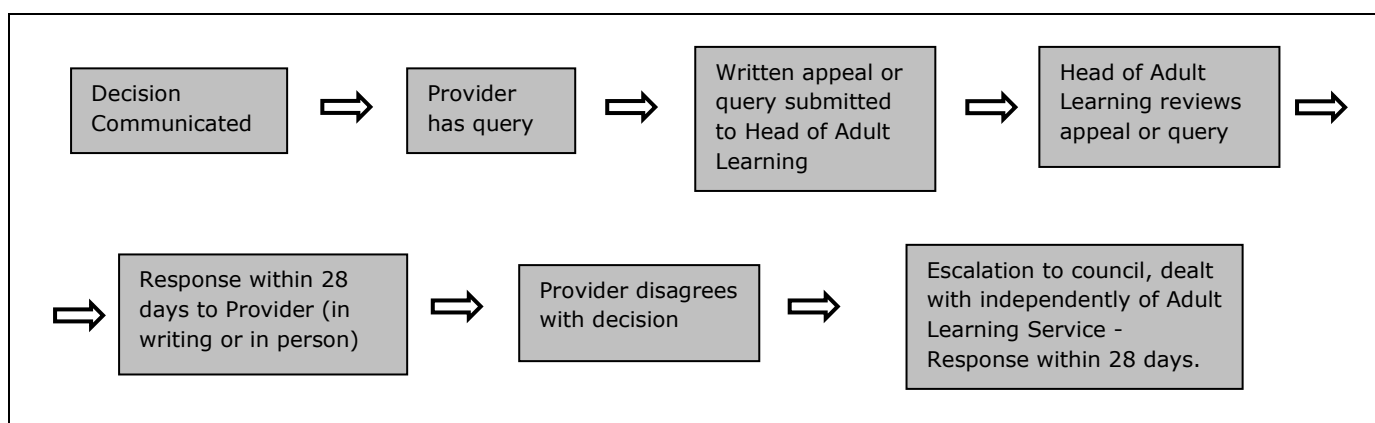
Ealing Adult Learning retains the right to withdraw the offer or cancel the contract and where necessary claw-back funding if contractual obligations are not met and negotiations have proved unsuccessful or there are changes to external funding guidelines.

Appeals:

If you are unhappy about the outcome of our decision or have any queries, we have an appeals process.

You can email, or post, your appeal in writing to the Adult Learning Manager and this will then be reviewed. We will then either formally write to you with our findings or organise a meeting to discuss your queries. You can expect a reply within 28 days.

Appeals Process



Annexe 1: Learner eligibility

Eligibility for funding

1. Providers must make sure that an individual is eligible before claiming funding for them.
2. **Most individuals will be eligible for funding if the learning is taking place in England and they:**
 - i. **are a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, or**
 - ii. **have the Right of Abode in the UK, or**
 - iii. **have been ordinarily resident in the EEA for at least the previous three years on the first day of learning**
3. If a learner does not meet these requirements you must ensure that the criteria set out in The Education (Fees and Awards) (England) Regulations 2007 and The Education (Student Fees, Awards and Support) (Amendment) Regulations 2011 are met.
4. For apprenticeships, you must also make sure the individual has the right to work in England.
5. **You must not claim funding for an individual if any of the following apply.**
 - i. **They are here illegally.**
 - ii. **They have overstayed their immigration or visitor visa.**
 - iii. **Their immigration status restricts access to government funding.**
6. You can find further information on eligibility from the UK Council for International Student Affairs (UKCISA).

Who we ² fund

7. You must check the eligibility of the learner at the start of each learning aim or their traineeship or apprenticeship programme and only claim funding for eligible learners.
8. To be funded by us, on the first day of learning a learner must be:
 - i. aged 19 or older on 31 August within the 2016 to 2017 funding year if the learning aim is not an apprenticeship or traineeship
 - ii. an apprentice starting an apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday
 - iii. starting a traineeship on or after 1 August of the academic year in which they have their 16th birthday
9. The age of the learner on 31 August in the funding year determines whether the learner is funded by us or the Education Funding Agency (EFA). For all other purposes, the age of the learner is that at the start of each learning aim.
10. A learner's eligibility will not change during the learning aim or programme, unless they are an apprentice and their employment status changes.
11. Learners will be eligible for funding for the whole of the learning aim or programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner for any further learning aims or programmes they start.
12. If an individual starts a learning aim and is not eligible for funding, we will not fund this learning aim for them at any time in the future, even if the individual becomes eligible.

² We' refers to the SFA

13. Any learner, of any age, must be able to achieve the learning aim or programme of study within the time they have available. If you know a learner is unable to complete a learning aim in the time they have available, they cannot be funded.

Learners with learning difficulties and disabilities

14. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, Children and Learning Act 2009.
15. We will fund learning and support as needed for individuals who self-declare a learning difficulty or disability.
16. The EFA is responsible for funding provision and support costs for any other learners aged 19 to 24 who are subject to an Education, Health and Care Plan (EHC Plan) or Learning Difficulty Assessment (LDA) for their learning programme through your EFA delivery contract.

Annexe 2: Family English Maths and Language (FEML)

Allocations will consider FEML programmes listed below which have an academic focus that links to the curriculum from Early Years and Foundation stage to key stage 2/3 curriculum. Programmes planned will involve a combination of teachers/Early years practitioners and / or adult teachers to facilitate and teach.

1. Family English and Language

Programme type

Workshops: 2- 4 hours

Short: 30-49 hours

Average number of children per course:

9

Staffing:

Pre and post sixteen staff

Training:

Ealing Council Family English and Language tutors have received training in planning and delivery of Family Language courses and are available to:

- Plan and deliver adult only sessions
- Work with school based staff in joint sessions

Resources:

Adult only sessions need to take place in appropriate accommodation with adult sized tables and chairs. Schools are expected to supply (from their allocation) pens/ flipcharts/folders etc. for the adults and card /felt pens / scissors etc. for joint sessions. It is extremely important that access to computers and the school library is available for part of the course.

Family English and Language programmes aim to contribute to the challenge in raising the standards of English of parents/carers and children and to extend the ways in which parents/carers support their children's language and English acquisition. Family English complements the national Skills for Life strategy, National Primary Strategy for KS1/KS2, the

Early Years Foundation Stage curriculum and both 'Every Child Matters' and 'Every Parent Matters' by:

- Aiming to reduce the number of adults who have difficulty with English by building on the motivation that comes from helping their children
- Offering accessible opportunities for parents/carers and children, who most need it, to extend their English
- Offering parents/carers opportunities to gain qualifications and guidance on progression routes
- Enabling parents/carers to extend the support they provide at home in the development of early language and English, using every day activities, and to understand the stages of early learning
- Informing parents/carers about what and how their children are learning at nursery, school and other settings and ways in which they can support this at home.

Summary of core features of introductory courses and workshops

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parent/carers without GCSE grade C in English).
- Attract a minimum of 85% new learners to the programme ¹.
- Offer a minimum of 2-4 hours per workshop in each location.
- Offer separate sessions for parents/carers and for children as well as joint sessions within the workshops.
- Focus on English and language development.
- Offer parents/carers guidance on progression routes such as a longer English course or a Wider Family Learning course

Summary of core features for short and standard programmes

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parent/carers without GCSE grade C in English).
- Offer a minimum of 30 hours (short) and 60 hours (standard) provision for each parent/carer and child.

- Offer separate sessions for parents/carers to improve their own English and language and extend their support for their children’s English development.
- Family Language courses to include a broad coverage of skills including Family English, Maths and ICT.
- Offer separate sessions for their children to develop their English, which are additional to their usual provision in class.
- Offer joint sessions for parents/carers and children to work together on English.
- Ensure courses are jointly planned and taught by qualified pre-16 and post-16 teachers.
- Offer the opportunity for the adults to work towards accreditation.
- Include a range of home time activities on short and standard programmes.

2. Family Maths

Workshops: 2- 4 hours

Programme types

Short: 30-49 hours

Staffing

Pre and post sixteen teachers

Training

Ealing Council Family Maths tutors have received training in planning and delivery of Family Maths courses and are available to:

- Plan and deliver adult only sessions
- Work with school based staff in joint sessions

School based staff who are new to delivery will require training.

Resources

Adult only sessions need to take place in appropriate accommodation with adult sized tables and chairs. Schools are expected to supply (from their allocation) pens/ flipcharts/folders etc for the adults and card /felt pens / scissors etc for joint sessions. It is extremely important that access to computers and the school library is available for part of the course.

Family Maths programmes aim to contribute to the challenge in raising the standards of Maths of parents/carers and children and to extend the ways in which parents/carers support their children to develop their mathematical skills.

Family Maths complements the national *Skills for Life* strategy, National Primary Strategy for KS1/KS2, the Early Years Foundation Stage curriculum and both 'Every Child Matters' and 'Every Parent Matters' by:

- Offering accessible opportunities for parents/carers and young children, who most need it, to improve their Maths
- Offering parents/carers opportunities to gain qualifications
- Enabling parents/carers to provide an enhanced background of support for Maths at home and see the potential that ordinary activities and play offer for mathematical development
- Informing parents/carers about what and how their children are learning at nursery, school and other settings and ways in which they can support this at home
- Forming a bridge between school and 'real world' maths for children most at risk of under attainment in maths
- Offering parents/carers the chance to positively influence their children's attitude and aspirations in maths.
- Provide parents with information advice and guidance on possible next steps

Summary of core features of introductory courses and workshops

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parent/carers without GCSE grade C in maths).
- Attract a minimum of 85% new learners to the programme.
- Offer a minimum of 2-4 hours per workshop in each location.
- **Use screening to identify potential learners.**
- Offer separate sessions for parents/carers and for children as well as joint sessions within the workshops.
- Focus on Maths development.
- Offer parents/carers opportunities for advice and guidance on progression routes onto a longer Maths
- Ensure joint planning and teaching by qualified pre-16 and post-16 teachers.

Summary of core features for short and standard programmes

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parent/carers without GCSE grade C in English).
- Attract a minimum of 85% new learners to the programme 1.
- Offer a minimum of 30 hours (short) and 60 hours (standard) provision for each parent/carer and child.
- Offer separate sessions for parents/carers to improve their own Maths and extend their support for their children's mathematical development.
- Offer separate sessions for their children to develop their Maths, which are additional to their usual provision in class.
- Offer joint sessions for parents/carers and children to work together on Maths.
- Ensure courses are jointly planned and taught by qualified pre-16 and post-16 teachers.
- Offer the opportunity for the adults to work towards qualifications.
- Include a range of home activities Offer parents/carers opportunities for advice and guidance on progression routes.
- Percentages of new learners are offered as a good practice guide to emphasise that learners should not be repeating the same programme or participating in numerous workshops with no progression.

3. Keeping up with the Children

| | |
|---|---|
| Number of hours per course: | Workshops: 2- 4 hours KUC: 9-13 hours KUC (short): 30 hours |
| Average number of parents/carers per course: | 10 (*85% of which should be new learners) |

Training: Ealing Council Family English and Maths tutors are available to plan and deliver sessions for adults at their own levels.
Appropriately qualified and experienced school based staff to lead sessions on children's English and Maths development and how parents can support and extend this. If screening of parents' needs and signposting to further learning is to take place, training will be required or can be undertaken by LBE tutor.

Resources: Adult only sessions need to take place in appropriate accommodation with adult sized tables and chairs. Schools are expected to supply (from their allocation) pens/ flipcharts/folders etc. for the adults and card /felt pens / scissors etc. for joint sessions. It is extremely important that access to computers and the school library are available for part of the course.

Keeping up with the Children workshops aim to:

- Introduce parents/carers to how their children are taught in English and maths sessions in school
- Introduce parents/carers to the Early Years and Foundation Stage curriculum and how children learn in the Early Years
- Extend parents/carers' skills in supporting and developing their children's English and maths.

In addition, the 9 – 13 and 30 – 49 hour courses will:

- Provide opportunities for parents/carers to develop their own English or maths skills
Keeping up with the Children is well placed to complement and contribute to the *Skills for Life Strategy*, *Early Years Strategy* and *Primary Strategy* by:
- Building on the motivation of all parents/carers to help their own child succeed
- Offering opportunities for parents/carers and children who have most need in English, language and maths
- Offering KUWTC as part of a flexible 'menu' of learning provision
- Making it a gateway back into learning and a place for progression opportunities into accreditation and further learning, through family programmes and beyond adhering

to the common objectives and frameworks of the *Skills for Life* infrastructure, Primary Strategy, Early Years and Foundation Stage, and KS1&2.

Summary of core features of KUC workshops (parents/carers only)

- Prioritise parents/carers with English, language and maths needs, without qualifications at Level 2 (e.g. parents/carers without GCSE grade C in maths /English)
- Attract a minimum of 85% new learners to the programme¹.
- Include some advice and guidance/signposting to other programmes.
- Offer a minimum of 2-4 hours per workshop.
- Offer some screening for English, language and maths needs so that learners can be offered an appropriate choice of next steps.
- Introduce parents/carers to how their children are taught in English and maths sessions in school
- Extend parents'/carers' skills in supporting their children's English and maths
- Offer opportunities for parents/carers to extend their support for their children's English or mathematical development.
- Include a range of 'home time' activities and demonstrate clearly how effective family engagement with a child's education can make a significant impact
- Planned and delivered by qualified pre-16 and/or post-16 teachers.

Summary of core features for introductory programmes

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parents/carers without GCSE grade C in Maths /English)
- Offer a minimum of 9 hours per programme
- Attract around 60% new learners to the programme.
- Set out clear progression opportunities (in learning or otherwise) for learners
- Support learners to develop their own skills
- Improve parents/carers' ability to help the children in their family.
- Assess all adult learners on their own skill level.
- Offer opportunities for parents/carers to improve their own English or Maths.

- Offer opportunities for parents/carers to extend their support for their children’s English or mathematical development.
- Include a range of ‘home time’ activities and demonstrate clearly how effective family engagement with a child’s education can make a significant impact
- Planned and taught by qualified pre-16 and/or post-16 teachers.

Summary of core features for Short programmes

- Prioritise parents/carers with English, Language and Maths needs, without qualifications at Level 2 (e.g. parents/carers without GCSE grade C in Maths /English)
- Offer a minimum of 30 hours per programme.
- Suitable as a progression programmes from an introductory course or for a new learner.
- Screen learners and offer some diagnostic assessment to ensure that the programme content is appropriate to their needs.
- Offer opportunities for parents/carers to improve their own English or Maths.
- Offer opportunities for parents/carers to extend their support for their children’s English or mathematical development.
- Include a range of ‘home time’ activities and demonstrate clearly how effective family engagement with a child’s education can make a significant impact

4. Language and Play

Workshop: 2-4 hours

Programme types:

Intro: 9–13 hours

Short: 30–49 hours

Staff Need : Early Year Foundation Stage teachers and / or Nursery Nurses

Training: Staff new to delivery may need support with parent only sessions and curriculum planning

Resources: Access to a wide range of Early Years Foundation stage equipment and the Skills for Families Website: <http://skillsforfamilies.excellence.qia.org.uk/>

Ability to plan and release staff to take part in visits (shopping, library, local environment etc.).

Why deliver this course?

'Playing with Language' will provide ideas for parents, grandparents and carers to use with their children in every day situations.

Topics will include:

- *The importance of talk*
- *Everyday routines*
- *Out and about*
- *Sharing books and*
- *Enjoying rhymes*

Through 'Playing with Language' programmes, early years practitioners can work with parents/carers in providing opportunities for their children to communicate thoughts, ideas and feelings and build relationships with adults and others. 'Playing with Language' can build the confidence and motivation of parents/carers to foster their children's language acquisition and development in a practical and enjoyable way.

Playing with Language complements the National Skills for Life strategy, National Primary Strategy for KS1/KS2, the Early Years Foundation Stage curriculum and both 'Every Child Matters' and 'Every Parent Matters' by:

- Enabling parents/carers to extend the support they provide at home in the development of early language, using every day activities and to understand the stages of early learning
- Informing parents/carers about what and how their children are learning at nursery, school and other settings and ways in which they can support this at home.
- **Beginning to identify parent's own English/language and maths needs.**
- Making it a gateway back into learning and a place for **progression opportunities** into accreditation and further learning, through family programmes.

Summary of core features of workshops (2 - 4hrs)

- Prioritise parents/carers with English, language and maths needs, without qualifications at Level 2 (e.g. parents/carers without GCSE grade C in maths /English)
- Attract a minimum of 85% new learners to the programme.
- Include some advice and guidance/signposting to other programmes.
- Offer a minimum of 2-4 hours per workshop.
- Offer separate sessions for parents/carers and for children as well as joint sessions within the workshops
- Offer some screening for English, language and maths needs so that learners can be offered an appropriate choice of next steps.
- Introduce parents/carers to how their children are learning and how language and play can be used to extend language development.
- Offer opportunities for parents/carers to extend their support for their children's language skills.
- Include a range of 'home time' activities and demonstrate clearly how effective family engagement with a child's education can make a significant impact
- Planned and delivered by qualified pre-16 and/or post-16 teachers.

Summary of core features for introductory (9-13 hrs) programmes

- Attract around 60% new learners to the programme.
- Set out clear progression opportunities (in learning or otherwise) for learners
- Offer a minimum of 9 hours per programme
- Support learners to develop their own skills
- Improve parents/carers' ability to help the children in their family.
- Assess all adult learners on their own skill level.
- Offer opportunities for parents/carers to improve their own language/communication skills.
- Offer opportunities for parents/carers to extend their support for their children's language development.
- Include a range of 'home time' activities and demonstrate clearly how effective family engagement with a child's education can make a significant impact

- Planned and taught by qualified pre-16 and/or post-16 teachers.

Summary of core features for short programmes

- Offer a minimum of 30 hours per programme.
- Suitable as a progression programmes from an introductory course or for a new learner.
- Screen learners and offer some diagnostic assessment to ensure that the programme content is appropriate to their needs.
- Offer opportunities for parents/carers to improve their own language/communication skills.
- Offer opportunities for parents/carers to extend their support for their children’s language development. Include a range of ‘home time’ activities and demonstrate clearly how effective family engagement with a child’s education can make a significant impact.

Funding rates for FEML programmes

| Name of Course | Total school Hrs | School Teacher Hours | Adult Tutor Hours | Amount Paid to School |
|--|------------------|----------------------|-------------------|-----------------------|
| FEML | | | | |
| Family English and language | 30 | 12-14 | 30 | £ 908 |
| Family maths | 30 | 12-14 | 30 | £ 908 |
| Keeping up with the children run by school staff | 30 | 30 | 4 – 6 | £1540 |
| Keeping up with the children run jointly with adult Learning (KUWTC) ** | 30 | 12-14 | 30 | £908 |
| Language and play run by school staff | 30 | 30 | 4 – 6 | £1540 |
| Language and play run jointly with adult learning | 30 | 12-14 | 30 | £908 |
| KUWTC* run by school staff | 9 | 9 | - | £630 |
| KUWTC* run jointly with adult learning | 9 | 4 | 9 | £280 |
| *can include hrs up to 13 | | | | |

| | | | | |
|--|-----|-----|---|-----------|
| Language and play* run by school staff | 9 | 9 | - | £630 |
| Language and play* run jointly with adult Learning *can include hrs up to 13 | 4 | 4 | 9 | £280 |
| Workshops: <ul style="list-style-type: none"> English/language Maths KUWTC Language and Play | 2-4 | 2-4 | * | £140-£280 |

*N.B. Where an adult tutor is indicated, a teacher from the school is also required to facilitate the children's learning and joint activities. ** Funding is available for adult only KUWTC courses - £851 for 30 hours.*

The following include some suggested routes that you should consider when planning your application bid.

Progression routes

| Route 1 | Route 2 | Route 3 | Route 4 |
|-------------------|------------------------------|--|-------------------------|
| Workshop | Family Links | Maths/English Course | Workshop |
| Language and play | Workshops | Spec club | Language and Play |
| English Course | Keeping Up with the Children | Wider Family Learning Art/Creative course | English Course |
| First Aid | Qualification course | Volunteering in school/community | Employment/Volunteering |

Annexe 3: Wider Family Learning (WFL) Programmes

Allocations will consider WFL Programmes, listed within Skills Funding Area guidance, which may contain elements of FEML but Skills for Life should not be the primary focus of the programmes. All WFL programmes should have processes to signpost a learner to a FEML or Skills for Life programmes if their assessment shows they have literacy or numeracy needs.

Every WFL programme should include:

- An assessment of learners' level and need so that the programme can meet his/her needs and learners can be signposted to appropriate training.
- An individual learning plan for the adult and child (on shorter courses this may not be much more than a statement of a goal but it is important the adult learners are aware of the learning outcome for themselves and their children)
- Regular reviews and a measure of progression for the adult and the child
- Access to accreditation (see below)
- Simple evaluation is required to ensure intended outcomes are being met.

Every WFL course should include for both adult and child:

- Some learning specific to the subject area (e.g. football, healthy eating, dance)
- Evidence of the development of some personal and social skills (e.g. communication, tolerance, concentration, resilience or persistence).

Aims for the adult:

- Learning how children learn (specifically what their child is learning) and the value a family can add by supporting that learning
- Practical examples of how to support their child
- Information, advice and guidance and support for progression – learning and activities (this could be delivered by partners).
- Accreditation should be offered where possible
- Progression should be supported through planned provision and discussions with Family Learning manager.

Funding rates for Wider Family Learning courses

Based on a minimum number of 9 adult s participants suggested rates as follows:

| Programme type | Number of hours | Funding amount |
|----------------|------------------------|----------------|
| Taster | Min 2-5 | £285 |
| Introductory | 6-9 | £600 |
| Short | 10 - 19 | £1100 |
| Long | 20+ must be accredited | £2200 |

Family learning progression routes

...for parents/carers attending Family Learning Courses

The following include some suggested routes that you should consider when planning your application bid.

| Route1 | | Route 2 | | Route 3 |
|------------------------|--|------------------------------|--|---|
| Workshop | | Family Links | | Maths/English Course |
| Language and Play 9-13 | | Workshop | | Keeping Up with the children |
| English Course | | Keeping Up with the Children | | Wider Family Learning Art/Creative course |
| Work skills course | | Computing | | Volunteering in school/community |

Annexe 4: Qualification courses

The following detail forms the basis of funding requirements and criteria for qualification based courses and are based on the Skills Funding Agency [funding rules 2016-17](#).³

Eligibility for funding

1. Providers must make sure that an individual is eligible before claiming funding for them.
2. Most individuals will be eligible for funding if the learning is taking place in England and they:
 - i. are a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, or
 - ii. have the Right of Abode in the UK, or
 - iii. have been ordinarily resident in the EEA for at least the previous three years on the first day of learning
3. If a learner does not meet these requirements you must ensure that the criteria set out in The Education (Fees and Awards) (England) Regulations 2007 and The Education (Student Fees, Awards and Support) (Amendment) Regulations 2011 are met.
4. For apprenticeships, you must also make sure the individual has the right to work in England.
5. You must not claim funding for an individual if any of the following apply.
 - i. They are here illegally.
 - ii. They have overstayed their immigration or visitor visa.
 - iii. Their immigration status restricts access to government funding.
6. You can find further information on eligibility from the UK Council for International Student Affairs (UKCISA).
7. Where we⁴ refer to a learner's age, we refer to the age at the start of their learning aim or programme.

The AEB combines all SFA participation and support funding that is not ESF, Advanced Learner Loans and Apprenticeships. It aims to engage adults and provide the skills and learning they need to equip them for work, an apprenticeship or other learning. It enables more flexible tailored programmes of learning to be made available, which may not require a qualification. This will help those furthest from learning or the workplace. For learners with a legal entitlement, we think it right that government specify the qualification offer available.

We continue to expect providers to work with a range of local partners and stakeholders to ensure that the local learning offer meets local needs

Qualifications required for the legal entitlements

³

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496397/Combined_rules_for_Adult_Education_Budget.pdf (accessed 17/3/16)

⁴'We'refers to SFA

| | |
|---|---|
| Vocational and general qualifications | English and maths |
| 16- to 23 core offer* – Tech Levels, Applied General, A-levels, AS-levels, Access to HE, Technical Certificates, GCSEs. | English and maths core offer – GCSE English and maths, functional skills in English and maths. |
| In addition - a limited number of other technical or professional qualifications from the Regulated Qualifications Framework (RQF). | In addition - a limited number of other technical or professional qualifications from the Regulated Qualifications Framework (RQF). |
| *The SFA is only responsible for delivering this offer to learners aged 19 and over | |

The level of government contribution we will fund is as follows.

| Provision | 19-23 year-olds | 24+ Unemployed | 24+ Other |
|---|---------------------------------------|----------------|---------------|
| English and Maths up to and including Level 2 | Fully funded* | Fully funded* | Fully funded* |
| Level 2 | Fully-funded* (first and full) | Fully funded | Co-funded |
| Provision to progress to Level 2 | Fully funded | Fully funded | Co-funded |
| Level 3 | Fully funded* (first and full) | Loan-funded | Loan-funded |
| Traineeship# | Fully funded (including 24 year-olds) | N/A | N/A |
| English for Speakers of Other Languages (ESOL) learning up to and including Level 2 | Co-funded | Fully funded | Co-funded |
| Fully funded - unemployed | | | |
| Learning aims up to and including Level 2, where the learner has already achieved at Level 2 or above | Co-funded | Fully funded | Co-funded |

| |
|--|
| Fully funded - unemployed |
| *Must be delivered as one of the qualifications required for the legal entitlement. # Excludes flexible element where funding depends on age and level. |

Definitions used in the Adult Education Budget

8. For funding purposes a learner is defined as unemployed if one or more of the following apply.
 - i. They receive Jobseeker's Allowance (JSA), including those receiving National Insurance credits only.
 - ii. They receive Employment and Support Allowance (ESA) and are in the work-related activity group (WRAG).
9. They receive Universal Credit, earn less than 16 times the National Minimum wage per week or £330 a month and are determined by Jobcentre Plus (JCP) as being in one of the following groups.
 - i. All Work Related Requirements Group.
 - ii. Work Preparation Group.
 - iii. Work Focused Interview Group.
10. They are released on temporary licence (RoTL) and studying outside a prison environment and not funded through the Offenders' Learning and Skills Service (OLASS).
11. Providers may also use their discretion to fund other learners if all of the following apply.
 - i. The learner receives other state benefits and earns less than 16 times the National Minimum Wage a week or £330 a month.
 - ii. The learner wants to be employed and you are satisfied that the learning is directly relevant to their employment prospects and the local labour market needs.

Full Level 2 definition

12. Level 2 is the level of attainment which, is demonstrated by:
 - i. the General Certificate of Secondary Education in five subjects, each at grade C or above, or
 - ii. Technical Certificate at Level 2 which meets the requirements for 16 to 19 performance tables, or
 - iii. other technical and professional qualifications which are part of the Regulated Qualifications Framework (RQF) and required as part of the legal entitlement for the Level 2 entitlement which must be at least 150 guided learning hours (GLH)

Full Level 3 definition

13. Level 3 is the level of attainment which is demonstrated by:
 - i. the General Certificate of Education at the advanced level in two subjects, or
 - ii. a Quality Assurance Agency Access to Higher Education (HE) Diploma at Level 3, or

- iii. a Tech Level; or Applied General qualification at Level 3 which meets the requirements for 16 to 19 performance tables, or
- iv. other technical and professional qualifications which are part of the RQF and listed as part of the legal entitlement for the Level 3 entitlement which must be at least 300 GLH.

Qualifications and other activity

Eligibility

- 14. Where you deliver regulated qualifications you must ensure that the qualifications are eligible for AEB funding and available on the Hub.
- 15. The following qualifications and activity are ineligible unless concessions have been agreed nationally.
 - i. Linked to acquisition of licences.
 - ii. Licence to practise.
 - iii. An employer's statutory responsibility or which is 'vendor' provision or professional certification linked to a particular company or product.

What we will not fund

- 16. We will not fund the following unless you have written permission from us to do so.
 - i. Any learning aim delivered at an employee's workplace and relevant to either their job or their employer's business, unless the learner has an entitlement to full funding.
 - ii. Work placement or work experience, unless it is delivered as part of a traineeship, the Prince's Trust programme or a continuing study programme (where responsibility for funding transfers from the Education Funding Agency to us when the learner is 19 years old).

Quality

- 17. Where you are not delivering a regulated qualification you must ensure that you have appropriate and robust quality assurance processes in place. For instance 'Recognising and Recording Progress and Achievement' (RARPA) that would be acceptable to Office of Standards in Education (Ofsted).

English and maths for those aged 19 or older

- 18. We will fully fund individuals aged 19 or older, who have not previously attained a GCSE grades A* to C in English and maths on the day they start the following qualifications, as part of their legal entitlement.
 - i. GCSE English language or maths.
 - ii. Functional Skills English or maths from entry to Level 2.
 - iii. Stepping-stone qualifications in English or maths approved by the Department for Education or SFA. These can be found on GOV.UK. If a learner wants to 'retake' their GCSE English and maths because they did not achieve a grade 5 or above (C or above), we will not fund the learner to only resit the exam.

- iv. You must not enrol individuals on qualifications which are not necessary for progressing towards a GCSE or Functional Skill Level 2.
19. You must:
- i. carry out a thorough initial assessment to determine their current level using current assessment tools based on the National Literacy and Numeracy Standards and core curriculum
 - ii. carry out an appropriate diagnostic assessment to inform and structure a learner's learner file to use as a basis for a programme of study
 - iii. enrol and evidence the learner is on a level above that at which they were assessed
 - iv. deliver ongoing assessment
 - v. record the evidence of all assessment outcomes in the learner file
20. The assessments must place a learner's current skills levels within the level descriptors used for the RQF.

Individuals aged 19 to 23 (excluding English, maths and ESOL)

21. We will fully fund 19- to 23-year-olds on the day they start the following learning.
- i. Provision to support progression to a first full Level 2
 - ii. Provision, up to and including Level 2 for those who already have a full Level 2 if they are unemployed
 - iii. Qualifications defined within the legal entitlement that are a:
 - 1. first full Level 2
 - 2. first full Level 3
22. If the learner has already achieved a Level 2 or above we will co-fund provision up to, and including, a Level 2

Individuals aged 24 or older (excluding English, maths and ESOL)

23. For individuals aged 24 or older on the day they start, we will: E16.1. fully fund provision up to, and including, a notional Level 2, if they are unemployed
- i. co-fund provision up to, and including, a Level 2 for all other learners aged 24 years and older

Traineeships

24. We will fully fund individuals aged 16 to 24 who have not previously attained a first full level 3 qualification, for the core elements of their traineeship programme where:
- i. they are unemployed at the start of the traineeship or are employed and earn less than 16 times the hourly National Minimum Wage each week or £330 a month
 - ii. they have little or no work experience and are focused on employment, an apprenticeship or the prospect of this
 - iii. they have been assessed as having the potential to be ready for employment or an apprenticeship within six months.
25. You can find additional requirements for traineeship programmes in paragraphs E26 to E29 of this document.

English for Speakers of Other Languages (ESOL)

26. We will fully fund individuals aged 19 and over on the day they start their ESOL learning aim where they are unemployed.
27. We will co-fund all other individuals aged 19 and over on the day they start their ESOL learning aim.
28. All qualifications you offer must be on the RQF.

Learners with learning difficulties or disabilities

29. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, Children and Learning Act 2009.
30. We will not fund learners whose Education Health and care (EHC) plan is extended by the local authority beyond their 25th birthday. The local authority must continue to provide top-up funding and contract directly with the institution.
31. An LDA will be treated the same as an EHC plan. If a learner has an EHC plan, you must report this in the 'Learner funding and monitoring' fields in the ILR.
32. If the learner aged 25 has not completed their learning programme as set out in their EHC plan by the end of the funding year, we will fund the provision and support costs where the following apply.
 - i. The learner is placed with a training organisation and they have an EHC plan which confirmed that the learner's needs could only be met by that training organisation.
 - ii. The learner continues to make progress on the programme.

Traineeships

The traineeship programme provides unemployed young people with skills and experience to progress to an apprenticeship or sustainable work.

Traineeships for 19 to 24 year olds use our funding system and funding rules.

Provider eligibility and contracting

33. We fully fund traineeships for 19 to 24 year-olds.

Learner eligibility

Traineeships for 19 to 24 year olds

34. The young person must be aged 19 years or older on 31 August in the funding year in question, and under 25 at the start of the traineeship.

Traineeship duration

35. The work-placement, work-preparation and flexible elements must all be completed in a period between six weeks and six months.

Traineeship learning

36. A traineeship includes the following.
 - i. Work placement.
 - ii. Work-preparation training.
 - iii. English, maths or ESOL where necessary

Traineeships: work placement

37. The work placement must take place with an employer in a workplace and allow the learner to develop new workplace knowledge, skills and behaviours. This must not be simulated activity in an artificial environment.
38. You must report the employer's details through the ILR within four weeks of the start date.
39. For a 19 to 24-year-old learner the work placement must be for a minimum of 100 planned hours.
40. If it is appropriate for a learner to have a number of separate work placements in different organisations, these must last at least two weeks with each employer, and last at least 100 hours in total.
41. For learners on Jobseeker's Allowance or Universal Credit, work placements can be up to 240 hours (or extended if an offer of an apprenticeship place is accepted). All elements of the programme (including the work placement) are of state benefit rules.
42. The employer must offer at the end of each placement, (which you must evidence), either:
 - i. a formal interview for a job or apprenticeship vacancy, plus feedback or
 - ii. an exit interview, written feedback and evidence of the learner's time and activities during the placement

Work preparation

43. If the work-preparation training leads to a qualification, the qualification must be offered by an Ofqual-regulated awarding organisation.
44. For 19 to 24 year olds all work preparation activity, including non-regulated aims, must be a learning aim categorised as 'Work Preparation-SFA Traineeships' on the Hub. These aims will not attract additional funding as they are included in the single traineeship rate for work placement and work preparation.
45. Work-preparation training must focus on activities that will help progression to an apprenticeship or, sustainable employment. You must connect it to the employability needs of the learner and it may include writing CVs, preparing for interviews, searching for jobs and interpersonal and communication skills.

Traineeships: English and maths

46. All learners must be assessed for a level of English and maths. Any learner without a minimum GCSE grade C or 5 or L2 Functional Skill in English and maths, must be supported to progress to this level.

Traineeships for 19 to 24 year olds

47. English and maths requirements are the same throughout the adult education budget.
48. We will continue to fund a learner, who does not complete the English and maths elements during their traineeship, until the learner has completed these learning aims.

Traineeships: flexible element

49. In addition to the core offer you can also provide other learning provision, described as the 'flexible element'.

Traineeships for 19 to 24 year olds

50. The flexible element is funded as standard provision within the adult education budget and subject to the general learner eligibility and funding rules. Therefore, learners aged 24 studying a full Level 3 would be required to take an Advanced Learning Loan.

51. You can offer activities, including appropriate technical and professional qualifications that are eligible for funding and will help the learner move into work or remove a barrier to them entering work. This excludes work preparation aims and any ESOL learning aims covered in paragraph E38.

Traineeship funding

Traineeships for 19- to 24-year-olds

52. Traineeship funding for 19 to 24 year olds follows the rules for adult education budget

53. You must record all achievements on the ILR whether or not funding is claimed for that achievement.

54. To claim traineeship funding you must plan, and we expect you to deliver, both the work experience and work preparation components.

Traineeships: outcomes

55. The following are outcomes if they are achieved and evidenced within six months of completing the traineeship.

- i. An apprenticeship start that meets the minimum qualifying days evidenced by ILR records or a self-declaration by the learner.
- ii. A job, including being self-employed, that is for at least 16 hours a week and for eight consecutive weeks within six months of leaving a traineeship, evidenced by a declaration from the learner or their employer.
- iii. Further learning that meets the minimum qualifying days and is evidenced by ILR records or a self-declaration by the learner and meets the following criteria.
 1. For 16- to 18-year olds, the study of a qualification that is at least 150 guided learning hours (GLH) at Levels 2 or 3 (or both) and recognised in the performance tables.
 2. For 19- to 24-year-olds, the study of a qualification that is at least 150 GLH at Levels 2 or 3 (or both) and recognised in the performance tables or eligible for funding as part of the 'entitlement offer'.

3. Progression to a new English and maths qualification which is a level higher than that achieved in the traineeship.
56. The achievement payment for the single combined work placement and work preparation rate is based on reporting a successful outcome, on the ILR in the programme aim. You must not claim the job outcome payments for this combined rate.

Support for traineeships

57. For 19 to 24 year olds traineeships learner and learning support is available,. If you did not have a Discretionary Learner Support allocation in 2015-16, you must follow the Learner Support rules set out below and claim learner support using the Earnings Adjustment Statement (EAS).

Job outcome payments

58. For fully-funded learners who are unemployed (including traineeships), we will pay 50% of the achievement payment if they get a job before achieving the learning aim. If the learner then achieves the learning aim, we will pay the remaining achievement payment. The following conditions apply.
- i. The learner must provide you with evidence through a declaration, that they have a job for at least 16 hours or more a week for four consecutive weeks.
 - ii. Where the learner was claiming benefits relating to unemployment they must also declare that they have stopped this claim.

Fees and charging

59. You must not make compulsory charges relating to the direct costs of delivering a learning aim to learners we fully fund, including those with a statutory entitlement to be fully funded for their learning. Direct costs include any essential activities or materials without which the learner could not complete and achieve their learning.
60. If a fully-funded learner needs a Disclosure and Barring Service check to participate in learning, you cannot charge them for this. If the learning is associated with the learner's employment, their employer is responsible for carrying out and paying for this check.

Support funding

61. Learner and learning support funding will enable providers' flexibility to meet the needs of learners and cover the cost of reasonable adjustments as part of the Equality Act 2010.
62. Learning Support to meet the learning needs of learners who have an identified learning difficulty or disability to achieve their learning goal.
63. Learner Support is available to providers who received a Discretionary Learner Support allocation in 2015 to 2016 to provide financial support for learners with a specific financial hardship preventing them from taking part in learning, including:
- i. Hardship funding – general financial support for vulnerable and disadvantaged learners
 - ii. 20+ Childcare funding – for learners aged 20 or older on the first day of learning who are at risk of not starting or continuing learning because of childcare

Learning support

64. Learning Support must not be used to deal with everyday difficulties that are not directly associated with a learner's learning on their programme.
65. Learners who were funded by the EFA and become our responsibility for continuing learning aims continue to receive Learning Support at the same level.
66. You must:
 - i. carry out a thorough assessment to identify the support the learner needs
 - ii. agree and record the outcome of your assessment in the learner file
 - iii. record all outcomes on the learner file and keep all evidence of the assessment of the needs, planned and actual delivery
 - iv. report in the ILR that a learner has a learning support need associated with an identified learning aim, by entering code LSF1 in the 'Learning Delivery Funding and Monitoring' field and entering the corresponding dates in the 'Date applies from' and 'Date applies to' fields
67. Learning support will be earned at a fixed monthly rate if it has been reported in the ILR. EAS should be used if your costs are not covered by this rate and you must keep evidence of these costs.
68. You may claim Learning Support if learning continues past the planned end date and the learner still needs support.

Exceptional Learning Support claims above £19,000

Learners who need significant levels of support to start or continue learning can get access to Exceptional Learning Support if their support costs more than £19,000.

Learners aged 19 to 24 requiring significant levels of support would normally be expected to have an Education, Health and Care Plan (EHC plan) provided by their local authority and therefore would access funding from their local authority.

69. If a learner has support costs of more than £19,000 in any one funding year, you can access Exceptional Learning Support. You can find details of how to claim in the claims document.

Learner Support

70. Before you award support to a learner, you must identify their needs within the following 'categories'.
 - i. Hardship for those aged 19 or older.
 - ii. Childcare for those aged 20 or older.
 - iii. Residential for those aged 19 or older.
 - iv. Administration.
71. In 2016 to 2017 we will retain the existing Learner Support funding arrangements for those providers who received Discretionary Learner Support (DLS) in 2015 to 2016.
72. You cannot transfer funding between your AEB and your Loans Bursary Fund.
73. You must record, report and retain evidence on spending for each of the categories.
74. Administrative costs will be capped at 5% of the value of your 2015 to 2016 DLS allocation.
75. You must:

- i. have criteria for how you will administer and distribute your funds: these must reflect the principles of equality and diversity and be available to learners and to us on request
 - ii. assess and record the learner's needs, demonstrating the need for support
 - iii. report the appropriate Learner Support Reason codes in the 'Learner Funding and Monitoring' fields in the ILR
 - iv. complete a mid-year funding forecast and a final claim
 - v. take into account the availability of other support for learners, for example from JCP or a Work Programme
 - vi. make it clear to learners that it is their responsibility to tell the Department for Work and Pensions about any learner support that they are receiving from you, as learner support payments may affect their eligibility to some benefits
76. You must not use learner support funds for any of the following.
- i. Essential equipment or facilities if the learner is fully funded by us. However, fully-funded learners can get support funding for childcare, transport and residential costs.
 - ii. A learner released on temporary licence.
 - iii. A learner carrying out a higher education course or learning aims fully funded from other sources.
 - iv. To pay weekly attendance allowances or achievement and attendance bonuses.

Hardship

77. Hardship funds can be used for the following.
- i. Course-related costs, including course trips, books and equipment (where costs are not included in the funding rate), domestic emergencies and emergency accommodation.
 - ii. Transport costs (but not to make a block contribution to post-16 transport partnerships or routinely fund transport costs that are covered in the local authority's legal duty for learners of sixth-form age).
 - iii. Examination fees.
 - iv. Accreditation fees, professional membership fees and any fees or charges due to external bodies.
 - v. Your registration fees.
 - vi. Support provided by others, or by providing items, services or cash direct to the learner. This can be a grant or a repayable loan.
 - vii. To support learners on a traineeship including the work placement element.
78. In exceptional circumstances you can use hardship funds to help with fees for disadvantaged learners.
79. If an asylum seeker is eligible for provision you may provide learner support in the form of course-related books, equipment or a travel pass. You must not give a learner who is an asylum seeker support in the form of cash.

20+ Childcare

80. You can only use childcare funding to pay for childcare with a childminder, provider or childminder agency who is registered with Ofsted.
81. You must not use childcare funding:
- i. to fund informal childcare, such as that provided by a relative
 - ii. to set up childcare places or to make a financial contribution to the costs of a crèche
 - iii. to fund childcare for learners aged under 20 on the first day of learning; instead you must direct them to the EFA 'Care to Learn' programme E86. Childcare for those 20 years or older must not be used to top up childcare payments for those receiving 'care to learn'.

Breaks in learning

82. You and the learner can agree to suspend a learning aim while the learner takes a break from learning. This allows the learner to continue learning at a later date with the same eligibility that applied when they first started their learning aim.
83. We will not fund a learner during a break in learning.
84. You must have evidence that the learner agrees to return and continue with the same learning aim, otherwise you must report the learner as withdrawn.
85. You must not use a break in learning for short-term absences, such as holidays or short-term illness.

Who we fund

86. You must check the eligibility of the learner at the start of each learning aim or their traineeship or apprenticeship programme and only claim funding for eligible learners.
87. To be funded by us, on the first day of learning a learner must be:
- i. aged 19 or older on 31 August within the 2016 to 2017 funding year if the learning aim is not an apprenticeship or traineeship
 - ii. an apprentice starting an apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday
 - iii. starting a traineeship on or after 1 August of the academic year in which they have their 16th birthday
88. The age of the learner on 31 August in the funding year determines whether the learner is funded by us or the Education Funding Agency (EFA). For all other purposes, the age of the learner is that at the start of each learning aim.
89. A learner's eligibility will not change during the learning aim or programme, unless they are an apprentice and their employment status changes (see paragraphs A3 and A9 in Apprenticeships: common funding rules).
90. Learners will be eligible for funding for the whole of the learning aim or programme if they are eligible for funding at the start, even if the duration is for over one year. You must reassess the learner for any further learning aims or programmes they start.
91. If an individual starts a learning aim and is not eligible for funding, we will not fund this learning aim for them at any time in the future, even if the individual becomes eligible.
92. Any learner, of any age, must be able to achieve the learning aim or programme of study within the time they have available. If you know a learner is unable to complete a learning aim in the time they have available, they cannot be funded.
- Learners with learning difficulties and disabilities

93. We will fund learners with learning difficulties or disabilities as set out in the Apprenticeships, Skills, Children and Learning Act 2009.
94. We will fund learning and support as needed for individuals who self-declare a learning difficulty or disability.
95. The EFA is responsible for funding provision and support costs for any other learners aged 19 to 24 who are subject to an Education, Health and Care Plan (EHC Plan) or Learning Difficulty Assessment (LDA) for their learning programme through your EFA delivery contract.

What we fund

96. You must make sure that the learning is eligible for funding before the learner starts. The Hub contains details of eligible qualifications and apprenticeship learning aims.
97. You must not claim funding where a learner only resits a learning aim assessment or examination and no extra learning takes place.
98. You must not claim funding for any provision that is delivered to a learner outside England unless we give you permission before learning starts; this includes distance learning.
99. You or your subcontractors must not claim funding for any part of any learner's learning aim or programme that duplicates provision they have received from any other source.
100. We will not fund a learner to repeat the same regulated qualification where they have previously achieved it unless it is:
 - i. a requirement of the apprenticeship
 - ii. for any GCSE where the learner has not achieved grade C, or 5, or higher
101. You must provide accurate unique learner number (ULN) information to awarding organisations and ensure all information you use to register learners for qualifications is correct. You can find more information on GOV.UK.

Annexe 5: Community Learning Fund

1. Introduction

The **Ealing Community Learning Fund** is replacing the previous Neighbourhood Learning in Deprived Communities (NLDC) funding under new guidelines from the Skills Funding Agency. The Ealing Community Learning Fund must link with the policy objectives set out in New Challenges, New Chances Further Education and Skills System Reform Plan: Building a World Class Skills System (2011).

The main aim of the Ealing Community Learning Fund is:

‘Support local voluntary and community sector organisations to deliver learning opportunities for disadvantaged residents in Ealing to support progression back to work.’

Ealing Adult Learning (EAL) is working in partnership with community and voluntary organisations, schools and children’s centres and other local providers to deliver provision, funded by the Skills Funding Agency. EAL is keen to fund community, voluntary and faith organisations that can provide innovative learning opportunities to target disadvantaged communities in Ealing.

EAL will set up a new Community Learning group to support the quality and development of all EAL administered and monitored provision, which will include providers from the following funding areas:

- Community learning
- Qualification learning
- Family learning including Family English maths and language (FEML) and Wider Family learning (WFL)

What is community learning?

Community learning is:

- A broad range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.
- Informal and does not lead to a qualification.
- About supporting people to develop the necessary confidence, skills and knowledge to help them on their journey towards other learning/training or work.

2. Grant Criteria

The Skills Funding Agency (SFA) wishes to concentrate on engaging disadvantaged groups in the community to reduce worklessness and improve skills for sustainable employment and for regenerating communities.

Projects must help contribute to one more of the following outcomes of the Ealing Community Learning Fund:

- improve confidence and willingness to engage in learning
- develop skills preparing people for training, employment or self-employment
- improved digital, financial literacy and/or communication skills and increase online learning and self-organised learning
- better equip parents/carers to support and encourage their children's learning
- increase volunteering and being more active in the community and promote community cohesion

3. Who will benefit from the grant?

Ealing Community Learning Funding is targeted at:

- Adults aged 19 and over (unless it's family learning).
- Under-represented / 'hard to reach' groups, people who are likely to be out of work or excluded from the labour market for reasons such as age, disability, illness or domestic commitments such as childcare.
- Ethnic minorities, lone parents and people aged over 50.
- People who have temporary, casual, part-time or low-skilled jobs

4. What can be funded?

Ealing Adult Learning recognises that there is a wide range of ways in which people learn and so are not prescriptive in determining what constitutes 'learning activity'. We are seeking to support innovative projects and new ways of working that can provide people with their 'first step' into learning. Some examples of the type of activity that can be supported by a grant are:

- Initial help with basic skills.
- Taster work experience, including voluntary work.
- Confidence building and personal development.
- Training, advice and career signposting.
- Job search assistance.
- Engagement activities that support individuals to overcome barriers to learning or employment and local community involvement.

Whatever activity you deliver, you should be clear what the learning outcomes will be, how you will engage residents through your group into the activity and how they may progress following on from this activity into further training, education and employment.

Please note you must be able to show that any tutor involved in the project is trained to a qualified standard e.g. PTTs (Preparing to teach in the lifelong learning sector), CET (certificate in education in training), train the trainer among others (clarification can be given if required) and have the relevant health and safety and other safeguards in place to deliver the project *(e.g. if working with vulnerable adults staff and tutors must have been DBS checked and have completed Safeguarding and Prevent Training prior to delivery).

*EAL will meet with the proposed individual who will be asked to deliver a micro teach and receive training on completion and use of course documentation prior to delivery.

5. Who can apply for a grant?

We define a community organisation as one of the following:

- A voluntary and community unincorporated association (e.g. community centre, group with a basic constitution).
- A registered charity.
- A community interest company or an organisation of another type if you operate as a social enterprise and principally reinvest your surpluses for social benefit (for example, with at least three unrelated Directors and a clear clause within your governing document about how you reinvest surpluses into the community).

You are not eligible to apply if you:

- Are an individual or sole trader.
- Make a surplus or profit which is not principally reinvested for social benefit.
- Are applying on behalf of another organisation.

What should the proposal contain?

Address how you will deliver and achieve the priorities and key performance indicators given, by clearly explaining:

- the aims and objectives of the proposal;
- why the activity is needed and benefits to be gained;
- indicate the communities of interest who will benefit;
- estimate the number of individuals and number of learning centres it is envisaged will be involved;
- show whether the activity proposed is a new venture or will build on existing provision.
- Outline progression options from the proposal and further education, training employment or education.

6. How much funding can you apply for?

There are two funding amounts which you can apply:

- **£1100 for 11-20 hour course**

And

- **£650 for a 6-10 hour course**

Please note that **no capital funding** (e.g. building work) is allowed, other than equipment and relevant resources needed for the project to be delivered and up to a maximum of 10% of the total proposal.

Match Funding/Pound plus:

Under the new guidance from the Skills Funding Agency, we need to maximise the value of projects funded by Ealing Community Learning Fund.

Please provide details of match funding towards your project. This can include funding from other sources, in-kind resources (e.g. room hire, use of pc or other equipment, refreshments), volunteer time and any course fees/charges. If you are unsure how to do this, please contact EAL for help.

The priority aim is to seek new providers and build their capacity to offer appropriate learning and attract voluntary and community sector providers seeking to supply effective learning for 'hard to reach' learners.

Proposals should clearly indicate how collaborative working will be facilitated, and what element of the proposed costs will be devoted to supporting it. Successful organisations will be expected to share good practice and be part of the Community learning group.

Providers should seek to demonstrate how they help learners into employment and actively encourage and support progression opportunities for individual learners, and indicate precisely how they will encourage learners to pursue further learning or employment, e.g. by working with the Community Learning groups and local employers.

Please note that Community Learning funding is entirely for learners aged 19+. Providers have the option of providing for younger learners i.e. aged 18 and under through family learning type projects. All other programmes exclusively for younger learners should be funded from other sources.

Courses should focus on hard to reach or disadvantaged groups identified below and develop small community and voluntary organisations

- Deliver pre-employment support and training to enable adults to move into sustained employment

- Non-qualification courses which improve skills, confidence and wellbeing, and enable progression to qualification, training, volunteering or employment.
- Improve the local environment through the provision of learning and supporting learning, active citizenship skills and knowledge.

Annexe 6: Common accord

..in the working of supply chains in the post-16 Learning and Skills Sector

Clauses and principles of the Common Accord

- i. The scope of the Common Accord is supply chain activity using funds supplied by the Skills Funding Agency or any successor organisations.
- ii. Signatories to the Common Accord commit to the "Overarching Principle" that: **"Supply chains seek to optimise the impact and effectiveness of service delivery to the end user."**
- iii. In line with the overarching principle, signatories will abide by the following:
 - a. **Supply chain management activities should align with the principles of best practice in the skills sector.** *Signatories to the Common Accord agree to be guided by the principles given in the LSIS publication "Supply Chain Management – a good practice guide for the post-16 skills sector" (Nov 2012 and subsequent iterations)*
 - b. **Prime/lead providers in supply chains will at all times undertake fair and transparent procurement activities, conducting robust due diligence procedures on potential subcontractors to ensure compliance with the Common Accord at all levels.** *Signatories agree the importance of ensuring that procurement activities are conducted in a fair and transparent manner to ensure the highest quality of learning delivery is made available, demonstrating value for money and a positive impact on learner lives.*
 - c. **Funding for learning that is retained by the lead provider must be related to the costs of the services provided. These services, and the levels of funding being retained for them, will be clearly documented and agreed by all parties.** *Signatories commit that the rates of such retained funding should be commercially viable for both sides, should be negotiated and agreed in a fair and transparent manner, and should relate to the actual services being provided.*
 - d. **Where disputes between supply chain partners cannot be resolved through mutually agreed internal resolution procedures, signatories commit to submission of the dispute to independent outside arbitration or mediation and to abide by its findings.** *Signatories agree that the achievements of supply chains are attained through adherence to both the letter and spirit of contracts or partnerships. Signatories therefore commit that all discussions, communications, negotiations and actions undertaken to build, maintain and develop supply chains will be conducted in good faith in accordance with the Overarching Principle.*
- iv. Signatories to the Common Accord understand and accept that their commitment and adherence to it may be used as criteria or standards by other sector stakeholders, including but not limited to) funding, representative and professional bodies.