



**Applying for Funding for
Adult and Community Learning
2011-12**



Hampshire Learning

Applying for Funding 2011-12

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Introduction

The Government has set out its plans for the reform of the further education sector in the national Skills Strategy, [Skills for Sustainable Growth](#) (November 2010). Reforms are ongoing and will have an impact on the future delivery of adult and community learning in Hampshire. The importance of investing in skills training to achieve a world class skills base is emphasised with recognition of the contribution of adult and community learning and how the strengthening of relationships between public sector providers and community groups can improve the lives of a diverse range of learners and their local communities. The government has retained the Adult Safeguarded Learning fund and also recognises the benefits of learning for personal development, mental/physical health, digital inclusion and community involvement. In addition, engaging and motivating disadvantaged groups and creating progression pathways towards the wider learning continuum, which includes skills-focused learning and employment, are priorities.

The Skills Funding Agency has outlined the changes to funding policy arising from the publication of the Skills Strategy in [Investing in Skills for Sustainable Growth](#) (November 2010).

Hampshire Learning is able to access two funding streams: Adult Safeguarded Learning and the Adult Skills Budget.

Adult Safeguarded Learning now contains four components which form part of a single budget. These are:

- Personal and Community Development Learning (PCDL)
- Neighbourhood Learning in Deprived Communities (NLDC)
- Wider Family Learning (WFL)
- Family Literacy, Language and Numeracy (FLLN)

Although this now allows for a greater degree of flexibility there is still an expectation upon Hampshire Learning to provide a balanced offer. This offer should be responsive to the needs of the local community, involve partnership working, achieve targets and meet the policy requirements of each element.

The Adult Skills Budget (which covers the former Adult Learner Responsive provision) will allow Hampshire Learning to offer a range and balance of units and qualifications identified through the [Qualifications and Credit Framework](#) that will meet the needs of learners, employers and communities.

In addition, some programmes of learning can be delivered under Formal First Steps (FFS). This is learning that is offered as a planned initial entry point into learning with progression to a further formal programme of learning which moves learners towards full Level 2 qualifications.

Context

Hampshire Learning promotes and delivers a wide range of area-based learning opportunities which support skills and personal development for adults to meet the needs of employers and individuals, both now and in the future. The Service aims to help learners make more informed choices, providing options which allow them to develop the skills they need to function in society; progress into vocational learning and employment; and contribute more effectively in work and within the community. The broad range of innovative learning opportunities is targeted to support the attainment and life chances of adults who are disadvantaged, whilst continuing to address the needs of the wider community, including those learning for personal development, older people, and providing opportunities to improve health, wellbeing and social inclusion.

There are a number of other factors which will require consideration such as area demographics, rurality, and distribution of providers and learners. Within the overarching principles of general access to adult and community learning provision, our aim is to concentrate the majority of our funding on those who need help most, such as those who did not have positive experiences at school, exhibit skills or learning difficulties, or would not otherwise be able to afford the cost of a course.

Hampshire Learning will continue to develop its plans to commission and procure quality learning provision and to forge partnerships with learning providers across the county to develop and deliver adult learning provision in various locations. These include schools, libraries, children's centres, community venues, arts centres and through voluntary organisations.

Characteristics of Hampshire

Factors considered in the development of Hampshire Learning's strategic priorities and in determining the shape and delivery of provision within Hampshire include:

- The County of Hampshire has a population of approximately 1.3 million people
- The population is ageing and 24% is aged over 60
- 93% of the population is deemed to be 'White British'
- Areas within Havant, Gosport, Rushmoor and the New Forest fall within the 20% most deprived areas in England
- Areas within Havant, Test Valley, New Forest and Fareham fall within the 20% most deprived for Education and Skills
- Across the county 41% of residents do not possess qualifications at Level 2 or above
- 15% of the population is estimated to be disabled
- There are currently over 14,000 people claiming Jobseekers Allowance in Hampshire with 25% of those claiming for over 6 months
- 28% of claimants are between of the ages of 18-24 years
- Priority areas for supporting people back to work are Havant, Basingstoke, New Forest, Gosport, Rushmoor and Andover

Priorities

The priorities for Hampshire Learning for 2011-12 are to deliver varied and innovative learning opportunities across a broad spread of venues, including co-location of services, which:

- Improve essential skills and employability for learners to progress to further learning, paid/unpaid work and involvement in the community
- Engage people in deprived communities (in particular Gosport, Havant and Rushmoor) to support personal and community development
- Increase participation by targeting learners from particular equality groups eg those with learning difficulties and disabilities; males; minority ethnic groups; unemployed 19-25 year olds
- Enable parents and children to learn together and for parents to develop confidence to support their children's learning
- Maintain a broad and innovative range of learning opportunities for personal fulfilment and improved health and wellbeing
- Ensure the development of meaningful partnership activities that enable joint working, avoid duplication and share best practice
- Support community development by:
 - ensuring that voluntary and community groups and community organisations can support informal learning activities and create progression routes for people who want to move to more formal learning
 - enabling organisations within the voluntary and community sector to build capacity to reach people who are furthest away from learning and employment

Hampshire Learning will fund activities which can achieve realistic targets and generate impacts within local communities and that meet statutory, contractual and quality requirements. (See Appendix 1 for further guidance).

Applications for Funding

Hampshire Learning is currently seeking applications for funding for the academic year August 2011-July 2012 from providers with a proven track record of delivering high-quality adult and community learning provision to meet the targets and criteria which are set out in this document.

The tables overleaf provide information about the learners, the types of learning programmes, the geographical areas and the fee arrangements for the learning provision that Hampshire Learning wishes to secure during 2011-12.

Applications should be made by submitting the electronic [application form](#) and [spreadsheets](#), no later than 15 April 2011 to:

Paul Whitehead
Planning and Performance Officer
Hampshire Learning
Mottisfont Court, Winchester
SO23 8ZF
Email: paul.whitehead@hants.gov.uk

Adult Safeguarded Learning

Personal and Community Development Learning (PCDL)

Funding will be allocated to support a 'universal offer' for learners which incorporates a wide range of courses, including health, wellbeing, community participation and employability.

There are three types of provision:

- Leisure Learning will generate fee income from learners
- Priority PCDL is offered free of charge to learners
- Skills for Independent Living and Leisure (SILL) may generate fee income from learners although provision may be offered free of charge to learners within disadvantaged communities or for those in financial need.

Where fees are payable, learners may be eligible for fee concessions which will be reimbursed by Hampshire Learning.

Provision	Learners	Delivery Areas	Fee arrangements
<p>Leisure Learning Learning which is offered for personal or skills development, cultural enrichment, intellectual or creative stimulation and for enjoyment. This learning seeks to meet local interests and the needs of the community and to complement what other providers are offering locally.</p> <p>Accreditation under the NCFE Investing in Quality Licence is available</p>	<p>Adults in Hampshire</p> <p>Older people</p> <p>People in rural communities</p> <p>People who are able to contribute towards the costs</p>	<p>Countywide</p>	<p>Fees are payable</p> <p>Concessions apply for learners receiving income-related benefits</p> <p>25% fee concession for older learners</p>

<p>Priority PCDL Learning which will provide learners with an opportunity to gain or develop skills and confidence to progress to further learning, personal development and employment and which may provide opportunities for advancement in their work or personal life.</p> <p>All courses will be accredited under the NCFE Investing in Quality Licence or through Units of the QCF or Units of Skills for Life qualifications</p>	<p>Adults who have benefited least from the education system; are in most financial need; may be 'disadvantaged' for a variety of reasons eg mental illness, homelessness. Unemployed persons, in particular those aged 19-24. Adults referred from Jobcentre Plus: newly unemployed up to 6 months / unemployed and aged over 50</p>	<p>Countywide</p>	<p>Courses are free of charge</p>
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Provision	Learners	Delivery Areas	Fee arrangements
<p>Skills for Independent Living and Leisure (SILL) This learning encourages the development of knowledge, skills and understanding, and personal interests to improve personal experiences and to encourage independent living and leisure in the community.</p> <p>All courses will be accredited under the NCFE Investing in Quality Licence, through units of the QCF or Units of Skills for Life qualifications</p>	<p>Learners with learning disabilities and difficulties who are at pre-entry or entry level who can benefit from participating in a learning programme to gain recognition of their skills and personal development</p>	<p>Countywide</p>	<p>Fees are payable. Concessions apply for learners receiving income-related benefits Some courses may be offered free to learners who are in the most financial need or who have specific needs</p>

Neighbourhood Learning in Deprived Communities (NLDC)

Funding is available to support local community organisations to develop their capacity to deliver learning opportunities for residents of disadvantaged neighbourhoods.

Learning Provision	Learners	Delivery Areas	Fee arrangements
<p>Learning in communities NLDC funding supports community based learning which will build the capacity of communities. It aims to attract excluded / under-represented groups into learning activities and provide 'first step' learning in local communities. Programmes should improve the local environment eg by promoting neighbourhood renewal and active citizenship skills and delivering pre-employment support and training to enable adults to move into sustained employment. NLDC programmes should target groups of learners according to levels of prior achievement to widen participation and encourage progression to further learning.</p>	<p>Excluded and under-represented groups and individuals within local communities.</p> <p>Local people who wish to develop roles in community leadership; as community champions or community tutors; or to take up volunteering roles.</p> <p>Learners who participate in these programmes are likely to improve their self confidence, essential skills and readiness for employment.</p>	<p>Gosport, Havant and Rushmoor</p>	<p>Participation in community activities and courses is free of charge</p>

<p>Capacity Building for Voluntary and Community Sector training providers Supporting the development of voluntary and community training providers through a capacity building programme including providing training for staff and volunteers</p> <p>Accreditation for all NLDC provision is available under the NCFE Investing in Quality Licence or through Units of the QCF.</p>	<p>Staff and volunteers in voluntary and community organisations</p>	<p>Gosport, Havant, Rushmoor</p>	<p>Courses and activities are free of charge</p>
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Family Programmes

Family programmes aim to encourage family members to learn together. They should include opportunities for intergenerational learning and, wherever possible, lead both adults and children to pursue further learning; 'Family' is purposely not defined to enable adults and children with a range of relationships to participate together. The term "adult" or "learner" has been used throughout but it is assumed that this includes mothers, fathers, carers, grandparents – whoever has a key caring role for the child.

Learning Provision	Learners	Delivery Areas	Fee arrangements
<p>Family Literacy, Language and Numeracy (FLLN) These are Skills for Life programmes aimed at, and designed for parents with literacy or numeracy needs. Family language is used to describe the programmes for families where English is not the primary language at home.</p> <p>Learners on FLLN programmes should work towards the national qualifications in literacy and numeracy</p>	<p>Adults who do not have Level 2 qualifications in literacy, language and numeracy</p> <p>Disadvantaged learners including: unemployed people and other groups at risk of exclusion</p>	<p>Basingstoke, Eastleigh, Fareham, Gosport, Havant, New Forest, Rushmoor, Test Valley</p>	<p>Courses are free of charge</p>
<p>Wider Family Learning (WFL)</p> <p>Programmes that are specifically designed to enable adults and children to learn together or that enable parents to learn how to support their children's learning.</p> <p>All programmes should have processes to signpost a learner to an FLLN or Skills for Life programme if their assessment shows they have a literacy or numeracy need.</p> <p>All courses will be accredited under the NCFE Investing in Quality Licence</p>	<p>Learners in deprived communities, specifically those who do not have any formal qualifications or have not reached Level 2.</p> <p>Fathers in order to increase the male participation.</p>	<p>Basingstoke, Eastleigh, Fareham, Gosport, Havant, New Forest, Rushmoor, Test Valley</p>	<p>Courses are free of charge</p>

<p>Other Family Learning courses Learning for parents/carers to develop knowledge, skills and understanding about their children's development and learning. Learning may be offered to adults with their children or to adults only.</p> <p>Accreditation is available under the NCFE Investing in Quality Licence or as Unit Accreditation within the QCF</p>	<p>Parents/carers who wish to participate in learning with their child/ren or to learn about their child's development and learning.</p> <p>Learners will generally already have Level 2 qualifications and would not be eligible to participate in Wider Family Learning courses.</p>	<p>Countywide</p>	<p>Fees are payable.</p> <p>Concessions apply for learners receiving income-related benefits.</p> <p>Some courses may be offered for 'Priority' learners and therefore free of charge</p>
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Adult Skills Budget

Learning Provision	Learners	Delivery Areas	Fee arrangements
<p>Qualification Courses Courses that are recognised within the Qualifications and Credit Framework (QCF), particularly at Entry level and Level 1. Centres delivering this provision must have a track record of successful delivery to meet Awarding Body requirements and evidence that approvals, systems and expertise are in place.</p> <p>See Page 24 for details of Qualifications Courses</p>	Adults who wish to gain a qualification to improve their essential skills, employability skills and to progress to further learning	Basingstoke Eastleigh Fareham Gosport Havant Rushmoor Test Valley	<p>Fees are payable.</p> <p>100% fee concessions are available for unemployed people on active benefits</p>

Formal First Steps (FFS)

<p>Formal First Steps (FFS) Learning that is offered as a planned, initial entry point into learning. First Steps learning involves a short episode of learning, (usually 10 hours) designed to build learners' confidence and support their planned progression into longer formal programmes of learning.</p> <p>Accreditation is available through Units of the QCF, Units of Skills for Life qualifications or under the NCFE Investing in Quality Licence</p>	Adults who are returning to learning (particularly at Entry and Level 1) who will progress to Skills for Life and Level 2/3 qualification outcomes, particularly those who may be socially excluded or disengaged from learning.	Basingstoke Fareham Gosport Havant Rushmoor Test Valley	Courses are free of charge
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Funding Contributions to Providers

Hampshire Learning is keen to provide improved access to all types of learning opportunities and is able to make a contribution to providers to support a variety of learning activities. Providers will need to submit data on the provision, including numbers of learners engaged. Funding contributions may be used to support learners who wish to participate in self-organised or less formal learning groups or activities or for other projects eg to build capacity within voluntary and community organisations.

Learning Provision	Learners	Delivery Areas	Fee arrangements
<p>Support for small or new provision This funding is intended to support learning which is offered by groups or organisations to meet local needs and to provide a range of activities within a community.</p> <p>Groups may be self-organised or develop with the support of a community group or learning organisation and the intention is that the group becomes self-sustaining over time.</p>	Adults who wish to be involved in local learning activities to pursue a hobby or interest, including community ventures, or to embark on something new and gain new skills, knowledge and confidence.	Countywide	Variable – See Page 14

Staff Development

Hampshire Learning delivers staff development training events for staff employed to manage and deliver the learning provision. Applications from providers with experience of delivering high quality courses in the following areas are welcomed.

Learning Provision	Learners	Delivery Areas	Fee arrangements
<p>Preparing to Teach in the Lifelong Learning Sector (PTLLS) 30 hour course – delivered flexibly to meet needs of learners</p>	Tutors employed to deliver funded courses on behalf of Hampshire Learning (subject to eligibility)	Countywide	Courses are free of charge
<p>Safeguarding Training Half-day or one day sessions to meet needs of the Service</p>	Staff involved with the management and delivery of Hampshire Learning funded provision	Countywide	Courses are free of charge
<p>Equality and Diversity (E&D) Training Half-day or one day sessions to meet needs of the Service</p>	Staff involved with the management and delivery of Hampshire Learning funded provision	Countywide	Courses are free of charge

Funding Rates

Funding for 2011-12 will be allocated according to the rates indicated below:

Funding per learner

Learning Category	Course length (glh)	Funding per hour per adult learner
<ul style="list-style-type: none"> • Priority PCDL courses • Skills for Independent Living • Neighbourhood Learning in Deprived Communities 	2 - 20	£6.00
Qualification courses	variable	National funding rates apply
First Steps	9 - 20	£6.00
<ul style="list-style-type: none"> • PCDL – Leisure courses • ‘Other’ Family Learning courses (Most courses will fall in the range of 10 – 60 hours) 		£20.00 per adult learner
PCDL – Workshop based programme (Most courses are 6 hours or less)		£5.00 per adult learner

Funding per Course

Wider Family Learning

Course type	Course length (guided learning hours - glh)	Funding for joint programme (adult and child)	Funding for adult only programme
		Based on 9 learners per course	
Taster	2	£180	
	3	£270	
Introductory	6	£400	
Short – non-accredited	10	£800	
Short – accredited	10	£900	£480
Learning Together About Children's Rights - accredited	24	£1800	£1200

Family programmes with fewer than 9 adults would have the funding reduced pro-rata.

Family Literacy, Language and Numeracy

Course type	Course length (guided learning hours - glh)	Funding for joint programme (adult and child)	Funding for adult only programme
		Based on 9 learners per course	
Workshop	2	£185	£110
	3	£285	£170
Introductory	12	£1045	£715
Short	30	£3000	£1975
	36	£3600	£2250
	48	£4800	£3000
Standard	60	£6650	
	72	£7980	

Staff Development

Course	Course length (guided learning hours - glh)		
PTLLS	30	£2500	10 – 12 learners
Half day workshop (Safeguarding or E&D)	3	£150	Up to 20 participants
Full day workshop (Safeguarding or E&D)	6	£300	Up to 20 participants

Funding Contributions for small or new provision

Funding contributions are normally in the region of £1000 to support 50 learners: applications may be made for higher or lower amounts and the ratio is offered as a guide. The funding contributions application form will be available on the [Hampshire Learning](#) website.

Remission of Fees

The above funding takes into account full remission of fees for learners in the following categories of learning:

- Priority PCDL
- Neighbourhood Learning in Deprived Communities
- Wider Family Learning
- Family Literacy, Language and Numeracy
- First Steps Learning
- Qualification courses where learners are unemployed and on 'active' benefits such as Income-based Jobseeker's Allowance and Employment Support Allowance.

For other learning categories, payment is available to providers to meet the costs of remission of fees (usually 50%) for learners on 'active' benefits.

25% remission of fees is available for learners aged over 60 on 1 August 2011.

Learner and Learning Support

Learner support relates to discretionary support for learners on courses that are expected to enhance their skills, competence or personal development, so as to contribute to their future training, education, employability or self-employment. This could include transport costs or assistance towards childcare facilities.

Providers will be able to request funding through an application form to outline specific details of the support required.

The funding will be allocated on an individual learner basis.

Learning support refers to arrangements that are required to provide additional support for learning by individual learners, over and above that which is normally provided in a standard learning programme. The additional learning support is required to help learners gain access to, progress towards and successfully achieve their learning goals.

The need for additional support may arise from a learning difficulty or disability. Centre Managers will be able to request funding for learning support, outlining specific details of level of support required. The funding will be allocated on an individual learner basis.

Referrals from Jobcentre Plus

Hampshire Learning works in partnership with Jobcentre Plus to ensure that those seeking work have access to a full range of learning opportunities. There is particular interest in courses that cover a range of employment preparation topics and the following NCFE IIQ accredited courses cover these areas: Assertiveness Skills, Confidence Building, Empower, Getting Started with IT, Volunteering, Work Preparation, Job Search.

The following locations have been highlighted as priority areas: Rushmoor, Basingstoke, Andover, Gosport and Havant. Job Centre Plus will actively promote courses Hampshire Learning provision and will refer adults directly to learning programmes.

Leadership and Management

Providers delivering funded adult learning provision are expected to meet the requirements of Ofsted's Common Inspection Framework for Further Education and Skills 2009 and Hampshire Learning's quality standards. These standards, together with annual self-assessment and quality improvement planning, support the process of continuous improvement. Hampshire Learning expects tutors to be registered with the Institute for Learning, the professional body for teachers and trainers in the further education and skills sector. They should have appropriate adult teaching qualifications/experience, expertise/qualifications in the subject area and hold (or be actively working towards) the appropriate professional status.

Providers will be expected to submit to Hampshire Learning full and accurate records for all planned provision by key dates to ensure that the central database is complete and accurate. Each provider is responsible for ensuring that all adult learning provision funded by this agreement complies with the law and any statutory regulations, particularly in respect of:

- Health and Safety
- Equality and Diversity
- Safeguarding Children and Vulnerable Adults
- Data Protection
- Employment Law

All providers are required to create a safe, healthy and secure learning environment. Providers must adopt recruitment Safer Recruitment practices to comply with the law and will ensure that young and vulnerable learners are protected. They must ensure the suitability of staff and volunteers to work with children and vulnerable adults in accordance with Hampshire County Council's Safeguarding policies and procedures. Providers should register with the Criminal Records Bureau where their employees or volunteers may have regular contact with individuals under 18 or vulnerable adults. They must make certain that the appropriate checks are made to ensure that employment that involves regular contact with young people under the age of 18 is not offered to, or held by, anyone who has been convicted of certain specified offences, or whose name is included on lists or people considered unsuitable for such work. Providers must maintain a single central register of all staff and volunteers, identifying staff who are in regular contact with children and vulnerable adults and including numbers of CRB checks with dates of the most recent checks.

Appendix 1

Checklist for the submission of Applications for Funding

All funding applications should address the objectives within the Skills Strategy and meet Hampshire Learning's Priorities for 2011-12. In addition, applications for funding should include reference to the following:

Information on the scale of need

- Indices of deprivation
- Local area priorities
- Labour market information
- Analysis of data from previous year's provision to support planning

Commitment from partners

- Effective partnerships with schools, children's centres, voluntary and community groups
- Links with Jobcentre Plus, FE Colleges
- Add value to each other's programmes

A local strategy

- Clearly defined strategy for adult and community learning in the local partnership area

Targets to measure progress

- Clear targets for achievement and progression
- Ability to measure the improvement in skills

Strategies for marketing and to engage hard to reach learners

- Appropriate promotional resources and activities
- An effective referral system
- Provision designed to meet the needs of disadvantaged learners

Commitment to meet individual need

- Effective initial assessment
- Diagnostic assessment where appropriate
- Planning for individual learning
- Motivational learning materials
- Opportunities for accreditation and for national qualifications

Value for money

- Programmes represent good value for money

Structure and content of programme

- A mix and balance that recognises the levels of the learners and a range of skills
- Taster sessions that are effective in capturing and motivating learners
- Longer courses where learners achieve learning goals, consider next steps and appropriate progression routes

Achievement and progress

- Recording of learners' progress and achievement with effective monitoring and opportunities for discussion with learners at regular intervals
- Appropriate accreditation opportunities for all learners
- Systems for recording other achievements including improved skills, growth in confidence, more active involvement in community activities

Progression

- Adults should be encouraged and supported to progress to further learning including access to employability and vocational programmes

Qualified and experienced workforce

- Tutors need to be appropriately qualified in their subject knowledge, registered with the Institute for Learning (IfL) and have, or be working towards, appropriate teaching qualifications
- They must carry out and record their Continuous Professional Development (CPD) in accordance with IfL requirements
- Providers must ensure that they follow Safe Recruitment practices and maintain a Single Central Record of tutor qualifications, dates and numbers of CRB checks, and IfL registrations

Monitoring and evaluation

- Collection of data on achievement, success, retention, progression
- Use of relevant data to inform curriculum development and quality improvement.

Quality Improvement

- Providers should focus on meeting individual learners' needs and abilities, putting in place adequate arrangements to assess learners' progress and achievement, advice and guidance and monitoring of learner progression routes.
- Providers must comply with Awarding Body requirements for qualification courses
- Hampshire Learning's NCFE Investing in Quality Licence provides a quality framework for all Hampshire Learning provision: providers should be aware of the quality standards and how to work within the Framework.

Leadership and Management

- All learning provision must comply with the law and any statutory regulations, particularly in respect of:
 - Health and Safety
 - Equality and Diversity
 - Safeguarding Children and Vulnerable Adults
 - Data Protection
 - Employment Law
- Provision must meet the requirements of Ofsted's Common Inspection Framework for Further Education and Skills 2009
- Providers will participate in annual self-assessment and quality improvement planning

Appendix 2

Guidance on the Delivery of Learning Programmes

Personal and Community Development Learning (PCDL)

There are three categories of learning under this funding stream: Leisure Learning; Priority PCDL; and Skills for Independent Living and Leisure

Leisure Learning

Aims

- To develop knowledge, skills and understanding in a range of subject areas, including health, wellbeing and personal development
- For personal interest and enjoyment
- To engage learners in community development / citizenship projects

Suggested Courses

- Arts and Crafts
- Beginners' and Improvers Computer Courses
- Modern Foreign Languages
- Cookery
- Preparation for Employment
- Healthy Living/Healthy Eating
- Sports and Fitness
- Dance and Drama
- Complementary Therapies
- Managing Change eg Preparing for Retirement
- Active Citizenship eg Understanding Global Warming; Sustainability
- Volunteering Programmes
- Courses that support the 2012 Olympics Cultural Legacy

Accreditation

Accreditation for Leisure courses is available under the NCFE Investing in Quality Licence.

Priority PCDL

Aims

- To develop knowledge, skills and understanding in a range of subject areas, including health, wellbeing and personal development
- To improve employability
- To manage change or cope with current/future life situations
- To promote active citizenship

Suggested Accredited Courses

- Confidence Building
- Personal Development
- Work Preparation
- Job Search
- Taking Part

- Assertiveness
- Managing Life Changes
- Getting Started with IT
- Volunteering Programmes
- Confident Cookery
- Gardening
- Sustainability

Accreditation

All courses delivered under Priority PCDL will be accredited under the NCFE I/Q Licence or as Units of the QCF or Units of Skills for Life qualifications.

Progression

- Further PCDL learning / informal learning opportunities
- Skills for Life provision
- Volunteering opportunities / community projects / employment
- Qualification courses

Skills for Independent Living and Leisure (SILL)

Aims

- to develop the knowledge, skills and understanding of adults with learning difficulties and/or disabilities
- to encourage independent living in the community

Suggested Accredited Courses

- Computing for Visually Impaired Learners
- Assertiveness Skills
- Confident Cookery
- Art, Design and Craft
- Preparation for Volunteering
- Skills for Life: Literacy, Numeracy, ICT
- Taking Part (in community-based projects)
- Gardening
- Employment Skills

Accreditation

All courses will be accredited under the NCFE Investing in Quality Licence, or as Units of the QCF or Units of Skills for Life qualifications

Progression

- Further learning opportunities eg Units from the QCF or PCDL courses
- Volunteering
- Employment or supported employment

Neighbourhood Learning In Deprived Communities (NLDC)

Aims

- To encourage learners in deprived communities to engage in learning
- To provide information, advice and guidance on further learning opportunities
- To provide opportunities for learners to become involved in the local community
- To improve employability and improve essential skills
- To develop knowledge, skills and understanding of the local community
- To build capacity by working in partnership with local voluntary and community groups

Suggested programmes

- Community-based projects
- Volunteering programmes
- Training in community leadership; as community champions or community tutors
- Arts and Crafts
- Health and Wellbeing
- Sport and Exercise
- Practical Skills eg gardening, dressmaking, cookery
- Sustainability
- Preparation for Employment
- Skills for Life: Literacy, Numeracy, ESOL, ICT
- Active Citizenship
- Personal Money Management
- Programmes linked to the 2012 Olympics including:
 - sports coaching
 - volunteering
 - family learning

Accreditation

Where appropriate, accreditation is available through Unit Accreditation under the QCF or the NCFE Investing in Quality Licence. Participation in community projects or volunteering activities may be accredited as well as personal and skills development.

Progression

- Volunteering opportunities / community projects / employment
- Further learning including preparation for employment programmes
- Literacy / Numeracy provision
- Becoming more actively involved in the community

Family Programmes

There are three categories of learning in this section: Family Literacy, Language and Numeracy (FLLN), Wider Family Learning (WFL) and other Family Learning programmes.

Family Literacy, Language and Numeracy

Aims

- To improve the literacy, language and numeracy skills of parents
- To improve parents' ability to help their children
- To improve children's acquisition of literacy, language and numeracy skills

Although much of the Family Literacy, Language and Numeracy (FLLN) provision is currently delivered by tutors from the Hampshire Learning Tutor Team, Hampshire Learning invites applications from providers who can demonstrate a record of delivering high quality FLLN courses. Further information providing full details of FLLN courses is available on the [Hampshire Learning](#) website.

Accreditation

All learners on FLLN programmes will work towards accreditation. Learners on courses of 30 hours or more will be entered for National Tests in Literacy and Numeracy at the appropriate level.

Progression

- Further FLLN / Skills for Life courses at the next level
- Further learning opportunities eg PCDL or qualification courses
- Volunteering eg in schools
- Employment

Wider Family Learning

Aims

- To develop the skills or knowledge of both the adult and child participants
- To help parents/carers to be more active in the support of their children's learning and development and to understand the impact of that support.

Suggested Programmes

Family Learning programmes provide an opportunity for parents to develop the skills and self confidence to support their children, usually focusing on a particular theme or curriculum area. These may initially be a short workshop leading onto a longer 10 hour programme and can include, as examples, the following accredited courses:

- Healthy Eating
- Arts and Crafts
- Communication Skills
- Healthy Living/Healthy Eating
- ICT
- Under-5s programmes
- Money Management

- Health and Safety
- Family Gardening
- Sustainability
- Family Games
- Courses that support the 2012 Olympics Cultural Legacy

Accreditation

All Wider Family Learning courses will be accredited under the NCFE Investing in Quality Licence.

Progression

- FLLN / Skills for Life courses for those without Literacy and Numeracy at Level 2
- Further learning opportunities eg PCDL or qualification courses
- Volunteering eg in schools
- Employment

Further guidance on delivering Wider Family Learning courses is available on the [Hampshire Learning](#) website.

Other Family Learning courses

These programmes will have the same Aims as those delivered under Wider Family Learning and courses may include those outlined above. Learners will generally already hold Level 2 qualifications, so the focus and content of courses will need to reflect the needs of learners.

Accreditation

Accreditation is available under the NCFE Investing in Quality Licence.

Progression

- Further learning opportunities eg PCDL or qualification courses
- Volunteering eg in schools
- Employment

Direct Delivery of Family Programmes

Hampshire Learning's team of tutors delivers family programmes to schools, children's centres and other organisations. working in partnership with existing providers as well as developing new opportunities for family learning.

Funding for directly delivered provision remains with Hampshire Learning but partners will be able to claim approved costs incurred in setting up the programmes. Hampshire Learning's team of tutors will be responsible for data collection and the quality framework to support the programmes.

Qualification Courses

Funding is available to deliver qualification courses where providers are able to meet the Awarding Body requirements to manage the assessment, internal verification and quality systems. Courses have been selected from the Qualification and Credit Framework (QCF).

Aims

- To deliver high quality learning provision to meet learners' needs
- To ensure learners have appropriate assessment opportunities to gain the identified qualification
- To provide progression opportunities to further study and qualifications
- To meet employers' requirements for a qualified workforce
- For personal interest and satisfaction

Accreditation

The qualification courses that will be supported through this funding stream are included in the table below.

These courses are subject to final confirmation of funding eligibility for 2011-12.

Awarding Body	Qualification	Level	Guided Learning Hours
NCFE	NVQ Award in Business and Administration (QCF)	1	47-61
NCFE	Award in Employability Skills (QCF)	1	36-48
NCFE	Award in Employability Skills (QCF)	2	36-48
NCFE	Certificate in Adult Literacy	E/1/2	variable
NCFE	Certificate in Adult Numeracy	E/1/2	variable
Various	Award in IT Users (ITQ) (QCF)	1	60-70
Various	Award in IT User Skills (ITQ) (QCF)	2	70-80
Various	Certificate for IT Users (ITQ) (QCF)	1	100-110
Various	Certificate in IT User Skills (ITQ) (QCF)	2	110-120
NCFE	Award in Working with Children (QCF)	1	100

Hampshire Learning currently has approval to deliver qualification courses through NCFE and City and Guilds. Where providers are able to accredit courses through other Awarding Bodies, they must be aware of, and able to meet, all Awarding Body requirements.

Progression

- Next level of qualification or appropriate learning opportunity to further develop learners' skills and understanding and to meet individual learners' goals and aspirations.
- Some progression will be to partners' provision eg further education colleges.

Formal First Steps (FFS)

Aims

- To provide information, advice and guidance for learners to progress to further learning
- To provide support for developing skills for learning
- To identify progression opportunities for learners to move towards Level 2 qualifications prior to the start of the course
- To make progression a realistic and achievable goal for learners by working in collaboration with providers offering Level 2 qualifications

Suggested courses:

Courses will provide the first stage of a programme of learning which encourages learners to progress to Skills for Life or Level 1/2 qualification courses. This might include partner organisations who are offering vocational training, for example, NVQ courses or other qualifications in Health and Social Care; Administration; Customer Care, Information Technology.

Accreditation

Accreditation is available through appropriate Unit Accreditation under the QCF; Units of Skills for Life qualifications or under the NCFE Investing in Quality Licence

Progression

- Courses leading to Skills for Life and Level 1/2 qualification courses
- Progression routes should be identified prior to the start of the course

Appendix 3

Qualifications and Credit Framework (QCF)

The Government has introduced the QCF as part of a national strategy to raise education and skills levels by improving, and building on, the former National Qualifications Framework in particular to:

- introduce qualifications that are flexible and accessible to learners, and enable them to raise their skills levels, learning in their own time and at their own pace and place
- make the qualifications framework more transparent and easier for learners, employers, providers, parents and others to understand
- develop qualifications more relevant to employment and to the needs of employers
- support progression within education and employment and provide an underpinning framework for lifelong learning

The QCF presents qualifications in a way that is easy to understand and measure. Every unit and qualification in the framework will have:

- a Credit Value - one credit represents 10 hours, showing how much time it takes to complete.
- a Level - between Entry level and Level 8, showing how difficult it is

The credit value will then determine the size of the qualification. There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more)

The QCF will enable providers to design more flexible programmes, suitable to the needs of individual learners, because it recognises smaller steps of achievement. This will provide more flexibility for learners to build up credits at their own pace and combine them in a way that will help them achieve their goals.

Although Hampshire Learning has identified several qualification courses from the QCF which may be delivered under the Adult Skill Budget (see Page 24), other funding streams may be used to support Unit Accreditation from the QCF. These may be Units from the qualifications identified above, or Units that have been identified from other qualifications to meet the needs of learners locally.

Providers will need to provide a clear rationale for their programme of qualification courses, identifying planned progression routes which may be in conjunction with other providers in the area. Information, advice and guidance that supports learners in identifying appropriate learner pathways will be a key feature of the QCF.

Appendix 4

Guidance for delivering NCFE Investing in Quality (IIQ) Programmes



All Hampshire Learning **non-accredited** programmes fall under the quality standards of Hampshire County Council's NCFE Investing in Quality (IIQ) Licence Part A. For all programmes delivered under the IIQ licence, Centres must satisfy the criteria contained in Quality Statements 1 – 5 below.

Programmes that are **accredited** under Part B of the Licence must also satisfy the requirements set out in Quality Statements 6. They must have clearly stated Learning Outcomes relating to skills and knowledge, as well as defined assessment criteria and methods and systems and processes for internal verification.

Details of all accredited programmes available under Part B of the IIQ Licence can be found on the [Accreditation pages](#) of the Hampshire Learning website. Programmes fall into 3 main groups: Community Learning; Family Learning; Personal Development..

Investing in Quality – Quality Statements

Quality Statement 1	Centres show evidence of: Working towards and/or maintaining: high levels of retention; high levels of completion; high levels of achievement. Centres also provide learners with appropriate progression opportunities.
Quality Statement 2	Centres offer equality of access to learning opportunities, are responsive to the needs of individuals, businesses and communities and are responsive to the diverse needs of learners.
Quality Statement 3	Centres ensure programmes are delivered and, as appropriate, assessed by competent and appropriately-qualified staff.
Quality Statement 4	Centres provide learners with a safe, healthy and supportive environment.
Quality Statement 5	Centres must provide effective leadership and management of quality and curriculum/training development.
Quality Statement 6	For all programmes where learners are awarded a Certificate of Achievement the following will apply: <ul style="list-style-type: none">• The programme's Learning Outcomes will have defined assessment criteria/methods, which are fit for purpose and are regularly reviewed• The Centre must have adequate assessment and internal verification procedures• Achievement data must be retained for current programmes and for at least 12 months after completion of the programme.

Assessment and Verification Procedures

Centres must demonstrate that their Assessment and Internal Verification procedures ensure that:

- Candidates understand the purpose of assessment and what is expected of them
- Assessment is fair, carried out regularly and used to inform candidates of the progress they have made and how they might improve
- Candidates produce valid, current and authentic evidence sufficient to enable the assessor to judge the candidate's performance against the requirements
- There is a process for standardisation activity which is carried out on a regular basis
- Achievement data is retained for current programmes and for at least 12 months after completion of the programme

Full details of the NCFE Investing Quality Licence is contained in the [Handbook](#) and contains information about developing new programmes for accreditation.

Providers who are intending to deliver NCFE IIQ accredited programmes must ensure that the accreditation status of the course has been confirmed on the funding application form and is included within the funding schedule attached to the Funding Agreement. This will trigger the appropriate central admin procedures. Providers will be reminded of the requirements at each stage and are required to respond promptly to requests for information.

Appendix 5

Guidance Notes for Completion of the Funding Application

Part A - Background Information

A Organisational details

Give details of the organisation which will be responsible for delivering the learning and for financial transactions. If a different organisation handles the finances please give details.

B Categories of funding applied for:

A full list of the funding categories available is given. Please delete those categories for which you are NOT applying. Full descriptions of the learning categories are given in the document "Applying for Funding for Adult and Family Learning 2011/12"

C Rationale of Need

Outline a clear rationale of need, including relevant factors such as: local community (eg areas of deprivation); target learner groups.

D Recruitment Strategies

Identify the strategies you will be employing for recruiting learners to specific programmes and providing opportunities for progression where appropriate.

E Delivery Arrangements

Give specific details of how programmes will be delivered against essential requirements to include:

- specific staffing arrangements
- plans for joint working with other organisations
- capacity to manage quality processes

F Financial Management

Please give details of the financial management arrangements and complete the Financial Forecast form.

Part B – Course Information Spreadsheet

Header Data

1 Provider name

2 Contact for queries regarding spreadsheet

Please enter the name and contact details of the person to whom queries regarding the information on the spreadsheet should be directed.

Learning Category tabs

The information required differs between Learning Categories. Where an item does not apply for a specific learning category it does not appear on the spreadsheet.

1 Course Title

Please provide full title of the course. This should have sufficient information to identify the subject area of the course.

2 Level of Learning

Use one of the following codes:

Code	Level of Learning	General Qualifications	Occupational Qualifications	Adult Core Curricula
3	Level 3	A level	NVQ Level 3	
2	Level 2	GCSE grades A-C	NVQ Level 2	Adult Literacy/Numeracy Level 2
1	Level 1	GCSE grades D-G	NVQ Level 1	Adult Literacy/Numeracy Level 1
E	Entry			Adult Literacy/Numeracy Entry 3

Entry Level (E)

This would include most Skills for Independent Living and Leisure (SILL) and FLLN provision and some Family Learning (FL) or Personal and Community Development Learning (PCDL). Courses at 'pre-entry' level (eg some courses for adults with learning difficulties) may be included here.

Level 1 (1)

Courses at this level would include most 'first year' PCDL courses and some Family Learning courses. FLLN and some SILL courses may be delivered at this level.

Level 2 (2)

This represents study at the level of a GCSE. Courses to be entered include learners who have had previous experience in studying the subject, for example learners undertaking a second or third year evening class in the subject.

Level 3 (3)

This represents study at the level of an A level. Many providers will only be offering vocational courses at this level. However some similar unaccredited courses might include:

- Advanced language courses
- Training courses such as Community Work and Early Education and Childcare

For mixed ability groups an average level of learning should be specified

To complete the spreadsheet please select the correct codes from the drop down list.

3 Enrolments

Please give the anticipated number of enrolments for the course. For Wider Family Learning and FLLN courses the funding is based on 9 adult enrolments per course and so we would expect the anticipated number of enrolments to be 9.

For other categories minimum and maximum enrolment numbers have been specified as follows:

- Skill for Independent Living and Leisure: 6 - 8
- First Steps, NLDC and Priority PCDL: 8 - 10
- Leisure Learning: 10 - 12

4 Learners

Please specify the number of learners for whom this will be their first course in the academic year 2011-12.

Examples

- 1) If funding is requested for a French course running in the autumn term it is likely that all enrolments will be from learners enrolling for the first time in 2011-12 so the number of learners may be the same as the number of enrolments. If funding is also requested for a continuation of this course in the spring term then although the anticipated number of enrolments may be the same as for the autumn term the number of learners may be zero because all the enrolments will come from learners who enrolled on the first term
- 2) If funding is requested for an FLLN workshop for 9 learners which is intended to recruit learners for a longer course, then the workshop would be entered as 9 enrolments and 9 learners: however the longer course, whilst still having 9 enrolments, would have fewer than 9 learners as some or all of the learners would be expected to have previously enrolled on a workshop.

5 Course Length

Please indicate the total potential learning hours for each course (duration of each class session x the number of sessions). This is used to calculate funding for each course and to provide information required by the Skills Funding Agency.

Maximum numbers of learning hours have been set per category for the following:

- Wider Family Learning - 23 hours

- Family Literacy, Language and Numeracy – 72 hours
- Skill for Independent Living and Leisure, First Steps, NLDC, Priority PCDL – 20 hours
- Leisure learning – 60 hours

6 Course Code

This field is not required for Wider Family Learning or FLLN courses as all course codes will be generated by Hampshire Learning. For all other categories the field is optional. If left blank a course code will be generated by Hampshire Learning and allocated to the course. If you wish to allocate your own code this must be exactly 4 characters long. A system prefix will be attached to all codes to guarantee uniqueness across all providers.

7 Term

Please indicate the academic term in which the course(s) will begin. Select one of the values from the drop down list

- 1 = Autumn term 2011
- 2 = Spring term 2012
- 3 = Summer term 2012

8 Tutor Details

Please identify the tutor who will be delivering this programme, where known, and indicate whether the tutor has been registered with the Institute for Learning. If you are unable to identify a named tutor at this stage, please indicate how you intend to meet this requirement. (All tutors are required to hold an adult teaching qualification together with relevant subject qualifications.)

9 Accreditation Status

Please indicate which awarding body will provide accreditation. For all accredited courses there is a requirement that all learners on the course will be prepared for the relevant qualification. (Funding will be reduced if an accredited programme is not delivered with the appropriate qualification aim as the final goal.)

10 Children

For Family Programmes please indicate whether the course is to be a Joint programme or Adults only. Please be aware of the restriction on Adult only Wider Family Learning courses. Further guidance on delivering Family Learning courses is available on the [Hampshire Learning](#) website.

11 Aims

Please supply information on the aims of the learning programme and the intended benefits to learners.

12 Progression

Please supply clear details of planned internal and external progression routes.

13 Accreditation Details

Please supply details of accreditation where appropriate.

14 Funding Required

The final column should populate automatically with the funding appropriate for the details entered. If a value of 0 appears then incorrect details have been given.

Criteria for Prioritising Allocation of Funding

All applications for funding must meet the targets and criteria set out in this document. In previous years, applications have exceeded the available levels of funding. In anticipation of a recurrence of this high demand, the following additional criteria will be used to prioritise allocations:

- Coherent planning of programmes including clearly identified progression opportunities
- Evidence of planning through local area partnerships
- Suitably qualified staff
- Capacity to meet quality improvement requirements
- Performance against Provider Confidence Rating
- Accurate completion and timely return of funding application form

All sections of the application form will be available on the [Hampshire Learning](#) website or electronically from paul.whitehead@hants.gov.uk. Completed forms must be returned in electronic format.

Applications should be made by submitting the electronic application form and spreadsheets to:

Paul Whitehead
Planning and Performance Officer
Hampshire Learning
Mottisfont Court, Winchester
SO23 8ZF

Email: paul.whitehead@hants.gov.uk

Applications to be received no later than **15 April 2011**