

Adult Learning and Employment Service

**Specification 2019/20**

**PROVISION OF ADULT LEARNING**

**IN THE ROYAL BOROUGH OF KENSINGTON AND CHELSEA**

**Overview**

Royal Borough of Kensington and Chelsea (RBKC) Adult Learning and Employment Service (ALES) Commissioning 2019/20 seeks to appoint Delivery Partners to provide an approved programme of adult learning provision that will be successfully delivered to a specified number of learners in the academic year 1 August 2019 to 31 July 2020. All organisations wishing to apply for funding through the Adult Learning and Employment Service must complete the procurement questions in the application in order to be considered.

Completion of the application is not a guarantee of funding being awarded.

The commissioning process is underpinned by the RBKC procurement regulations and is undertaken through an open procurement exercise using Capital eSourcing which requires prospective partners to demonstrate their capacity and capability to deliver and manage learning as required by the Greater London Authority and Ofsted. Prospective partners must also demonstrate that they are in sound financial health and have duly robust governance processes in place to expend and manage public money effectively and efficiently.

Applications are welcomed from organisations who deliver services **within** the borough boundary, focusing on residents of the borough. Provision delivered outside the Royal Borough of Kensington and Chelsea will not be considered.

Two lots are available (each applicant can apply for one lot only) with different upper limits on funding, designed to enable organisations without extensive experience of delivering adult learning to apply for a capacity building contract (smaller grant sizes, support to ensure that the provision meets the standards expected with the aim of enabling larger programmes in future years), and for those organisations with a history of delivery to apply for larger contracts.

Organisations selected through the tender process will be recommended to the Lead Member for Skills and Enterprise for approval. Once prospective partners have been approved by the Council, the list of Council-approved organisations is submitted to the GLA for final approval.

**Aim**

The aim of the Royal Borough of Kensington and Chelsea’s Adult Learning and Employment Service commissioning is to:

* Deliver a range of learning activities and courses that support the GLA and RBKC Adult Learning and Employment Service priorities at a range of locations across the borough, particularly in areas and communities with high levels of deprivation, providing learners with the skills and confidence to make progress in their lives towards further learning and employment.
* Build on the expertise of the voluntary and community sector, support their capacity to deliver high quality provision to Ofsted standards, that promotes equality of access, participation across the borough, skills development and progression to work.
* Increase the number of groups we work with, with the aim to broaden the communities engaged ensuring the most-in-need are identified and provision is aimed at engaging them.
* Ensure that the curriculum offer is designed specifically to address the needs of our residents, including the key priority groups, and provide the best possible engagement back into learning, and achievement of valuable outcomes.

**Funding 2019-20**

The funding for this provision is received from the Greater London Authority for the residents of the Royal Borough of Kensington and Chelsea from their Adult Education Budget. GLA Funding Rules must be complied with for all delivery. These rules are subject to change annually.

Applicants to the commissioning process will be required to demonstrate how they will:

* Meet the needs of the target communities
* Deliver high quality provision
* Capture the outcomes of learning, the benefits to learners, and progression information about learners, as required by the Greater London Authority
* Meet the conditions of the Council’s contract

Organisations applying for funding must be registered on the UK Register of Learning Providers (UKRLP) and provide a valid UK Provider Registration Number (PRN).

The funding is offered in two lots. Applicants may apply to one lot only.

A number of contracts will be let, with contract values of between £10,000pa and £200,000pa. Organisations should apply for a level of funding that they can demonstrate they have successfully managed previously.

**Lot 1: a number of contracts of between £10,000 and £25,000 for up to 125 individual learners**

Lot 1 seeks partners who may not have experience of delivering learning to the funding requirements of the GLA or the Education and Skills Funding Agency. This lot is being offered to encourage partners who have not been funded by us previously, who have not delivered substantial courses for adults or who do not have capacity to deliver larger numbers of learners.

**Lot 2: a number of contracts of between £26,000 and £200,000 for up to 1000 individual learners**

Lot 2 seeks partners who have previously been funded by the Adult Learning and Employment Service, or who have had a direct contract with the Education and Skills Funding Agency or other similar funding for delivery of adult learning. Partners in this lot are expected to have experience of delivering high quality adult learning, to the funding rules and Ofsted standards.

**NOTE**: Any organisation bidding for funding equal to or exceeding £100,000 must also have completed the Education and Skills Funding Agency Due Diligence process and have been accepted onto the Register of Training Providers. In line with funding rules, this also applies to organisations who hold direct contracts with the GLA or ESFA, and/or have additional subcontracts with other Primes which add up to £100,000 or more. No award exceeding £100,000 will be made to an organisation unable to provide evidence of their acceptance onto the Register.

**Adult Education Budget**

The overall purpose of the Adult Education Budget is to:

* prepare learners for life and work equipping them with the attributes they need to progress - boosting productivity, quality of life and wellbeing.
* support social integration and cohesion by ensuring that residents have local access to a broad and engaging learning offer.
* reach those furthest away from the workforce and ensure they have support to progress into or towards work, education and/or a better quality of life.
* improve wellbeing and social integration by providing a programme of stimulating and interesting courses where fees supplement, or take the place of, state funding.

Adult Learning and Employment Service will pay for **unique individuals** **who successfully complete and achieve** their learning aims. Delivery partners will be able to claim funding for each individual for one course only, unless:

* The learner progresses from a non-accredited engagement activity to an accredited learning aim (one progression only) in the same subject but beyond the level they were originally assessed at,
* Or the learner is undertaking learning under their Entitlement to fully funded learning (see appendix A)

Courses may be externally-accredited or non-accredited, as described below:

**Formally externally-accredited**

Projects will be funded as per the GLA approved list of qualifications – learning aims that will be delivered leading to formal qualifications must be approved for funding by the GLA. Provision must be delivered within the stated minimum and maximum guided learning hours. We will pay the full applicable funding level for successfully achieved learners.

For example:

Award in Functional Skills English (Entry 1) – min GLH 45, max GLH 45: £724 per individual

Award in Functional Skills Information Communication Technology (Entry 2) – min GLH 45, max GLH 45: £300 per individual

**Formula funded non-accredited adult skills budget**

Where provision is designed to support learners to move between different formal accredited learning levels as bridging courses, provision may be formula funded but not qualification bearing. These courses will be formula funded calculated from the hours being delivered and according to the non-regulated learning aims. Achievement and progress must be measured and recorded through sector-recognised process as detailed in non-accredited below. Within this provision ALES will fund non-accredited formula funded provision up to but not exceeding 68 hours. If courses exceed 68 hours they must carry a formal qualification.

For example

Non-regulated adult skills formula funded provision, pre-entry level, ESOL, 30 hours: £150 per individual

Non-regulated adult skills formula funded provision, Entry level 3, Maths, 46 hours: £300 per individual

**Non-accredited**

Where programmes do not lead to formal outcomes (i.e. external accreditation) they are considered non-accredited - progress and achievement must be measured and recorded through the sector-recognised process of Recognising and Recording Progress, Achievement and Destination (RARPA-D).

These courses will be funded using a per-learner formula of £200 per achieved learner for learning programmes that are not-less-than 10 hours (this is a minimum expected number of guided learning hours and not a maximum – it is expected that the vast majority of courses will be longer than 10 hours).

For courses designed to be less than 10 hours the funding will be provided on a pro-rata basis (i.e. £20 per hour per learner).

For example

Beginners ceramics, level 1, 30 hours (3 hours a week for 10 weeks): £200 per individual

Introduction to mindfulness, level 1, 10 hours (2 hours a week for 5 weeks): £200 per individual

Childcare taster, level 1, 3 hours (3 hours a week for 1 week): £60 per individual

**The adult learning curriculum**

The funding has to support the progression of our most in-need residents towards being more employable, finding better jobs, but also to get motivated, to engage in further learning, support their children’s education, become more confident and be less isolated. All courses must have a stated specific progression route. With recent changes to the Adult Education Budget, including devolution to the Mayor of London and the Skills for Londoners Strategy, it is important for us to define the curriculum expectations clearly.

The overall purpose of the Adult Education Budget will be met through a curriculum offer that includes:

* **Maths / English** – within the Further Education sector Adult Community Learning provides the entry point for those with low levels of skill in Maths and English to get started in their journey towards gaining a Level 2 qualification. We seek to deliver pre-entry provision, courses at Entry levels up to levels 1 and 2. Providers are expected to support the progression through this provision by giving good information, advice and guidance to ensure that learners are enrolled on the most appropriate provision for them, or are signposted to alternative providers that are better able to meet their needs.
* **ESOL** – provision for people whose first language is not English to support them develop their speaking, qualifications and usable English to help them become more integrated into mainstream London society. Following previous changes to funding for ESOL providers have combined delivery of Literacy and ESOL through delivery of Functional Skills English. In this procurement round we are looking for delivery of discrete ESOL provision to learners who are English as a Second Language Speakers as different to with literacy needs only. ESOL provision should be delivered through courses that include British Values and understanding life in the UK. We seek provision across the whole range of entry points – pre-entry, Entry levels and Level 1 and 2.
* **Information Communication Technology** – two strands – reducing social isolation, and being work ready. Providers may deliver ICT provision in either of the two strands – enabling someone to have the ICT skills to be able to enter work at administration level, to move onto higher level courses in using a computer, or to provide courses which support people to develop digital skills for using the internet, smart phones, tablets, social media and the safety issues surrounding these. All courses must include the teaching of eSafety in relation to use of information communication technology.
* **Vocational** – we are keen to develop improved progression routes for learners through entry level introductory courses which can give learners a taste of what to expect if they enrol on longer vocational courses. We are looking for provision in a range of subject areas to include (but not limited to) teaching assistants, childcare, teaching in the lifelong learning sector, hair, beauty, accounting, hospitality and customer service – provision should be designed to be entry level vocational qualifications with progression routes to further higher levels of qualifications – there must be named progression routes to provision elsewhere that deliver higher levels of qualification (e.g. levels 2 and 3).
* **Arts curriculum** – two strands again – aligning opportunities to work / make money, and for a sense of wellbeing. First strand – designed to support people developing skills to make money from arts, or work in the arts industry, and the second strand should be delivered as tasters (of at least 10 hours) in painting, drawing, animation, fashion, millinery, sculpture, pottery and other craft courses with the expectation that learners progress to more mainstream provision to continue their development as a stated progression route.
* **Pre-apprenticeship programmes** – most apprenticeships are offered at level 2 and above, and we recognise a need to support some residents of RBKC to prepare for the apprenticeship opportunities available in the borough. Programmes must offer a route into apprenticeship, work or further education by providing training that includes maths, English, employability and work preparation topics that are specific to a particular industry sector.
* **Embedded / discrete employability programmes** – focus employability skills provision includes presentation of self, timekeeping, maths and English, ICT, working in teams, filling in application forms, key skills. As previously stated all provision in any curriculum area must identify employability skills within the delivery of their subject matter, but there is also need for discrete employability courses – these may be intensive (short, condensed hours to give a quick injection of development) or longer provision with more of a personal development angle, depending on the level of the learners being engaged.
* **Family Learning** – family learning as a curriculum area meets a number of needs – engagement back into learning for cohorts of residents who may not have wanted to engage before their children reached school, providing support to help parents better engage with their child’s education by providing information about the school system and supporting their own development of skills needed to provide that support. Courses can be delivered as intergenerational, or adult only, or a mixture. There are two strands of family learning – Family Literacy, Language and Numeracy or wider family learning. Wider family learning should be delivered as intergenerational opportunities/activities for parent and child to learn together – through the medium of art, horticulture, creative writing etc, with defined learning outcomes for both the parent and the child. Family Literacy Language and Numeracy focuses on developing the basic skills of the parent to support their school age child’s education – including a focus on how these subjects are delivered currently in school.

**Balance and mix**

We are looking for a balance and mix of provision to meet all the key curriculum areas stated above. Applications should demonstrate how the proposed provision will meet key curriculum and key priority groups and how you know those are appropriate to the needs of residents you aim to meet (evidence of this may include client surveys, end of course feedback, community consultation exercises).

We will be looking for a programme that includes courses delivered at different intensities, lengths, days and times to meet the widest demographic of learners and range of needs in the local population.

From the applications received we will be building a programme that ensures a vibrant and diverse provider market and a comprehensive and complementary balance and mix of opportunities for learners.

It is anticipated that from the total grant budget of approximately £1,050,000.00, 40% of the funding will be awarded to provision that offers formal accreditation, 10% will be awarded for formula funded non-accredited adult skills provision, and 50% will be awarded to non-accredited provision. Of the proportion for non-accredited provision we anticipate offering:

* 10% to family learning opportunities
* 10% to enrichment activities
* 80% to all other recommended curriculum areas.

**Local Fee Remission Policy and Pound Plus**

The funding rules from the Greater London Authority state that some learners have an entitlement to free courses, while others are expected to contribute to the cost of their learning and are therefore co-funded. Co-funding means that the funding provided will be a contribution to the anticipated full cost of delivering the provision, with the expectation that the remaining funding is made up by contribution from the learner through fees or through other sources of funding identified and downloaded by the delivering organisation. The funding rules state:

“you must have in place and operate a fair and transparent community learning local fee remission policy that requires individuals to pay for a course/tuition/joining fee, but also sets out clear eligibility criteria for those individuals who, due to their circumstances, qualify for either partial or total fee remission. ”

See the table in Appendix A which sets out who qualifies for the full-funding entitlement, and who will be co-funded.

Pound Plus describes how providers are maximising the value of public investment (i.e. receiving grant funding from GLA via the Royal Borough of Kensington and Chelsea), enabling providers to show that this initial investment has a positive leverage or multiplying effect. This will encompass additional funding or leveraging that you can generate due to receiving the initial grant, such as fee income, funding from other sources, resources in kind and other sources of revenue/sponsorship/volunteering.

Organisations who submit a successful bid will be asked to demonstrate the value of Pound Plus in relation to the programme they are delivering with the grant awarded on an annual basis.

**The Adult Learning Curriculum** (three key themes)

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| * Qualifications * Vocational courses – particularly in the priority employment sectors * Progression through levels * Employability (CV writing work placements, motivation, life coaching etc.) * Key skills (communication, application of number, information communication technology, working with others, improving own performance, problem solving) * skills development * English for Speakers of Foreign Languages * Progression routes mapped – from this moving into…. * art education leading to higher levels (including progression to FE and HE) * Becoming self-employed * How to make money (i.e. how to make money from the skills you have – cooking, sewing, driving etc. – low level self-employment – becoming a courier, being a Man and Van, braiding, making clothes etc.) | * Activities for social integration -mixed groups working together, cross-cultural awareness raising * Provision for those with special needs (mental ill-health, learning difficulties or disabilities etc.) * Fitness programmes * Art therapy * ESOL for health * Well-being (these activities could be all sorts of things – including gardening, art, dance, singing, cooking, creative writing etc.) but must have a defined set of outcomes and not be club classes. |
| * **Basic skills** – maths and literacy * Family learning * British Values * **ESOL** – mixture of qualifications, pronunciation and speaking, conversation, with a range of approaches – flexible, delivered in different ways to meet a wider range of learners * Information Communication Technology and digital inclusion (including online security and avoiding scams) * Volunteering * Local history / know your local area |

**Health and wellbeing**

**Participation and citizenship**

**Aspiration and Employment**

All programmes must:

* Embed maths and English learning wherever the opportunity arises
* Take opportunities to engage with equality and diversity
* Incorporate British values wherever possible
* Develop learners’ independent learning skills
* Where possible improve learners’ digital awareness including online safety.

**Key priority groups**

Adult learning and employment has an ambition to be open for all residents of the borough, with a particular focus on those who are most in need. We have identified a number of key priority groups for delivery, who may not be confident to find provision further afield, across London, who may not be able to pay high fees to study. The key priority groups that we aim to support are:

* **Those impacted by the Grenfell fire** – the needs of this group were consulted upon and reported back to us through a number of community engagement activities, and formed the basis of the Grenfell Recovery Strategy, which focuses on the survivors and bereaved. We identify the wider group of those impacted by the Grenfell fire as being a key priority group for our provision, mirroring the principle aims of the strategy including helping people to build a better future for themselves and their families and to secure improved life chances and opportunities, and help those affected to support themselves and each other, developing individual and community capacity and resilience to lay the foundations for a better future which fits with our funding priorities.
* **Those without level 2 in Maths or English** – those who are yet to achieve a level 2 in English and Maths have an entitlement to free provision to help them achieve this level.
* **Those with ESOL needs** – recognising both those who may be pre-literate in their home language as well as those who are highly educated in their home language and need English language to be able to work in the UK. This curriculum will encompass a mixture of provision – non-accredited speaking classes for those who need spoken language to better integrate into London society, and a variety of qualifications at levels that will prepare learners to progress to higher levels at FE colleges or employment.
* **The digitally excluded** – the digital divide grows ever larger as technology moves forward, it is important for people to remain in touch with the developments of technology (particularly those who are not working, the elderly, those from deprived backgrounds) when it can help with shopping, deliveries, keeping in touch with families and reducing feelings of isolation, but also those who will now have to gain a level of IT literacy for accessing their benefits – with the roll out of Universal Credit in this borough from January 2019 a much higher level of IT literacy is required by claimants.
* **Those caught in the poverty trap** – both the working poor and the long-term unemployed. The funding has recently started to include an entitlement to free learning that leads to improved employability and job prospects for those on low incomes, adding a new level of support alongside the already prioritised unemployed.
* **Low income parents / lone parents** – with school age children. Some residents come back to learning for the first time when their children begin school – the motivation being the need to support their child’s education – understanding how subjects are now taught in school (different from when they themselves were at school), understanding an education system in a country they themselves did not grow up in. Family learning provides excellent engagement to learning through provision of courses for parents and their children together, but also provision that can help parents understand the current teaching methodologies and mechanisms of the education system whilst updating their own skills.
* **Low income fathers, young fathers** – fathers, and men, are less engaged with community adult learning but again the need to support their children is an excellent entry to learning. Fathers can benefit from men’s parenting groups as well as classes to help them understand the current education system.
* **Families with intergenerational unemployment** – we know that there are families with several generations of unemployment. Encouraging the family to engage with employability programmes which deal with behavioural change in relation to work ready skills, attendance and punctuality, overcoming barriers to learning and employment through a more supportive personal style of provision.
* **Care leavers aged 19+** – the Council has a role as a corporate parent for those people who were in care. Once they reach age 18 they become adult but may have greater support needs than the general population due to their early life experiences.
* **Those with mental health issues** – we know that we are engaging with increasing numbers of people with mental health issues within our mainstream provision. The types of provision that are non-accredited, deal with developing a skill, or development of self-expression (art, crafts, creative writing) can be therapeutic in themselves as an activity, alongside the benefits of meeting people and socialising.
* **Vulnerable young people / NEET** – aged 19-24 – those who are older than 18 but still need to engage in activity to help them move forward in life. This would include those with learning difficulties and disabilities, such as autism, and speech and language needs, many of whom will benefit from courses that focus on preparation for adulthood and preparation for employment.
* **Homeless / those in temporary accommodation** – supporting people with skills development, employability and activities which provide opportunities to develop confidence, friendships and become more engaged in the community can help these learners develop a better sense of well-being and gain skills that can support people to find work, and improve their life prospects.
* **The sporadically employed**, in the gig economy, zero hours contractors – supporting people with low incomes to improve their life prospects, develop skills to change direction in careers.
* **Those who are socially isolated** – possibly with mental health issues (such as hoarding), potentially experiencing genteel poverty, who will benefit from opportunities to engage in courses and purposeful activity that develop confidence, improve wellbeing and reduce isolation.

**Learner Eligibility**

All learners recruited onto courses and opportunities funded by successful delivery partners must meet the eligibility criteria set out by the Greater London Authority. The full list of those criteria are attached as Appendix B.

**The Equality Act 2010 and the Equality Duty**

Delivery partners must be aware that if successful they will be subject to the Equality Duty in the exercise of their functions and must have due regard for the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who have a protected characteristic and those who do not.
* Foster good relations between people who have a protected characteristic and those who do not.

These are the three aims of the general equality duty which came out of the Equality Act 2010. The Act explains that having due regard for advancing equality involves:

* Removing or minimising disadvantages suffered by people due to their protected characteristics.
* Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
* Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Delivery partners must ensure that their venues and premises, delivery, recruitment and publicity meet the requirements of the public sector authorities’ duty under the Equality Act 2010, and must consider how their access policies, and decisions, affect those who are protected under the Equality Act.

The equality duty covers the nine protected characteristics of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status - this means that the first aim of the duty applies to this characteristic but that the other aims (advancing equality and fostering good relations) do not apply.

**Our expectations of learning provision**

Residents of the Royal Borough must be given priority for places on courses and opportunities, and it is expected that not less than 70% of the learners supported by the funding should be residents of RBKC.

All learners should benefit from a learning experience which meets the expectations of the Greater London Authority and Common Inspection Framework (Ofsted), including:

* Equality and diversity expectations and requirements of the Equality Act 2010
* Access to initial and diagnostic assessment used to ensure that learners are enrolled on the right course, at the right level to meet their needs (and at a higher level than their assessed level)
* An individual learning plan (ILP) setting out learning aims, goals and the smaller steps that the learner will take in order to achieve their goals within the course they enrol on
* Appropriately qualified tutors who give regular, positive and recorded feedback and who are able to use a range of teaching techniques to ensure that all learners’ needs are met
* Opportunities to take national qualifications at the appropriate level, where appropriate
* Guidance to help plan their progression into further learning, training or employment opportunities
* Where provision is non accredited it must make use of sector-recognised processes to identify goals and objectives, measure and record progress and achievement, and define and capture learners’ next steps.
* Ensuring that all learners with an entitlement to gain their first Level 2 qualification in English and Maths are offered fully funded learning. For a full list of entitlements please see Appendix A and link:

<https://www.gov.uk/government/publications/qualifications-getting-approval-for-funding/legal-entitlements-and-qualification-eligibility-principles-within-in-the-adult-education-budget>

* In line with funding objectives we will fund those learners who have a formal entitlement as fully funded learners (see point above) and those outside the entitlement as co-funded learners with an expectation that the learner contributes to the remaining cost of their learning, where they can afford to. Delivery partners should have a policy that sets out how they will determine and collect fees (and/or will draw in other methods of funding) in order to supplement the funding received from the funder.
* Additionally, we will require information about other ways in which delivery partners add value to the funding granted from the Council (as part of Pound Plus).

In addition to these considerations, 2019/20 will see a closer monitoring of learner journeys, with a focus on positive outcomes for individuals and tracking learner progression rather than simply measuring delivery and achievement of learning aims without understanding whether those achievements improve an individual’s employability and quality of life enabling them to ‘churn’ in the system without progressing in learning and/or work.

**Safeguarding and Prevent**

All delivery partners are required to provide a safe, healthy and supportive environment for learners and to protect them from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying (Safeguarding and the Prevent duty). This includes, but is not limited to, having appropriate risk assessments for delivery venues, emergency evacuation, lone working, specific risk assessment of learning activity.

Delivery partners are required to adopt recruitment processes that comply with the law and ensure that young and vulnerable learners are protected.

Delivery partners must register with the Disclosure and Barring Service where their employees or volunteers may have regular contact with learners under 18 or other vulnerable adult learners. They must ensure that appropriate checks are made to ensure roles that involve regular contact with young people or vulnerable adults is not offered to, or held by, anyone who has been convicted of certain specified offences, or whose name is included on lists of people considered unsuitable for such work held by the Department of Children, Schools and Families and the Department of Health.

**Adult Learning and Employment Service**

The Royal Borough of Kensington and Chelsea’s Adult Learning and Employment Service sits within the Economic Development Team.

The Service is funded by the Greater London Authority [GLA] (devolved to the Mayor of London in 2019/20) to deliver training and education to people aged 19 and over who are living and working in the borough. The funding allows a degree of freedom and flexibility that enables the Service to address local priorities and develop the offer to meet these needs.

The Adult Learning and Employment Service is subject to Ofsted inspection for the provision delivered through funding from the GLA. The Service is currently a Good provider (last inspection May 2018) with an ambition to move towards outstanding.

**Key drivers**

There are a number of key drivers that inform the work of the Adult Learning and Employment Service, including:

1. **Improving employability for residents**

In the post-Grenfell-fire Council there is an increased focus on employability as a service area of importance for residents of RBKC. The ‘Creating Stronger Communities’ consultation shows that ideas that are top of residents’ list for the Council to focus on include ‘affordable courses for local people - more support to help residents upskill, move off low pay and to progress in employment’.

The Council is developing a Grenfell Recovery Strategy and an Economy Strategy which both include Jobs and Skills as key themes. Alongside this the Council is focusing on how to encourage improved employment of local people within the Council itself, as a major employer in the Borough.

The importance of improving employability for residents means that there is an expectation that all programmes delivered through Adult Education Budget must teach employability skills where the opportunity arises in all courses – such as punctuality and good attendance, calling to let someone know when unable to attend, written reporting on what is being learned, meeting deadlines for homework, group work, listening and problem solving, amongst other skills.

We also seek to deliver a range of discrete employability programmes, in a variety of delivery methods to include short intensive programmes and longer, more exploratory types of programmes, to enable people to fast track to employment, or to explore options, behaviours and motivations in a more detailed programme.

All courses must include an element of information, advice and guidance and have stated progression routes mapped out at the end of the programme.

1. **Improving sense of wellbeing**

A growth in confidence and self-esteem is a key learning outcome reported by learners in the Learning and Work Institutes’ Catching Confidence summary report. Confidence and self-esteem seem to be highly significant to learners returning to study after a long time, particularly those who felt that their experiences in initial education had been unfulfilling.

Gains in confidence are important to fulfilling government policies too. Development of confidence is one of the keys to the successful development of literacy, language and numeracy skills through the Skills for Life strategy. Similarly, the learning agenda linked to neighbourhood renewal demands that individuals and groups gain confidence to engage with issues of importance for their community well-being and regeneration.

The widespread benefits of Adult community learning go beyond qualifications gained, to include reported increases in confidence and self-esteem for learners, improved sense of wellbeing through participating in courses with other people, developing friendships and contacts with new people, getting out of the house to do some meaningful activity, reducing sense of isolation and loneliness.

While these improvements are often anecdotally reported there is an expectation that all courses will undertake some measurement of improvements to learners’ sense of wellbeing through use of individual learning plans and tools for measuring less-tangible outcomes.

1. **Improve the offer for ESOL learners**

We know that there are many community classes for English which incorporate literacy and ESOL learners within the same classes. This is not ideal for either set of learners, and fails to recognise the two types of ESOL learners who are met. It is our intention to separate the curriculum area of ESOL and Literacy in 2019/20. Providers need to recognise the difference of learning need, experience and appropriate teaching material for:

* literacy learners who have been through significant schooling in the UK, who have fluent spoken English but a literacy need, and,
* discrete ESOL provision which will meet the needs of both those who are pre-literate in the home language (often with very little education at all) who need help to integrate into British life and society, and,
* those who are educated in their home language but need English to find work in this country.

1. **Progression**

The aim of the provision funded from Adult Learning and Employment Service is to engage people who have not recently been engaged in learning, and those who need to improve their skills and qualifications in order to improve their life- and job prospects. All courses must include stated progression routes (named provision that the course will prepare the learner for – either at the centre delivering or at other centres across the region) possible on successful completion of the course.

Courses must be planned to fit into the existing further education and adult learning sector avoiding duplication. The vast majority of the provision funded will be delivered in pre-entry, entry levels, up to level 1 with a small amount of level 2. The aim of the provision is to provide engagement courses that will whet the appetite of new learners and support their progression to further courses, or to provide access to lower level qualification courses as a learner’s first step.

**Adult Learning and Employment Service Priorities**

The priorities of RBKC Adult Learning and Employment Service are to:

* Maximise access to high quality learning opportunities for adults, providing new opportunities and improving lives, whatever people’s circumstances.
* Target learning opportunities at the most disadvantaged.
* Support progression in its widest sense, for people who are disadvantaged and furthest from learning and therefore least likely to participate, by offering coherent routes towards further learning and sustained employment.
* Offer value for money by collecting fees from those who are able to pay, using that income to extend the availability of subsidised, or free (to the learner), places to those on low incomes who may not otherwise be able to afford to engage in learning.
* Provide learning opportunities that meet health and well-being priorities, particularly tackling issues affecting families and children in the Borough.
* Promote social renewal by bringing learners from different backgrounds, cultures, and socio-economic groups together to experience the joys of learning and pride that come with achievement.

Additionally, the provision is expected to:

* Ensure that learning opportunities are appropriate and accessible for people with physical and sensory impairments, those with mental health problems, those with learning difficulties and complex needs, older people and those who are at risk of isolation.

**Appendix A: the legal entitlement**

From the Draft GLA Adult Education Budget 2019-23 Funding and performance management rules for grant funded providers 2019-23: <https://www.london.gov.uk/sites/default/files/aeb_funding_and_performance_mgmt_rules.pdf>

The AEB supports three legal entitlements to full funding for eligible adult learners, of which 2 are applicable to the funding from Adult Learning and Employment Service. Full details are set out in the Apprenticeships, Skills, children and learning Act 2009 and enable eligible learners to be fully funded for the following qualifications:

* English and maths, up to and including level 2, for individuals aged 19 or over, who have not previously attained and GCSE grade A\* to C, or grade 4, or higher, and / or
* First full qualification at level 2 for individuals aged 19 to 23

The level of contribution that the GLA will make to the programme for individual learners is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Provision** | **19- to 23-year-olds** | **Aged 24+ and unemployed** | **Aged 24+ other** |
| **English and maths,** up to and including level 2  (Must be delivered as part of the legal entitlement) | Fully funded\* | Fully funded\* | Fully funded\* |
| **Level 2** (excluding English and maths)  (First full level 2 must be delivered as part of the legal entitlement) | Fully funded\* (first and full) | Fully Funded | Co-funded+ |
| **Learning to progress to level 2** | Fully funded^ (up to and including level 1) | Fully funded | Co-funded+ |
| **English for Speakers of Other Languages (ESOL)** learning up to and including Level 2 | Co-funded+  Fully funded if unemployed | Fully funded | Co-funded+ |
| **Learning aims up to and including Level 2**, where the learner has already achieved a first full level 2 or above | Co-funded+  Fully funded if unemployed | Fully funded | Co-funded+ |
| **British Sign Language (BSL)**, up to and including level 2 where the learner’s preferred language is BSL | Fully funded† | Fully funded† | Fully funded† |
| \*Must be delivered as one of the English and maths, and/or first full level 2 or first full level 3 qualifications required as part of the legal entitlements.  ^Must be delivered as entry or level one provision from local flexibility.  + Low Wage flexibility may apply, refer to paragraphs 150 to 151.  † Must be delivered as first full BSL level 2 qualification. | | | |

**Appendix B: Learner Eligibility**

From the Draft GLA Adult Education Budget 2019-23 Funding and performance management rules for grant funded providers 2019-23: <https://www.london.gov.uk/sites/default/files/aeb_funding_and_performance_mgmt_rules.pdf>

Providers must make sure that learners are eligible to be funded on the day that they start learning. If the learner becomes eligible after they have started a learning aim, the ESFA will not fund them.

To be funded by the ESFA the learner must be aged 19 or older on 31 August within the 2018-2019 funding year (unless they are a child taking part in a family learning course with their parent, in which case they may be younger).

A learner who is unable to complete a learning aim in the time they have available cannot be funded. Any learner, of any age, must be able to achieve the learning aim or programme of study within the time they have available (pay attention to this if someone says they are going on holiday within the term for example).

Providers must make sure an individual is eligible before claiming funding for them.

An individual having the right to live or work in England does not make that person eligible for state funding for education and training. For example, they may have permission to work in England, through a Tier 4 visa (general student visa), but not to state funding for education and training.

**Most individuals will be eligible for funding if they:**

* Are a citizen (hold a current passport) of a country within the European Economic Area (EEA) or other countries determined within the European Economic Area, or have the Right of Abode in the UK. EEA countries are listed in Annex 1, and
* They have been ordinarily resident in the EEA for at least the previous three years on the first day of learning.

Other citizens may be eligible for funding for education and training but you will have to test their eligibility against the criteria provided by the ESFA (explained below).

The eligibility of individuals who are not EEA citizens or who have not been ordinarily resident for 3 years are defined below.

1. **Non-EEA citizens**

A non-EEA citizen (holding a current passport from a country not in the EEA) is eligible for funding if they have permission granted by the UK government to live in the UK, which is not for educational purposes, and they have been ordinarily resident in the UK for at least the previous three years before the start of learning.

1. **Individuals with certain types of immigration status and their family members**

Any individual with any of the statuses listed below, is eligible to receive funding and are exempt from the three-year residency requirement rule. You MUST have seen the learner’s immigration permission in these circumstances.

* Refugee status
* Discretionary leave to enter
* Discretionary leave to remain
* Exceptional leave to enter
* Exceptional leave to remain
* Indefinite leave to enter
* Indefinite leave to remain
* Humanitarian protection
* Leave outside the rules
* The husband, wife, civil partner or child of any of the above in this paragraph.

The learner’s immigration permission in the UK may have a “no recourse to public funds” condition. This does not include education or education funding, so this does not affect a learner’s eligibility to learn with us.

1. **Asylum seekers**

Asylum seekers are eligible to receive funding if:

* They have lived in the UK for six months or longer while their claim is being considered by the Home Office, and no decision on their claim has been made, or
* They are in the care of the local authority and are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or section 21 of the National Assistance Act 1948.

An individual who has been refused asylum will be eligible if:

* They have appealed against a decision made by the UK government against granting refugee status and no decision has been made within six months of lodging the appeal, or
* They are granted support for themselves under section 4 of the Immigration and Asylum Action 1999, or
* They are in the care of the local authority and are receiving local authority support under section 23C or section 23CA of the Children Act 1989 or section 21 of the National Assistance Act 1948.

1. **Family members of EU and EEA nationals**

In the explanations below, the ‘principal’ is the European Union (EU) or EEA national (and has lived in the EU or EEA for at least the previous three years). The ‘family’ or ‘family member’ is the learner, and MUST be the husband, wife, civil partner, child, grandchild, dependent parent or grandparent of the ‘principal’ (i.e. not sister, aunt, uncle, niece, nephew, friend).

* If a learner who is a family member of an EEA national, has been ordinarily resident in the EEA for the three years prior to the start of their course, they are eligible for funding.

The table below shows the eligibility of family members if

* They are now ordinarily resident in England but have not been ordinarily resident in the EEA for at least the previous three years before starting the learning, and
* Their Principal has been resident within the EEA for the last three years

Any learner or relevant family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. Keeping this permission applies as long as the application was made before their current permission expired. Their leave continues until the Home Office make a decision on their immigration application.

As such, a learner, or relevant family member, is considered to still have the immigration permission that they held when they made their application for an extension, and their eligibility would be based on this status.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Their Principal** has been ordinarily resident in the EEA for three years and is: | | | |
| A UK citizen | An EU citizen | A Non-EU EEA citizen | A Non-EEA citizen |
| **The Learner** is the family member of a Principal but **has not been** ordinarily resident in the EEA for three years prior to the start of the course and is | A UK citizen | **eligible** | **eligible** | **eligible** | **Not eligible** |
| An EU citizen | **eligible** | **eligible** | **eligible** | **Not eligible** |
| An EEA citizen | **eligible** | **eligible** | **Not eligible** | **Not eligible** |
| A Non-EEA citizen | **eligible** | **eligible** | **Not eligible** | **Not eligible** |
| A principal is the individual who is the main or highest in rank or importance when looking at eligibility of family members. A principal’s family members may be their husband, wife, civil partner, child, grandchild or dependent parent or grandparent. | | | | | |

1. **Children of Turkish workers**

A child of a Turkish worker is eligible if the following apply:

* The Turkish worker is currently ordinarily resident in the UK
* The Turkish worker is, or has been, lawfully employed in the UK, and
* The child has been ordinarily resident in the EEA and/or Turkey for the full three-year period before the start of their programme
* The child is aged 19 or above on the 31 August

1. **Persons granted stateless leave**

A person granted stateless leave is eligible if:

* They are ordinarily resident in the UK on the first day of the course, and
* They have been ordinarily resident in the UK and Islands throughout the three-year period preceding the first day of learning

A person granted stateless leave is one who:

* Has extant leave to remain as a stateless person under the immigration rules (within the meaning given in section 33(I) of the Immigration Act 1971), and
* Has been ordinarily resident in the UK and Islands throughout the period since the person was granted such leave.

Certain family members are also eligible under this category. These are:

* The spouse or civil partner of a person granted statement leave, who is ordinarily resident in the UK on the first day of the course, and who has been ordinarily resident in the UK and Islands throughout the three-year period preceding the first day of the course. Note: the learner must have been the spouse or civil partner of the stateless person on the leave application date.
* The child of a stateless person, or a child of the stateless person’s spouse or civil partner (they must have been listed as a child of the person on their leave application date and have been under 18 on the leave application date), who is now 19 on 1 August and has been ordinarily resident in the UK or Islands for three-year period preceding the first day of the course.

**Individuals who are not eligible for funding**

Learners not meeting the eligibility criteria set out above are not eligible to receive funding and include:

* Those who are here illegally, including those who have overstayed their visa.
* Those who are resident in the UK on a Tier 4 (general) student visa.
* Non-EEA citizens who are in the UK on holiday, with or without a visa
* Non-EEA citizens who are a family member of a person granted a Tier 4 visa, have been given immigration permission to stay in the UK and have not been ordinarily resident in the UK for the previous three years on the first day of learning.
* Individuals who are ordinarily resident in the Channel Islands or the Isle of Man, unless they are also ordinarily resident within England.

Those whose biometric residence permit or residence permit imposes a study prohibition or restriction on the individual.