

# Appendix A

Adult, Community & Family Learning

Harrow Council

**Draft Prospectus Number: 1**

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## An Overview of Harrow and Adult, Community & Family Learning (ACFL)

Harrow is an outer London Borough with an estimated population of around 239,000, a 15.6% growth since the 2001 census and is now at the highest level based on records going back to 1901.

The Borough's population is ageing at a faster rate than average across the rest of Greater London and the proportion of residents aged over 65 (14.1%) is higher than the London average (11.1%). The number of residents aged 80 and over in Harrow is estimated to be 9,500 in 2011, 4% of residents. This compares to 8,544 residents in 2001, 4.1% of residents. Corresponding rates in 2011 for England, London and Outer London are 4.6%, 3.1% and 3.7% respectively. Harrow is ranked 9th lowest nationally, based on the percentage of residents whose main language is English (71%). 28.5 % of Harrow's residents have a foreign first language with Gujarati, Tamil and Romanian being the most commonly spoken languages. In 15.9 % of households English is not the main language of any household occupants, the 10th highest ranking nationally and much higher than the national level of 4.3 %

The population is becoming more diverse. White British make up 48% of the population, compared to 60% for London and 83% for England as a whole and in 2007 Harrow was ranked fifth in England for cultural diversity.

Asian or Asian British comprise around 26% of the borough's population and Harrow is home to the largest Indian community in London representing 15% of the overall recorded result. Within other ethnic communities the White Other group is by far the largest with 8% particularly Romanian and Polish. Black African groups, particularly the Somali community, have been fast growing over the last 6 years or so, as has the Afghan community.

The borough overall is one of contrasts. Harrow is among the top eight most affluent boroughs in London but also ranks among the top eight for high rates of low income linked to employment. There are pockets of severe deprivation, mainly in the central and south west areas in the wards of Roxbourne, Wealdstone, Greenhill and Marlborough, that are in the fifth most deprived in the country, with significant poverty, deprivation and acute housing need. Generally the highest indices for multiple deprivation co-incide with areas with a higher concentration of social housing, such as the Rayners Lane and Headstone estates.

There are, therefore, significant differences across the borough in indicators of deprivation, which have had an impact on unemployment rates, life expectancy, physical and mental health and child poverty. Part of the challenges for all services is addressing the inequality gap in the more deprived parts of the borough.

The Adult Community and Family Learning Service is part of the Community & Culture section of the Community Health and Well Being Directorate and contributes to the Directorate's overall vision of 'Enhancing our residents quality of life, and offering excellent service'.

## Mission Statement for Harrow Adult Community & Family Learning

Harrow ACFL Service's mission is to secure the delivery of an accessible, coherent and high-quality learning programme for adults and families in Harrow. The aim is to increase and widen participation in learning, promote the wider benefits of learning, enable people to develop skills, knowledge and confidence, and encourage a culture of life-long learning through progressing learners to further study.

The provision to be delivered by Harrow AFCL Service is intended to meet the national, regional and local priorities for learning through the following aims:

- Widening participation in learning through targeting community learning and providing a means for learners who do not currently participate to gain access to the learning process
- Enhancing individuals' quality of life by providing a wide range of learning opportunities that contribute to health and well-being, social relationships and civic engagement
- Enhancing the capacity of adult learners to progress into further learning or study, including accredited learning, through the provision of information, advice and/or guidance
- Developing local learning communities by enhancing the capacity of community and voluntary organisations to develop learning programmes for their immediate communities
- Enhancing the professional status and on-going professional development of those engaged in the delivery of community learning.
- Developing programmes with the skills and qualifications that support learners on the pathway to employability

## An Overview of the Framework

Funding of Adult, Community Learning in Harrow broadly fall into 3 types. Formal First Steps (to be subsumed into the Adult Skills Budget), Community Learning Trust targeted work and Community Learning Trust Universal access. The service will be bidding for other internal and external funding as and when it becomes available. At the time of writing this prospectus, most of the funding coming into the service is from The Skills Funding Agency.

During March 2013 the service invited local providers to enter into a framework of pre-approved and pre-tested providers and Adult, Community Learning will be commissioned from within this framework. The lifetime of the framework is September 2013 to August 2017. However at the time of writing a certain amount of uncertainty around the amount and types of funding still exists.

A Community Learning Trust group held its inaugural meeting in 2012 and the

group agreed the priority work for the Community Learning Funding.

## The Prospectus Curriculum Types

### Adult Skills Budget

Provision delivered under this funding stream includes accredited employment and employability training; functional skills; vocational skills; and personal and social development. Adult Skills Budget is a new funding stream for Harrow Adult, Community & Family Learning Service. The Service intends to focus on delivery of up to Level 1 qualifications. Qualifications from Entry 1 to Level 1 must be listed as approved for funding under the Qualifications and Credit Framework and appear on the Learning Aim Reference Application (LARA). Qualifications should have sufficient approval time to enable completion of delivery, verification and final certification.

Applicants for funding for the delivery of accredited courses must show evidence that they can meet Awarding Body requirements and manage the appropriate accreditation systems. They must also demonstrate that high quality information and advice is available to all learners.

#### Priority Learner Groups for Adult Skills Budget

- Unemployed in receipt of state benefits
- Underemployed or economically inactive dependents of people on benefits
- Adults requiring English and Maths

*(Please refer to Funding Rules 2013-14 for full details*

[http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Funding Rules 2013 14 Jan 2013.pdf](http://readingroom.skillsfundingagency.bis.gov.uk/sfa/Funding_Rules_2013_14_Jan_2013.pdf)

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Applicants may wish to indicate in their application how they would manage delivery to those ineligible for fully funded provision through the Adult Skills Budget.

Providers applying for funding through the Adult Skills Budget should be aware that payments will be based on results, with on-programme instalments linked to numbers of eligible learners retained on the programme. 20% of the funding will be linked to achievement.

#### **Allocations will be made for proposals containing the following provision:**

Curriculum Type	Maximum learning aims funded per provider
Functional Skills <b>English</b> (Entry levels)	50
Functional Skills <b>Maths</b> (Entry levels)	50

	Functional Skills <b>ICT</b> (Entry levels)	120
	English for Speakers of Other languages <b>ESOL</b> (Entry levels)	120
	<b>Vocational</b> (Entry levels)	20
	<b>Personal and Social Development</b> (Entry levels)	30

Community Learning	<p>This funding stream relates to the delivery of Personal &amp; Community Development and Family Learning and includes:</p> <ul style="list-style-type: none"> <li>• Learning for physical and mental health and well-being</li> <li>• Learning to improve family relationships and life chances</li> <li>• Learning for community and civic engagement and social relationships</li> <li>• Learning for employability</li> </ul>	
	<p><b>1. Widening Participation</b> Widening Participation provision is designed to encourage those individuals or groups with the most barriers to learning to joining a Community Learning programme. The programmes should be targeted at a particular group(s) and be learner centred, with clear progression opportunities.</p>	
	<b>Curriculum Type</b>	<b>Maximum learning aims funded per provider</b>
	Programmes designed to support Active Citizenship includes: Volunteering; Community Learning Champions; Peer Mentors; Advocacy skills; Capacity building small organisations;	100
	Programmes designed to support Learning for Health and Well-being	300
	Programmes designed to support Learning for active engagement and personal developments	400
	Programmes designed to support Learning to improve family life and life chances	200
	Programmes designed to support Learning to improve skills for Employment	200
	Programmes designed to support Self-Organised Groups	100
<p>Curriculum proposals should be packaged under one or more of these priorities:</p> <ul style="list-style-type: none"> <li>• Older Learners</li> <li>• New Learners</li> <li>• Families at risk of exclusion</li> <li>• under employed Learners</li> <li>• Unemployed learners</li> <li>• Disabled Learners</li> <li>• Adults with low levels of qualifications</li> </ul>		
Univers	A range of programmes for personal development, cultural	

al Access	enrichment or intellectual and creative stimulation (formerly known as PCDL). These are intended to be a universal offer, with fee income from learners intended to support some or all of the delivery costs.	
	Curriculum Type	Maximum learning aims (enrolments) funded per provider
	Learning for personal development	4000
	Learning Clubs	500
Innovation Project s	<p>Harrow, Adult, Community &amp; Family Learning will make available funding for innovative projects. This funding is intended to support and test new approaches to learning, engagement and delivery methods and cannot be used to cover core costs</p> <p>Examples of the kind of activities which the Innovations Project will fund include:</p> <ul style="list-style-type: none"> <li>• Development costs for a new programme where the proposal is for a pedagogical approach which is innovative within the sector;</li> <li>• Costs involved in developing a teaching resource which will result in a substantial enhancement to the curriculum;</li> <li>• Costs of developing, trialling and implementing new technologies where this will result in a substantial enhancement to the</li> <li>• Involvement of 'external' expertise in a project, where that expertise is not available internally;</li> <li>• Costs of visits to assess strategies at other institutions.</li> </ul>	
<b>Fees</b>		
<p>Adult, Community &amp; Family Learning have a clear policy of fees and fee remittance to support the £+ policy of the Skills Funding Agency. This requires fee income to be raised wherever possible. We will require all providers in the framework to work within this policy.</p>		



<p><b>Community Learning</b></p> <p><b>Fully, co and Non funded</b></p>	<p><b>Fully Funded:</b> Individuals from target groups</p> <p><b>Non-funded:</b> individuals not from target groups - EXCEPT for: (who would be eligible for 50% concession)</p> <ul style="list-style-type: none"> <li>• Job Seekers Allowance (JSA)</li> <li>• Employment and Support Allowance in the Work Related Activity Group (ESA WRAG)</li> <li>• Council tax benefit</li> <li>• Housing benefit</li> <li>• Income support</li> <li>• Working tax credit</li> <li>• Pension credit</li> <li>• Universal credits</li> <li>• Unwaged dependent of one of the above</li> </ul>
<p><b>Adult Skills Budget Fully or Co Funded</b></p>	<p>100% concession for people receiving the following benefits:</p> <ul style="list-style-type: none"> <li>• Job Seekers Allowance (JSA)</li> <li>• Employment and Support Allowance in the Work Related Activity Group (ESA WRAG)</li> </ul>
<p><b>Universal Access Co-Funded</b></p>	<p>Full fee: (at provider's discretion). The expectation is that those who can pay more should pay more to subsidise other groups). This should be reflected in the costing toolkit for this provision</p> <p>50% concession for people receiving the following benefits:</p> <ul style="list-style-type: none"> <li>• Job Seekers Allowance (JSA)</li> <li>• Employment and Support Allowance in the Work Related Activity Group (ESA WRAG)</li> <li>• Council tax benefit</li> <li>• Housing benefit</li> <li>• Income support</li> <li>• Working tax credit</li> <li>• Pension credit</li> <li>• Universal credits</li> <li>• Unwaged dependent of one of the above</li> </ul> <p>A registration and materials charge may be added to certain programmes at the discretion of the provider.</p>

## Setting the Prospectus Context

Harrow Adult, Community & Family Learning released an Invitation To Tender (ITT) in February 2013 with a closing date of **15 March 2013**.

The Framework will represent a pool of preferred and pre-checked providers in Harrow. The process conforms to the procurement standards adopted by Harrow Council. To access any funding released through this Prospectus, the provider must be a member of this framework. The Framework re-opens for new entrants annually.

The service then releases a regular prospectus asking for bidders from within the Framework pool members. This may happen up to four times each year.

This prospectus is commissioning learning for adults and families in Harrow (This provision must be delivered from premises in Harrow.). The deadline for submission 1 is **12 May 2013**. Please submit proposals only on the forms provided here (weblink), email to [adultcourses@harrow.gov.uk](mailto:adultcourses@harrow.gov.uk) Letters of engagement will be released on the **20<sup>th</sup> May 2013**. Additional call for proposals may be issued as and when funding becomes available.

There will be a Q&A briefing session on this process open to all providers proposing to submit a proposal, to be held at Harrow Art Centre, Uxbridge Road, Hatch End, Harrow HA5 4EA on:

**Wednesday, 17<sup>th</sup> April, 1900-2100**

**Thursday, 18 April, 1400-1600**

Representatives of potential providers are encouraged to come to one of these sessions

Selection of the prospectus bid will be done on a scoring basis and on the basis of fulfilling our contractual agreements with or funders (the emphasis of this may change annually as Grant Letters are issued). Thus we cannot guarantee that bids that score above the threshold will be accepted and we may also select individual parts of a bid. We will always discuss 'part-acceptance' with the providers in question.

### What we are asking you to do

- 1 Outline the curriculum offer you would like to provide on the curriculum planning spreadsheets. Read the notes carefully on the notes sheet of the spreadsheet. Fee income and concession is outlined previously in this document and how to manage the fee data is explained in step 7 and 8
- 2 Select the form appropriate to the curriculum type you intend to bid to

- deliver. If you are bidding for more than one type then you must use separate forms
- 3 Summarise the curriculum offer on the downloadable questionnaire. You can do this either using a narrative or in tabular data form. Use this as an opportunity to highlight the unique selling point of your bid
  - 4 Complete the remainder of your proposals. Please limit your responses to a maximum of 400 words per section.

## Scoring

	Score
Excellent – a major area of strength	5
Good – an area of some strength	4
Competent/Acceptable	3
Some development required	2
Raising major concerns	1
No information given	0

**All criteria carry equal weighting.**

## More Help and Information

To make the process fair and transparent we cannot answer questions specifically aimed at your bids before the award date. We can however answer general questions. These questions along with the answer will then be posted on the Learninharrow website.

Remember that we are most interested in is:

- Who are you targeting
- What are you delivering and why
- What are the intended outcomes/impact
- Why is it good value for money
- What the unique selling point is for your course/service/location/idea

**The curriculum type bidding forms can be downloaded here:**

Adult Skills Budget  
 Community Learning Trust  
 Universal Access  
 Innovation Project

The Prospectus Bidding FAQ link



## Adult Skills Budget Curriculum Type Bidding Form

Please limit to 400 words per section

Organisation name	
Costing Tool Kit for this Curriculum Type completed and included	<input type="checkbox"/> Yes <input type="checkbox"/> NO
Summary of curriculum bid for, in this category including details of any partners	
Rationale for selection and mix of curriculum packages including intended impact	
Method and rationale of engagement of priority groups – outreach, marketing	
Information, advice and guidance – pre-course, on course, at end of course including assessment and progression strategies	
Learner involvement in shaping design and delivery of learning and curriculum offer	
Teaching and Learning strategies including methods used to record achievement/outcomes	
Management strategies to promote and embed safe learning incl. safeguarding	
Commitment to Adult Learning Service staff development, training and appropriate qualifications	

## Community Learning Trust Curriculum Type Bidding Form

Please limit to 400 words per section

Organisation name	
Costing Tool Kit for this Curriculum Type completed and included	<input type="checkbox"/> Yes <input type="checkbox"/> NO
Summary of curriculum bid for, in this category including details of any partners	
Rationale for selection and mix of curriculum packages including intended impact	
Method and rationale of engagement of priority groups – outreach, marketing	
Information, advice and guidance – pre-course, on course, at end of course including assessment and progression strategies	
Learner involvement in shaping design and delivery of learning and curriculum offer	
Teaching and Learning strategies including methods used to record achievement/outcomes	
Management strategies to promote and embed safe learning incl. safeguarding	
Commitment to Adult Learning Service staff development, training and appropriate qualifications	

## Universal Access Curriculum Type Bidding Form

Please limit to 400 words per section

Organisation name	
Costing Tool Kit for this Curriculum Type completed and included	<input type="checkbox"/> Yes <input type="checkbox"/> NO
Summary of curriculum bid for, in this category including details of any partners	
Rationale for selection and mix of curriculum packages including intended impact	
Strategies for delivering information and advice, pre-course and post, course	
Learner involvement in shaping design and delivery of learning and curriculum offer incl. learner satisfaction	
Teaching and Learning strategies including methods used to record achievement/outcomes	
Management strategies to promote and embed safe learning incl. safeguarding	
Commitment to Adult Learning Service staff development, training and appropriate qualifications	

## Innovation Project Curriculum Type Bidding Form

Organisation name	
Costing Tool Kit for this Curriculum Type completed and included	<input type="checkbox"/> Yes <input type="checkbox"/> NO
Summary of curriculum bid for, in this category including details of any partners	
Rationale for selection and mix of curriculum packages including intended impact	
Innovative aspect of project	
Method and rationale of engagement of priority groups – outreach, marketing	
Information, advice and guidance – pre-course, on course, at end of course including assessment and progression strategies	
Learner involvement in shaping design and delivery of learning and curriculum offer	
Teaching and Learning strategies including methods used to record achievement/outcomes	
Management strategies to promote and embed safe learning incl. safeguarding	
Commitment to Adult Learning Service staff development, training and appropriate qualifications	