

**Peterborough Community Learning Trust Fund**

**2021-2022**



**Funding Guidance**

**Introduction**

The main purpose of the Community Learning trust (CLT) fund is to reach disadvantaged communities and individuals, to enable them to participate in learning and to progress towards further learning and/or sustainable employment.

In August 2019 the Adult Education Budget funding was devolved to the Cambridgeshire and Peterborough Combined Authority, therefore only residents of Cambridgeshire and Peterborough will be funded through this project. The Combined Authority priorities are to widen participation in education and training, to support improvement of confidence and acquisition of skills which can support residents to prepare for a range of career opportunities, support wider family learning including maths and English and to support online learning and self-organised learning which can lead to the lives of the most troubled families being turned around.

The Community Learning Fund is being launched again this year to support and encourage the Voluntary and Community Sector, other third sector and not-for-profit organisations to deliver innovative learning that supports disadvantaged adults aged 19+ and address the local key priorities.

The purpose of Community Learning is to support:

* Focus on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
* Widen participation and transform people’s destinies by supporting progression relevant to personal circumstances which can include improved confidence, acquisition of skills improved digital, financial literacy and communication skills, equip parents to better support their children’s learning and to improve/maintain health and social wellbeing.
* develop stronger communities, with more self-sufficient, connected and pro-active citizens with a focus on volunteering, reduced cost on welfare, health and anti-social behaviour, increased online learning and self-organised learning and supporting the most troubled families.

The College will make available funding which local organisations and groups can bid for to offer informal (non-qualification) learning opportunities. City College Peterborough encourage bids that are innovative and make an impact to the communities it is delivered within and are not a duplication of delivery which already takes place either in your own organisation or within City College Peterborough.

**Overall Priorities for Peterborough 2020-2021**

The Adult Education Budget was devolved to the Cambridgeshire and Peterborough Combined Authority from August 2019.

Local strategic planning has informed the priorities and themes chosen for support this year. City College Peterborough aims to ensure that the city's learning and training aligns with the overall Cambridgeshire and Peterborough Combined Authority Skills Strategy and has a positive wider social impact on the residents and communities within the city.

A summary of the **priorities** for the Adult Education Budget are set out below:

* Target sustainable employment
* Target low skilled and low paid adult residents in the workforce
* Secure skills at level 2 and above
* Increase digital provision
* Increase flexible delivery of learning that supports adults in the work to upskill
* Target people in priority communities – most deprived wards in Peterborough
* Improve progression between levels particularly from level 1 to level 2 and from level 2 to level 3

**Priority Groups**

To ensure that public funding is focussed on people that are disadvantaged and least likely to participate, the College will invite applications of interest for the commissioning / delivery of community learning from organisations that work with adults:

* with low levels of skills including language, literacy, IT and numeracy;
* who live in disadvantaged postcodes and areas with low participation in learning;
* who are older people and who don’t traditionally access learning or are unable to do so;
* who are unemployed or economically inactive;
* parents / carers who need help to support their children;
* from ethnic minorities who need support to access learning;
* with disabilities or with learning difficulties;
* who are ex- offenders and probation clients;
* who are experiencing mental or physical health issue;
* with or recovering from drug or alcohol dependency;
* who are working in a voluntary role;
* who are homeless or living in hostel accommodation;

**Wider Social Outcomes**

Wider outcomes are becoming increasingly significant in measuring impact and in the commissioning of services. Please note that the outcomes that have been selected are based on:

* local priorities to be supported from the Cambridgeshire and Peterborough Combined Authority Skills Strategy
* the CPCA criteria that learners' progression after the courses is recorded

**Wider Social Outcome Categories**

* Health – physical and/or mental
* Social relationships – family/children/neighbours/doctors/schools/wider community
* Increasing social mixing
* Progressing to volunteering
* Progressing to or within employment
* Progressing to further learning or training
* Increasing independence
* Outcomes for the project organization and local community

**Planning How You Will Measure the Impact of Community Learning**

Community learning is often a first step into engaging or re-engaging with learning for those furthest away from learning and often with low educational attainment and skills and sometimes significant barriers to learning and work. For most of these learners, achieving a qualification will not be appropriate, achievable or even desirable during an initial period of re-engaging with learning. Community learning may be seen as the first step towards more formal learning, which may well include a qualification.

In the absence of an externally - recognised qualification, it is crucial that we find a means to quantify and standardise what learners have gained from their learning. This data is vitally important to demonstrate the impact of investing public funding into adult learning to funders, strategic partners and Ofsted as well as a quality assurance measure to improve the ongoing provision.

Impact measurement in informal community learning is key to demonstrating the differences that your project has made to learners, their families and their wider communities as well as to your own organization in running the project. It is about gathering evidence to prove the wider social outcomes for all learners taking part in your project. - E.g. Learner A reported that the family's diet has improved as they eat more fresh fruit and vegetables and less processed food.

Planning for wider social outcomes for learners **before** a project commences is key to ensuring that the learner's progress and achievement of the planned outcomes can be monitored and recorded during the timescale of the project.

The initial wider outcomes planning tool will be provided at the contract meeting stage. This will allow you to think about what sort of wider social outcomes for learners your project has been designed to achieve. Evidence is gathered through the life of the project.

This tool provides a focused and consistent way of planning and capturing these outcomes. It is designed to be flexible to meet the needs and circumstances of your project and will support us to demonstrate the difference we are making to individuals, families and communities.

**Who Can Apply?**

**To apply for the Community Learning funding, you must be:**

* An established organisation proposing **learning activities** with the target group.
* Proposing learning activities which are aimed at adults aged 19 and over.
* Targeting residents who are out of work, cannot access education and/or are excluded from the mainstream society.
* Able to show that all tutors involved in the project are suitably trained and experienced
* Able to give a named person responsible for completing the necessary quality assurance tasks associated with this funding.

**A range of organisation are eligible to apply for this funding, including:**

* Voluntary and community unincorporated associations (e.g. community centre, group with basic constitutions)
* Registered charities
* Community benefits societies registered as industrial and provident societies
* Community interest companies or organisation of another type if you operate as a social enterprise and principally reinvest your surpluses for social benefit
* Any other organisation which has a written governing document and is managed by a board of governors, trustees or management committee.

**What Are the Criteria for Funding?**

All applications to the Colleges Community Learning Fund must meet the following essential key criteria:

* The engagement of adult learners aged 19 years or older on 31 August 2020, eligible for funding and in one or more of the priority groups listed above. If, during the project, it is shown that the project has not recruited at least 85% of the learners participating in that project from at least one of the priority groups listed above, then the College reserves the right to withhold any further funding from the partner
* Target learners must reside or work within Greater Peterborough postcodes (Peterborough City and North Cambridgeshire) and the learning must take place in the Greater Peterborough area (PE1, PE2, PE3, PE4, PE5, PE6 and some PE7 postcodes).
* The amount of funding needed for the project should be at least £5,000 and not exceed £15,000. (Potential partners seeking funding for less than £5,000 should speak to City College Peterborough)
* Funding is to be used primarily for revenue of projects only
* Funding can support some taster learning sessions of 5 hours, but it is expected that the majority of learning offered will be for the delivery of a minimum of 10-15 hours. This may be spread over a number of days, weeks or months.
* It will be a requirement of funding to track and record learners’ attendance, retention, progress and achievement of course outcomes and wider social outcomes.
* All projects will be required to undertake an evaluation of the impact of learning/training and follow-up of learners’ progression (into paid employment or to further learning or training). It is the responsibility of the delivery partner to ensure these requirements are met in full.
* All delivery partners in the partnership must co-operate fully with the quality assurance processes.
* Compulsory attendance at partner training sessions
* Compulsory monthly monitoring meetings
* Monthly submission of monitoring reports and invoices for delivery costs supported by evidence
* It will be a requirement of funding that all learners have group or individual National Careers Service sessions provided by City College Peterborough

**Further requirements may be set out in your contract should you be successful.**

**Funding Allocations**

It is acknowledged and agreed between the parties that should City College Peterborough fail to secure relevant funding from the Combined Authority or should such funding be suspended or withdrawn for any reason, then City College Peterborough shall notify the partner as soon as it is aware of the position and in such circumstances City College Peterborough shall be under no further obligation to pay for the provision of the services by the partner provided after the date that City College Peterborough has been formally notified by the Combined Authority that such funding has been suspended or withdrawn.

**Funding will not be paid for the following:**

1-1s, compulsory partner contract meetings, travel, petrol, course beverages or snacks (however, ingredients for cookery courses can be claimed) and course planning.

**Marketing**

All partner courses funded through the Community Learning Trust monies should incorporate the City College Logo on all marketing materials including Course Posters, Social Media and face to face meetings.

**Application Process**

**Application Guidance**

* Applications received in any format other than the application form provided will not be accepted.
* Please answer all the questions, address all bullet points within the questions, and keep within any specified word limits **– answers which exceed the given word limit will have a line ruled at the correct point in the text and appraisers will ignore any information below that point.**
* Unless otherwise stated in the question, only information contained in the answer sections of the application form will be considered.
* Please **do not** email any supplementary information or papers - these will not be considered.
* The value of projects should be no less and no more than the stated minimum and maximum available (unless prior agreement has been made).
* No match funding is required but where contributions from other organisations that input to the project this should be clearly shown within the Pound plus section.
* Do not overestimate the number of learners you expect to enrol on your project. Your proposal will be appraised based on the numbers you provide and therefore if successful your target outputs will reflect the numbers stated in your application. Failing to meet target outputs may result in your funding allocation being reduced. There is not a specified value (£) for individual learners, this will be dependent on the learning you are providing however your bid will be appraised on being cost effective.
* The appraisal panel recognises that some learners will need more intensive support than others and will take this into account when judging the projects value for money provided that, within your application, you have demonstrated the needs of the learner.
* City College Peterborough has been allocated the funding by the Cambridgeshire and Peterborough Combined Authority and will retain 15% of the overall funding (not of the individual applications) to manage the contracts.
* A maximum of only 5% of the funding can be spent on capital items such as IT equipment, cameras and so on and must be linked to sustainability with 3 quotes provided for each item.
* Hourly teaching rates **must include preparation** as well as actual teaching. We would not expect tutors to be paid extra for preparation or hourly rates to exceed £16 per hour for unqualified and £25 per hour for qualified. If the rate does exceed this, then a justification needs to be provided.
* Non-Qualified Tutors £16 per hour
* L3 Qualified tutors £20 per hour
* L4 Qualified tutors £23 per hour
* L5 Qualified tutors £25 per hour
* The total of the administration and management fees should not exceed 15% of the overall bid. The funding will not pay for governance costs.
* Any provider needing guidance and support on funding should contact City College Peterborough.

email: clt@citycollegepeterborough.ac.uk

**Example – Project Timeline**

|  |  |  |
| --- | --- | --- |
| Month/Year | Activity\*Mandatory training will be rolled out by City College Peterborough \* Monthly contract meetings will take place for each project | No. of distinct learners |
| Sept 16 | \* Attend CCP training session |  |
| \* Monthly contract meeting |  |
| Recruit learners onto the course 1 | 20 |
| Healthy eating course 1 starts | (20) |
| Total learners | 20 |
| Oct 16 | \* Monthly contract meeting |  |
|  |  |
|  |  |
| Nov 16 | \* Monthly contract meeting |  |
| Recruit learners onto the course 2 | 20 |
| Healthy eating course for 2 starts | (20) |
| Total learners | 20 |
| Dec 16 | \* Monthly contract meeting |  |
|  |  |
|  |  |
|  |  |
|  | Total learners | 40 |
|  |  |

Example - of the total cost breakdown (spreadsheet to be completed in full)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Activity/Item | Hourly rate | Total hours | Total cost | Funding required (£)(a) | Your Pound Plus (£+) contribution (b) | Total value (£) (a + b) |
| COURSE DELIVERYTeaching *(hourly rate includes planning, initial assessment; marking and completing all paperwork)* |
| Teaching course | £16 | 10 | £160 | £160 | £0 | £160 |
| Volunteers | £11.06 | 50 | £553 | £0 | £553 | £553 |
| COURSE RESOURCES/EQUIPMENT *(learning materials/workshop materials/Equipment)* |
| Workbooks |  |  | £40 | £20 | £20 | £40 |
|  |  |  |  |  |  |  |
| MATERIALS & EQUIPMENT *Capital costs must not exceed 5% of the overall project value* |
| Digital camera |  |  |  | £50 | £0 | £50 |
|  |  |  |  |  |  |  |
| MARKETING AND PUBLICITY *(Recruitment & Promotion* - *You need to obtain at least 2 quotes)* |
| Posters |  |  | £200 | £200 | £0 | £200 |
|  |  |  |  |  |  |  |
| FACILITIES AND SUPPORT *(e.g. room hire, childcare; volunteer travel; signers; support assistants)* |
| Room hire | £15 | 10 | £150 | £100 | £50 | £150 |
|  |  |  |  |  |  |  |
| ADMINISTRATION AND MANAGEMENT |
| Admin | £7 | 20 | £140 | £140 | £0 | £140 |
|  |  |  |  |  |  |  |
| OTHER *(please list)* |
|  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Total funding required (a) | **£670** |
| How much contribution is being made to the project (b) | **£623** |
| Total of the project (a+b) | **£1293** |

**Selection Process**

The procurement and contracting process with be fair, transparent and accessible, while ensuring that the objective of the CLT funds are met. All applications will be assessed against the scoring framework by a funding panel made up of representatives from City College Peterborough and partners. The panel will score proposals based on the responses to the questions in the application form.

The panel will need to be satisfied that organisations have the capacity and experience to deliver the activity described including meeting the quality and contractual requirements set down. Full support will be available to organisations/groups to aid the delivery of their programmes where the need is identified.

The panel is looking to provide a balanced offer of provision and to impact on as many disadvantaged communities and groups as possible. Therefore, the panel reserves the right to award projects to provide an appropriate geographical and demographical spread. The panel reserves the right to amend the requested funding in order to facilitate collaboration with partners who are also seeking funding for similar types of projects.

In the event of borderline/duplicate points score, any past experience with the applicants will be used as part of the decision process.

**The panel’s decision on funding is final.**

**What to Expect if you are Successful**

**Payments**

For successful applications, contract payments will be made against agreed outputs discussed and agreed during the pre-contract meetings. Payments will be made upon receipt of a valid invoice accompanied by the appropriate evidence requirements as specified in the Partnership Contract. Please notes if you have been risk rated as red or amber, we may only make payments on profile i.e. for the work delivered.

Final payment will be made against the successful completion of all project documentation and a final project evaluation report. All original receipts and evidence will need to be retained for auditing purposes. City College Peterborough may retain 15% of the agreed allocation and the Provider will be paid this full amount at the end of the project, upon evidence of retention, achievement and invoices that are satisfactory to City College Peterborough.

**Teaching Qualifications**

We will require the tutors/trainers who are involved in the delivery of some areas of teaching and learning (such as learning with a focus on Maths, English, IT or Employability) to be suitably qualified in their area of specialism or working towards, as a minimum, the level 3 Award in Education and Training (Previously PTLLS) teaching qualification. If a suitably qualified tutor is not available to deliver the training, you will need to explore alternative arrangements E.g. City College Peterborough may be able to provide you with a qualified tutor or direct you to other partners with qualified tutors.

**Reporting**

Successful projects will be required to capture specified learner information throughout the life of the project and conduct a progression/destination survey of all learners after they have completed their course. All forms for capturing information and data will be provided by the Trust. Other paperwork and reporting requests may be also be applied. All successful organisations will be expected to comply with these requests; failure to do so may result in the withholding of payments. Full training and support will be provided by the Trust.

**Safeguarding Learners**

All successful organisations are required to provide a safe, healthy and supportive learning environment ensuring that learners are safe and protected and will need to provide evidence of safeguarding and Prevent policy/training and understanding. Organisations working specifically with vulnerable groups must comply with the current Disclosure and Barring Bureau Service (DBS).

**Equality and Diversity**

All successful bidders are required to actively promote Equality and Diversity and to ensure that they create the opportunities for people to develop to their best potential, aim high and achieve employment, career or enhance their personal wellbeing. All learners will have access to the levels of service and support that are appropriate to their needs.

**Provision of Information, Advice and Guidance (IAG)**

It is expected that all learners participating on funded projects will receive IAG as part of their programme. This service should be integral to the delivery of all projects and should be delivered at the start of the project (for example, by an initial assessment of learners' needs) during the project (for example, by giving learners feedback on their progress and making suggestions for improvement) and at the end of the project.

Specialist IAG will be provided, free of charge, through the National Careers Service. As this fully funded service exists, no costs for IAG are expected to be included in your project costs.

**General Data Protection Regulation**

City College Peterborough will use the information provided during the recruitment process only to process the application and provide data to Government Departments and other bodies in accordance with the General Data Protection Regulations. Personal Data will be treated in confidence and will not be disclosed to any third party except where the College is required or permitted to do so by law, or where the individual has given his / her consent in advance**.** It is a requirement that all learners’ details are provided, should this not be possible for any reason please speak to the College. Learners who have incomplete details will not be recorded against the learner target number.

**Support available**

Ongoing support will be made available to each successful project with the purpose of enabling delivery of the project successfully, to build the organisation’s capacity and to aid self-sufficiency for the longer term.

**Case Studies**

Community Partners will be expected to provide regular case studies detailing development of learner(s) during the project.

**Principal of Funding Rules**

Please note that if you are successful with your application it will be necessary for City College Peterborough to work with you to ensure that your organisation and the College are compliant with the rules regarding Cambridgeshire and Peterborough Combined Authority funding. Please note that these projects are funded by the Cambridgeshire and Peterborough Combined Authority and may also be match funded by the European Social Fund (ESF), and, as such, the tutors/trainers and systems to support the learners are subject to Ofsted inspection. The College will also conduct observations of teaching, learning and assessment, using the Ofsted Education Inspection Framework criteria.

All learners participating in the funded projects are learners of City College Peterborough. This should be made known to the learners at the start of their course and that the funding comes from the Cambridgeshire and Peterborough Combined Authority. As a learner of City College Peterborough, they have the same rights and access to the same support processes as any other learner at the College.

**Please also note that learners are only counted once for funding purposes from the CPCA and have attended provision elsewhere in the same year, this will be classed as a duplicate learner.**

**RARPA Definition**

What is RARPA (Recognising and Recording Progress and Achievement)?

* *Aims -* All courses should have clearly defined aims. These will need to be set out on the schemes of work
* *Initial Assessment -* This can be formal or informal and is used to identify the learners’ knowledge of the subject at the start of the learning and any difficulty from the outset. It is important to establish a starting point so that both the learner and the tutor can measure the progression throughout the course.
* *Challenging Objectives -* The negotiation of learning objectives will allow the learner to measure the progress they have made.
* *Formative Assessment -* This is the evidence of learning throughout the course and can be recorded in many formats to allow the tutor and learner to reflect upon their learning and progress and provides them with appropriate feedback. Evidence for this stage of the process includes
* Records of learner self-assessment or learner feedback on progress
* Tutor records of assessment activities and individual/group progress and achievement
* Files, diaries, portfolios, artwork, videos, performances, exhibitions and displays
* Individual or group learner testimony
* Artefacts and photographs
* *Summative Assessment -* Same as above and it could also include recognition of learning outcomes that were not specified during the course.
* *Next Steps -* Next steps are around supporting learners to make informed choices about their next steps into further learning and work. Learning providers will need to provide evidence of providing appropriate individual and/or group information, advice, and/ or guidance tailored to need and desired outcomes. Evidence of individual and / or group information, advice and /or guidance Providers need to show that they have evaluated the overall learning programme with learners

This process is designed to:

* focus on and promote the needs and interests of learners
* take account of learners’ diverse and multiple purposes in learning
* allow for negotiation of the content and outcomes of learning programmes
* encourage learners to reflect on and recognise their own progress and achievement – increasing confidence.
* promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors
* enable achievement and planned learning objectives not originally specified to be recognised and valued.
* promote good practice in teaching, learning and assessment
* enhance providers’ quality assurance and improvement practice

Fit for purpose – RARPA is a model that encourages tutors to customise activities and recording for their learners; it is an inclusive model that is flexible enough to be used equally with learners.

# Methods

# Individual Learning Plans (ILPs) are the most common form of recording the learning that is taking place on all courses however short courses, events, taster sessions and trips all need learning to be recorded. There are many suggestions such as a simple form or for courses like Art, pottery; events etc… can be done through other methods such as taking photos of the progression of a project, talking sticks and even interactive equipment.

A RARPA guide will be given as part of your project start pack to support understanding, also training will be given by the College to all projects to support recording outcomes.