

Key priorities for CL provision 2016/17 funded by the Skills Funding Agency (SFA) and is managed and administered locally by AfC

1. Vision

The RCLP is passionate about providing outstanding adult learning opportunities that are inspiring and will enable individuals to progress and enrich their lives.

2. Introduction

Richmond has an existing diverse Community Learning programme that since August 2012 has been accessed by over a 3,000 learners to date. The current provision meets the needs of some of the targeted priority groups with a diverse range of free courses available to learners. The existing CL provision broadly falls under the following categories:

- Basic skills provision (ESOL, EAL, literacy, numeracy)
- Digital inclusion and IT Skills
- Family learning (e.g. parenting Courses or activities, play, cooking)*
- Creative and expression (e.g. art, drama, crafting, singing)
- Traditional skills (e.g. upholstery, sewing, horticulture)
- Health, exercise and wellbeing (healthy eating, exercise, managing stress.)

CL provision is delivered by a wide range of providers including local community/voluntary sector groups and Children Centres. There is good positive engagement of providers within the design and delivery of the CL provision in the borough with very good capacity for further improvement.

AfC's most recent Self-Assessment Report highlights our key strategic and delivery priorities which include the following main areas: Quality of provision, maximising the use of Community Learning funding, and capacity building in the provider & voluntary sectors.

*Any family learning provision delivered within Children's Centres is commissioned separately, and is therefore not applicable to this funding application.

3. RCLP Membership

Organisation	Name	Title
AfC (Chair)	Heather Matthew	Strategic Lead CYP and Voluntary Sector
AfC	Eamonn Gilbert	Associate Director Commissioning - as of Jan 2016)
AfC	Barri Ghai	Way to Work & Community Learning Manager
AfC	Sarah Reid-Barker	Children's Centre Services Manager for Kingston & Richmond
AfC	Hugh Dale	Community Learning Coordinator
Local Authority (London Borough of Richmond upon Thames)	TBC	TBC
Richmond Adult Community College	Gaynor Bray	Vice Principal Curriculum and Learner Services - as of Jan 2016
Richmond Housing Partnership (RHP)	Caroline Hand	Head of Community Services - as of Jan 2016)

The purpose of the Richmond Community Learning Partnership (RCLP) is through a partnership approach to:

- Provide strategic leadership and management of the Community Learning (CL) provision within the London Borough of Richmond.
- Support coordinated development, commissioning and delivery of high quality community learning provision that has at its heart the needs of adult learners.
- Widen participation in learning, facilitating progression and positive outcomes for learners and local communities.

In 2013 RCLP established a partnership commissioning board which has responsibility for commissioning CL Courses or activities in line with commissioning and strategic priorities at local and national levels.

4. Definition of Community Learning

CL includes a range of community and outreach informal learning opportunities. Courses or activities are designed to bring together adults (often of different ages and backgrounds) by helping them to pursue an interest, address a need, acquire new skills, become healthier, or learn how to better support their children.

The provision provides informal community learning courses/Courses or activities that meet the prospective learners' needs and facilitate best outcomes and progression of learners. Our CL provision is designed in consultation with community groups, learners and providers to meet the specific needs of the local community using a variety of learning styles and environments. AFC CL provision is made accessible within community settings such as Children Centres, Community Centres, libraries, schools, residential homes, and education settings, encouraging participation of particularly vulnerable groups of learners and wider communities.

5. Community Learning key strategic priorities 2016/2017

The RCLP have adopted the following overarching strategic priorities that inform respective SFA funded providers' under the umbrella of the RCLP strategic planning and delivery.

- Continue to develop and implement a joint commissioning approach to the Council's CL provision to achieve synergy and remove duplication within the overall RCLP offer
- Continue to develop a needs led approach to the commissioning/delivery of CL provision
- Continue to ensure that CL provision and CL strategy identifies and responds to the needs of community
- Implement a joint approach to charging for CL, reflecting the principles of pound for pound and pound plus
- Continue to enhance the current participation in learning, ensuring that key priority/target groups can access CL provision that meets their needs
- Continue to strengthen capacity and capability within providers/third sector through maximising the use of existing resources at a partnership level to provide high quality support and capacity building to improve the effectiveness and efficiency and overall outcomes for learners
- Continue to support and develop strategies to promote Family Learning and promote adult education in Children's Centres

6. Key delivery priorities for CL provision 2016/17

- Courses or activities that support and promote Family Learning activities
- Courses or activities that offer employability skills and tailored training provision to engage those furthest from the workplace or learning

- Courses or activities that offer training and information about benefits and welfare reforms including Universal Credit, the benefits cap, bedroom tax, PIP payments, personal budgeting, managing money, and housing advice
- Courses or activities that will engage disadvantaged priority groups in learning, specifically engaging adults with special needs (disability and learning difficulties), the socially isolated, adults suffering from mental health conditions, adults moving towards independent living and families on low incomes
- Creative and evidence based courses or activities that motivate harder to reach parents/carers, and actively involve them in their children's education to improve their wellbeing
- Courses and activities that promote and develop confidence building, communication skills,, personal presentation, and individual resilience
- Courses or activities that contribute to older people's health and quality of life by enabling them to stay physically and mentally active and promote their fitness and wellbeing
- Courses or activities that will support adults aged 19 to 25
- Courses or activities that introduce people to digital technology, social media and ICT skills
- Courses or activities that contribute to the development of carers, their health, well-being and skills
- Courses or activities that build the skills of volunteers to deliver services, and support activities in local communities
- Courses or activities that keep alive treasured traditions providing a launch pad for new small business ventures
- Courses or activities that support healthy lifestyles, nutrition and wellbeing
- Courses or activities recommended by the community for the community with a clear evidence of need
- Informal ESOL/EAL provision that provides a stepping stone to more formal/regulated ESOL provision to also include functional skills, and clearly reach those who would not normally access this provision from the local further education providers

7. Key criteria that the proposed CL provider will be expected to meet

In addition to the above, all proposed CL provision will be required to meet the following criteria:

- Evidencing the need for the locally identified CL provision
- Ensure all courses or activities have clear session plans, objectives, learning outcomes and provide high quality teaching & learning
- Ensure all courses or activities do not duplicate other provision available locally within the borough, or provide activities that replace statutory provision
- Ensure all courses or activities have a strong focus on progression (i.e. on-going courses or activities). Do not engage the same learners on a cyclical basis with no progression opportunities, or provide therapeutic support rather than learning opportunities
- Ensure that Information Advice and Guidance (IAG) is fully integrated within the planning, delivery and evaluation of CL provision
- Ensure all courses or activities demonstrate how learners are safeguarded with reference to the new Government Prevent Duty regulations, and ensure learners are briefed on the risks of radicalisation and extremism

- Ensure all providers promote the notion of British values, firmly embedded the values within their courses or activity.
- Ensure that all learners feel safe and know how to raise concerns or complaints
- Ensure all providers ensure they promote equality of opportunity and diversity within the delivery of their commissioned CL course or activity
- Ensure all courses or activities demonstrate value for money and a 'Pounds Plus' approach (i.e. in kind contributions, learner fee contributions, cost of resources where appropriate)
- Ensure all courses or activities demonstrate how they are going to reach the hard to reach and most disadvantaged priority target learner groups
- Ensure all learners identified as having physical or additional learning needs are clearly assessed and supported appropriately
- Comply with all AfC contracting arrangements including CL data collection, submission and contract monitoring to enable compliance with the SFA grant conditions

8. Commissioning timeframe

The next opportunity to apply for Community Learning Funding will be in May 2016. This will be for activities to be delivered from 1st August 2016 up to 31st July 2017. Applications will be accepted until 5pm on Friday 27th May 2016. Updated guidance and application documents are now available on the Community Learning website.

9. Bidding process

The following bid thresholds are in place:

- Bids received up to £10,000 – existing process applies, bidders are expected to complete the existing bidding form, available on the community learning website: community.learning@richmond.gov.uk
- Bids received over £10,000 – bids exceeding £10,000 will be subject to the following stage approach:

Stage 1 – prospective bidding providers are asked to contact Hugh Dale, Community Learning Coordinator by phone 020 8831 6373 or email hugh.dale@achievingforchildren.org.uk to discuss the viability of the proposed learning programme bid before applying

Stage 2 – if the proposed programme is deemed viable, the provider will be invited to complete an application form.

Stage 3 – the bids will be screened and the provider may be asked to submit further information and/or attend a discussion/presentation to the commissioning board.

10. What CL will not fund

- Churches or other religious bodies where the monies will be used to fund learning to promote faith, belief, or evangelisation
- Courses or activities where the monies will be used for political purposes, campaigning, activism, extremism and legal processes
- Courses or activities that provide general support or friendship type of groups that do not have a primary focus on learning
- Courses or activities that are considered forms of therapy