Guidance notes for completing an application for Community Learning Funding in 2019/2020

Thank you for your interest in the Community Learning Funding. **It is important that you read these guidance notes before you complete the application form.** All applicants will need to demonstrate how they meet our funding priorities which are described in these guidance notes. These notes will help you provide the information we require to enable us to consider your application. If after reading these guidance notes you are still unclear about whether your activity, service or project meets our criteria, then please contact Community Learning by email **ACLsubmissions@richmond.gov.uk.**

Deadlines for funding applications 2019/2020

Applications for funding open (Monday 1st April 2019 and close on Tuesday 30th April 2019)

Electronic applications **must be received by 5pm on the Tuesday 30th April 2019** to be considered for funding. Late applications will not be considered until the following round if available.

Please submit **electronic copies only** to *ACLsubmissions@richmond.gov.uk*

The Commissioning Board will meet week commencing **Monday 6th May 2019** and providers will be notified of the outcome of their funding application by week commencing **Monday 20th May 2019.** Providers will receive email confirmation of receipt of their application. However, it is the responsibility of the applicant to contact Community Learning if they have not received confirmation within 48 hours of the closing date.

Who can apply?

The following are eligible to apply for Community Learning Funding:

- Registered charities
- Not-for-profit voluntary or community groups
- Social enterprises
- Schools and children's centres
- Community centres
- Education providers
- Sole Traders
- Clubs and societies
- Residential settings
- Local support services

The services commissioned by the Community Learning Fund must be delivered in the borough of Richmond for the benefit of Richmond residents only.

Community Learning Fund 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

How much funding can I apply for?

They are no fixed minimum of maximum funding limits but providers should be realistic in their applications as to the level of funding requested. Community Learning will consider the best use of funding to meet the needs of the local community and cost effectiveness of applications when considering them. Community Learning is funded and regulated by the Greater London Authority (GLA). The Community Learning Commissioning Board will only respond to applications for funding in the current GLA financial year which runs from 1st August 2019 to the 31st July 2020. Applications should not be made for permanent staffing or capital purchases. No costs will be supported that may be incurred after the end of the current financial year.

Any provider that has been successfully funded in previous years, can still apply for Community Learning funding in 2019/20.

Learner Participation Numbers

The minimum acceptable number of learners required to engage in Community Learning funding activities is between 8 and 10. Learner participation that falls below the minimum threshold may be considered as a breach of contract and will therefore be below the minimum acceptable level of participation. This may result in the withdrawal of funding for the activity.

Guidance on completing the application form and project budget spreadsheet

1	**Name of organisation** Give the organisation's **name as it appears in your legal constitution document**. This may be a Trust Deed, your Constitution or the Memorandum and Articles of Association.
2	**What kind of organisation are you? Please describe your organisations core provision or activity.** If you are a registered charity then please supply your charity number. If you are a company of any description, please supply your registration details with Companies House. Sole traders need to supply a professional reference that illustrates their experience of work undertaken in the last two years.
3	**What is your course, activity or project called?** Please give the name of the proposed programme, course, or activity that you are applying to be funded.
4	**What evidence is there that your proposed course or activity is needed in the local community?** What evidence do you have to justify the need for this learning opportunity? • Is this application being made after consultation with individual residents or community groups? • What research have you undertaken which has identified a need for this activity in the Richmond borough? • Have you checked to see if this learning activity is already being provided locally?

		• Is there or has there been any funding available to support this activity locally? • Are barriers being removed that have prevented learners from attending previous learning opportunities in the borough? If so what are they? • How does the activity proposed meet the Community Learning key priorities criteria for the fund?
5		**Please indicate which target groups you wish to support with this activity** Be clear who the learners are you hope to engage and indicate if you intend to target any specific vulnerable or disadvantaged learner groups. Be aware that the target groups you identify in this section will be monitored, and we will fully expect that you engage with them.
6		**How will you engage and target the identified disadvantaged groups of learners for this activity in addition to any generalised marketing approaches?** Describe what methods you intend to use to attract participation. Are there any partners who will be assisting with the promotion of this activity? • Will you be working in partnership with any of the following registered charities, support groups, community centres, residential settings, social enterprises, or others in your field of expertise? • How will you engage with potential learners who cannot be contacted through social media or email? • What methods of marketing will you use to ensure that you reach the priority groups you have identified?
7		**How will you ensure that learners are effectively safeguarded? (Preventing vulnerable people from crime, other forms of abuse or from being drawn into extremism and/or radicalisation)** • What safeguarding arrangements will you put into place to protect learners and meet all statutory and other government requirements to promote their welfare and prevent radicalisation and extremism? • How will you ensure learners' understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media? • How will you ensure equality of opportunity and recognition of diversity are promoted through teaching and learning? • How will you effectively promote British values: including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs? *To do this you may:* • Listen to your learners • Share appropriate information with the Local Authority, Police and other agencies • Report concerns to the Single Point of Access Team (SPA) • Challenge negative behaviour • Provide learners with appropriate information or leaflets, booklets etc • Focus on what the learners need • Tutors use materials, activities and language well to promote positive values of diversity • Support learners' personal, social and emotional development by helping them to develop a positive sense of themselves, and others

- To form positive relationships and develop respect for others
- To develop learners' social and employability skills
- Monitor internet use and ensure appropriate use of social media applications

Additional Reference Documents:

The common inspection framework: education, skills and early years: Ofsted August 2015
Inspecting safeguarding in early years, education and skills settings, Ofsted, August 2015;
Keeping children safe in education, Department for Education, July 2015
Working together to safeguard children, Department for Education, March 2015

The Prevent duty, Departmental advice for schools and childcare providers, DfE, June 2015 – page 5, para 3

Prevent Duty Guidance, Her Majesty's Government, 2015:

8	**Describe the proposed learning activity?** Be specific about what will be included in the programme: • What will be the course content? • How will the course be delivered? • Does the course have a defined learning outcome? • Is this a new course or has it been previously run as a taster or longer course? • Do provide a course outline or scheme of work for the activity.
9	**Where will the activity be delivered?** • Why was the location selected? • Does the location provide adequate facilities? • Is the location accessible for your target groups? • Does the location provide value for money?
10	**Who will be delivering the training? (Why is the person suitable?)** **a) Who will be delivering the sessions?** Whilst it is not required that the course tutor(s) has a teaching qualification or accreditation, providers need to demonstrate that the tutor(s) has appropriate skills and experience in planning and delivering a good quality learning activity. **b) How will you ensure that your tutor(s) provide quality teaching and learning experience?** Explain what support and monitoring mechanisms you will have in place to ensure that participating learners receive a high quality teaching and learning experience.
11	**Do the tutor/tutors have an up to date enhanced Disclosure Barring Service (DBS) check? (If yes, you will need to provide evidence prior to the commencement of the proposed course/activity).** The tutor(s) you arrange to deliver the course/activity must hold a current and valid enhanced DBS check/certificate. It is your responsibility to ensure any tutor is suitable and appropriate to deliver the commissioned activity.

		This safeguarding requirement also extends to learning assistants.
12		**What are the learning aims and objectives of the course or activity?** The learning aim is a statement of intention of the course – outline what the purpose of the learning activity is, and what the learning activity is trying to achieve. An aim should be brief and succinct and give the learner a reasonable idea of what to expect from the course. An example of a learning aim would be: • *To provide the learner with the opportunity to create a flower arrangement or decoration suitable for Christmas.* The learning objective derives directly from the aim and is a statement of the specific things that the learner will do to help them achieve the aim. Examples of objectives would be: • *Develop understanding of different designs of flower arrangements* • *Develop knowledge and skills to apply recycled materials within the design*
13		**How will you monitor and evaluate the learners' experience?** • How will you know that the learner is satisfied with their learning experience? • What methods will you use to monitor and capture this evidence?
14		**How will you evidence the outcomes for learners? (E.g. How will they use their new learnt skills? Will this improve their health, wellbeing and/or employability?)** • How will the skills and knowledge gained from this activity be used by the learner? • Will the activity make an impact to their well-being, if so what will this enable them to do? • Will there be any benefit to the learner's family or local community?
15		**What progression opportunities are there and how will learners be signposted to them?** Providers must demonstrate clear timelines for progression from their learning activity. Long term and regular support for the learners accessing these programmes **is not** the aim of activities supported through this fund. It is expected that no learner will access the same learning provision for longer than six months unless the learning provision includes accreditation (up to 12 months for accredited courses) Please outline the Information Advice and Guidance (IAG) that you will offer to learners to help them access additional learning opportunities beyond the scope of your learning activity. • Will you be incorporating the use of IT to assist with IAG?
16		**Would you like to provide any additional information to support your funding application?** (optional)
17		**Project Budget Plan V1** • You must complete the required Project Budget Plan which can be downloaded from: https://www.richmond.gov.uk/community_learning

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- Guidance to complete the Project Budget Plan is available on page 6 of this document.
- The spreadsheet is in a Microsoft Word format, and must not be replicated, copied, altered or amended in any way. You must complete all sections of the form.

Tutor Fees

- Tutors will be funded at a maximum rate of **£40 per hour**

- Providers must indicate how long the course/activity will run for, how many sessions will be delivered per week or month and the number of teaching hours per session.

Learning Assistant

- A Learning Support Assistant <u>should only</u> be budgeted for if they are absolutely necessary to enable the client group to access the learning activity, for example adults with Special Educational Needs and or Disabilities. The maximum allowable rate per session is **£16 per hour**. Learning Assistants are paid only for their teaching time.

Preparation Time

- Session preparation time is calculated at a rate of **£20 per session** multiplied by the number of sessions on the overall course/activity. For example: If your course runs a total of 20 sessions, this will be multiplied by £20 per session (20 sessions X £20 per session = £400 Preparation Time)

Premises/Venue costs

- A maximum of **£30 per hour** will be paid for the hire of any suitable premises/venue. Please include an amount between £0 and £30 per hour.

Resources & Materials

- Funding is available only for the purchase of materials required to deliver the activity such as art materials or learning resources such handouts. Capital purchases are not eligible. Providers should secure resources were possible from reasonably priced sources and itemise them in the application. The costs of refreshments will not be supported by the fund and cannot be included. **The maximum that can be claimed for resources by any provider is £100.**

Management / Administration Fee

- This cost will include advertising and publicity. **The cost should not exceed 10% of tuition fees and any resources applied for.** The cost of the venue cannot be included in this calculation.

Number of expected participants per session and In-kind Contributions

- Please record financial and all In-kind donations such as use of venue and volunteers. If the learners are making a financial contribution to the cost of the

	course, this should be represented against the amount you are asking for. For example if your course costs are £500 and you are raising £50 in income from participants, the total funding request should therefore be £450.

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