

Manchester Adult Education Service

Community Learning Fund

2019 – 2020

PROSPECTUS & **Funding Guidance**

Please read this information thoroughly before you consider applying.



MANCHESTER
CITY COUNCIL

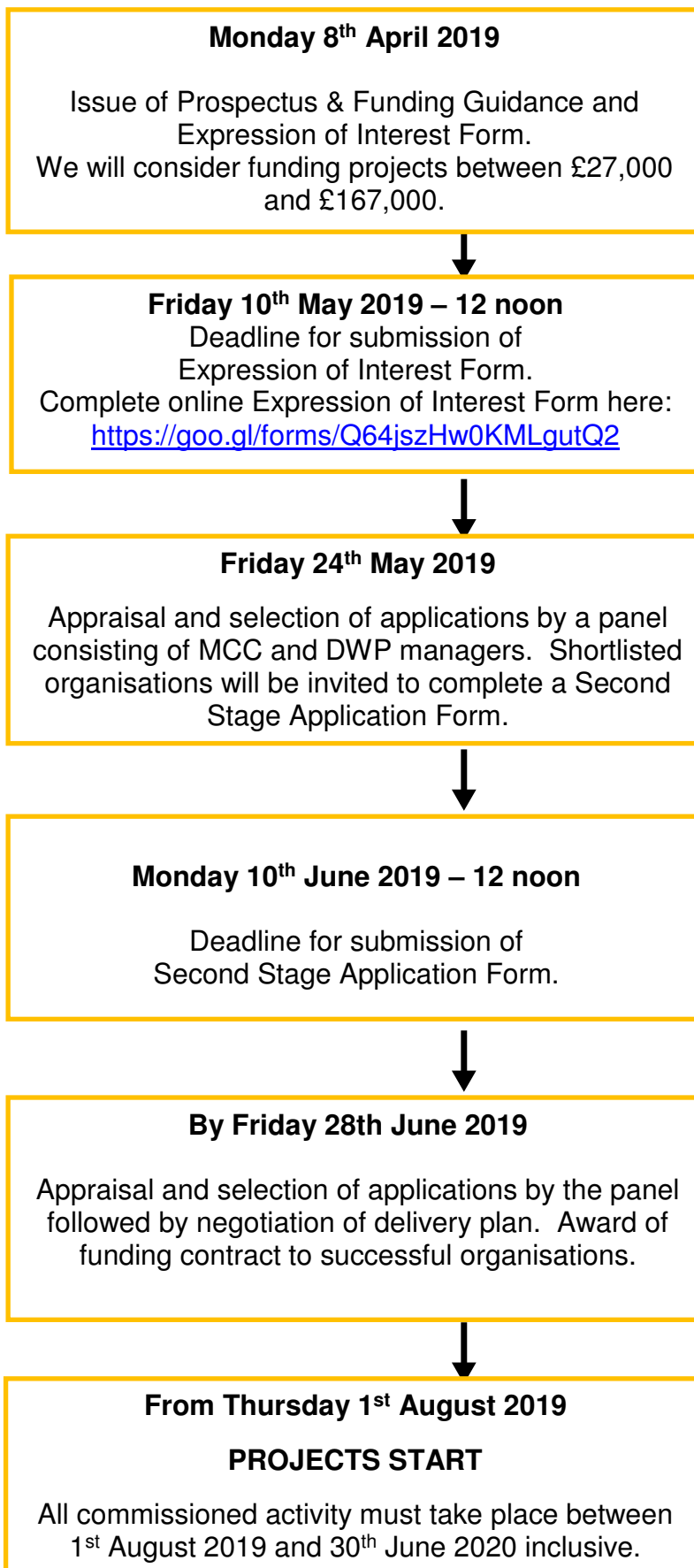
Manchester Adult Education



Education & Skills
Funding Agency

GMCA **GREATER**
MANCHESTER
COMBINED
AUTHORITY

Timescale and important information



An information session will take place on

Monday 29th April at 1.00-3.30pm at Manchester Town Hall Extension (Room 4003)

This session will give interested organisations an opportunity to discuss their proposals with MAES Managers and how they fit with the local offer.

It will also give organisations who are considering putting in an expression of interest a chance to ask any questions they have about this funding in general.

Please let us know in advance if you are planning to attend this meeting by booking a place by completing this form:

<https://goo.gl/forms/0NDzHKsscQT3WkGA3>

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1. Introduction

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

Manchester City Council's and Manchester Adult Education Service's (MAES) priority is to increase employment of key groups of residents in the most deprived wards of the city, particularly those residents in receipt of out of work benefits or those in temporary, low paid and casual work. Therefore this is the target group for this funding.

We are seeking to support projects and ways of working that can provide people with their 'first step' into learning, increased confidence and increased motivation and ability to access further learning opportunities. It is recognised that the community and voluntary sector can provide some of the most innovative ways of providing learning opportunities to groups that have traditionally been hard to engage.

The CLF funding comes from the Education and Skills Funding Agency (ESFA) and is subcontracted by MAES. The ESFA reserves the right to use this funding as match funding for European Social Fund (ESF) Co-financing projects.

The courses and activities funded will need to meet Ofsted and ESFA requirements but organisations applying to this fund don't need any specific previous experience of delivering such activity. All subcontracted organisations will be fully supported to meet the ESFA requirements and Ofsted quality standards via monthly training sessions and assignment of a Link Manager from MAES. Each organisation will need to have a named person who will take responsibility for quality assurance and quality improvement for their provision, including undertaking graded observations of each member of teaching staff who delivers their CLF programme. Support will be given, including training in observation of teaching and learning and how to complete essential quality assurance tasks, listed on page 12.

For this reason we have to limit the overall number of organisations we commission to a maximum of 10.

2. Aims and Objectives

The aim of the fund is to build the skills levels of Manchester residents while complementing other available provision and providing progression routes to further learning, employment and volunteering.

The key objectives of this activity are:

- To deliver a programme of community learning activities which enable adults to move towards sustained employment and volunteering / work experience and which do one or more of the following:
 - ❖ improve employability and essential skills
 - ❖ provide opportunities for learners to become involved in the local community
 - ❖ increase learners' confidence
 - ❖ have a positive effect on learners' health and wellbeing
- To encourage Manchester residents who are unemployed or in low level employment and have low level skills to engage in learning and progress to further training opportunities, particularly targeting those who mainstream provision struggles to engage
- To provide Information, Advice and Guidance for unemployed and/or under employed residents about further learning, volunteering or mainstream employment services and/or getting work

3. Timescales for 2019-2020

We intend to complete the selection process by the 28th June 2019 for projects to start from 1st August 2019. Projects for the 2019/2020 Community Learning Fund contracting period must be **completed by 30th June 2020** and all invoices submitted by 19th July 2020.

No extensions to this deadline will be permitted and all project activity must take place within the contracting period, which is between 1st August 2019 and 30th June 2020.

4. Who can apply?

a) To apply for Community Learning funding you must be:

- An established organisation (see definition below) 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 or excluded from the labour market for various reasons and people who have temporary, casual, part-time or low-skilled jobs who need to improve their skills and confidence to obtain a more secure place in the labour market
- Able to show that all tutors involved in the project are suitably trained and experienced (including enhanced DBS check)
- Able to give a named person responsible for completing the necessary quality assurance tasks associated with this funding (more details on page 12)

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

- Voluntary and community unincorporated associations (e.g. community centre, group with a basic constitution)
- Registered charities
- Community benefit societies registered as industrial and provident societies
- Community interest companies or organisations of another type if you operate as a social enterprise and principally reinvest your surpluses for social benefit (for example, with at least three unrelated Directors and a clear clause within your governing document about how you reinvest surpluses into the community)
- Any other organisation which has a written governing document and is managed by a board of governors, trustees or management committee

Is it right for you?

In order to receive funding you must be able to produce evidence of the following at the contract negotiation stage:

- Governance arrangements that show that you are managed by a board or a committee, and Annual General Meeting minutes and a list of board or committee members names
- Your audited accounts for the past two years
- Your Registered Charity Number or Registered Company Number (Companies House)
- Your UKPRN (UK Provider Reference Number) – if you don't already have one, you'll need to apply for one – see details here: www.ukrlp.co.uk
- Your policies on Equal Opportunities, Health and Safety, Safeguarding, Prevent and Sustainability.

We must abide by the following rules applied by the Education and Skills Funding Agency:

- Organisations cannot be subcontracted if they already hold contracts with an overall value of £100,000 or above per academic year with one or more directly funded providers or if the subcontract from us would take the total value of their contracts over £100,000, unless the organisation is listed on the ESFA Register of Training Organisations;
- Any organisation who has an above average risk warning from a credit agency cannot be funded;
- All organisations must be recorded as 'Active' on the Companies House database;
- Organisations cannot be funded if it has passed a resolution (or the court has made an order) to wind up or liquidate the company, or administrators have been appointed;
- Organisations cannot be funded if their statutory accounts are overdue;
- Second level subcontracting is not permitted.

5. What can be funded?

a) Priority areas of learning

The list below provides an overview of the kinds of activities we would like to fund. We want to encourage these kinds of activities:

- programmes which support learners to get involved in learning and to progress to further learning and employment (can include development of skills such as communication, motivation, independence, resilience, assertiveness, anger management and management of health issues and other barriers to learning)
- programmes with an emphasis on work placements or voluntary work to enhance employability and/or community involvement (e.g. employability programmes with built in volunteer placements or community projects involving voluntary work)
- programmes which develop sector specific and employability skills (e.g. introduction to health and social care or activities to help unemployed people to identify and evidence their skills and pathway to work)

This list is not exhaustive or prescriptive as we recognise that there is a wide range of opportunities and innovative approaches to attract the target groups into learning. However, you should be clear what the learning outcomes will be, how you will engage residents through your group into the activity and how they will progress towards employment, volunteering, work experience and/or further learning following on from this activity.

The successful providers will develop and deliver a flexible programme of engagement, learning activity and progression, which can be tailored to individual needs. They must be able to demonstrate that the approach used is appropriate and effective provision to meet the needs of the target groups and that there is an appropriate mix of engagement and longer/more substantial activity.

This will be either in specific wards, (see page 7) or with aims/modes of delivery that other funds are unable to support.

Here are a few examples of projects we could fund

Using radio as a means of engaging unemployed adults – they learn radio skills, get the chance to produce and present a live radio show and in the process develop confidence, employability skills and basic skills, also receiving guidance on their next steps	Engaging adults recovering from homelessness and/or substance abuse, offering them opportunities to take part in practical activities to build their skills and confidence, with a view to moving them onto other positive outcomes	Engaging unemployed or low skilled adults from a specific area, teaching them gardening and cooking skills and involving them in a practical project, which enriches their local community and helps them to gain confidence and employability skills as well as skills to better support their families
Offering a programme of activities around the ‘five ways to wellbeing’ to unemployed adults – including cookery, art, drama and photography, building confidence	Offering a training course for customer service and an integral placement as part of the training course, to enable unemployed and under-employed adults to gain relevant skills and work experience	Using sport and drama as a means to engage unemployed adults, involve them in planning and delivering a performance or event in their local community, in the process developing employability skills and confidence

Progression Outcomes

Organisations applying for funding should demonstrate clear and established progression routes and positive outcomes that will enable residents to progress on to one or more of the following:

- A vocational course
- An English, Maths or ESOL course
- Volunteering activity
- Full time or part time employment
- Work experience
- Other progression clearly demonstrating a continuing benefit in line with the programme aims

Organisations will be expected to track outcomes for learners after they have completed their courses in order to measure impact and provide this information to MAES.

Support for progression and quality

Learners on programmes funded by CLF will be enrolled as MAES learners and as such can access priority progression to other MAES programmes where this is an appropriate progression route for the individual. Each organisation in receipt of CLF funding will be assigned a MAES Link Manager who can provide support with building progression links and with quality improvement.

b) Priority target groups

The priority target group for activities funded under CLF is unemployed residents or those in low paid, temporary or casual jobs, particularly those with low level skills and those who are less likely to be engaged into learning directly by a mainstream provider.

These may include:

- Job Seekers' Allowance claimants
- Income Support claimants
- Employment Support Allowance claimants
- Incapacity Benefit claimants
- People claiming Universal Credit
- Other working age people not on benefits who are out of work or in low paid, temporary or casual work

Priority will be given to organisations working with residents from at least one of the following wards of Manchester, as these wards have the highest levels of unemployed residents:

North Manchester – strategic lead Anne Taylor	Ancoats & Beswick	Charlestown	Cheetham	Clayton & Openshaw	Crumpsall
	Harpurhey	Higher Blackley	Miles Platting & Newton Heath	Moston	
Central Manchester – strategic lead Andy Wilson	Ardwick	Deansgate	Gorton & Abbey Hey	Hulme	Levenshulme
	Longsight	Moss Side	Piccadilly	Rusholme	
South Manchester – strategic lead Mark Rainey	Baguley	Brooklands	Burnage	Chorlton Park	Fallowfield
	Northenden	Old Moat	Sharston	Whalley Range	Woodhouse Park

c) Activities which broaden the existing local offer

We are looking to broaden the learning offer in neighbourhoods and as such we will prioritise these types of activities. For more information, see box below.

More information on priority target groups and activities which broaden the local offer

In order to ensure that proposed activities do not duplicate local provision and are targeted to meet a recognised local need, we recommend that applicants consult with their local **Manchester City Council Strategic Neighbourhood Lead** informing them of the intention to apply for CLF funding. Officers' comments will be taken into account when assessing applications.

We are also holding a **meeting for those interested in applying for this funding**, which will give an opportunity to discuss proposals with MAES managers and discuss how it fits with the local offer. This meeting will also give organisations considering putting in an Expression of Interest a chance to ask any questions they have about CLF funding in general. The meeting will take place on Wednesday. This meeting is aimed particularly at organisations new to this fund, and whilst all are welcome to attend, it is optional to attend – your attendance or not at this meeting will not be considered in the assessment of your application.

Strategic Neighbourhood Leads

North: Anne Taylor – a.taylor2@manchester.gov.uk

Central: Andy Wilson – a.wilson@manchester.gov.uk

South: Mark Rainey – m.rainey@manchester.gov.uk

6. Funding

a) What funding is available?

This year the following indicative amount is available:

Revenue funding - £612,000

Revenue funding is for all the running costs of the programme, for example tutors' salaries, room rental and materials, such as learner packs.

b) What is the funding rate?

Funding will be calculated using a rate per learner GLH (guided learning hour) i.e. for every learner completing one hour of learning you can apply for £8.00 of funding e.g. for 10 groups of 10 learners completing 40 hours each, you can apply for £32,000 (10 x 10 x 40 x £8.00)

See Appendix A for more examples.

Up to 25% of the hours of each programme can be a work placement element, e.g. a programme consisting of 48 hours in total could consist of 36 classroom hours plus 12 hours of placement. Where work placements are used, the placement must be monitored and the learning from the placement evidenced, e.g. via use of a learning diary.

c) Is there a minimum or maximum amount of funding available?

We will fund projects from a minimum of £27,000 up to a maximum of £167,000.

Please note: Projects financed through CLF should not rely on this funding for long-term commitment, as there is no automatic entitlement to funding in future years.

7. Application Process

There is a two stage process in place.

The reason for this is to save time both in writing and assessing longer applications, for the benefit of the applicants and the selection panel. Only organisations shortlisted following the Expression of Interest stage will then be invited to complete a Second Stage Application.

		Opening date	Closing date	Decision given by
Stage 1	Expression of Interest	08/04/19	10/05/19 (noon)	24/05/19
Stage 2	Second Stage Application	24/05/19	10/06/19 (noon)	28/06/19

All organisations completing an Expression of Interest Form will be given a decision by 24th May 2019 about whether they have been shortlisted and will go forward to the second stage. Unfortunately detailed feedback will not be available for organisations not going forward to the second stage but limited feedback will be given on request.

An application form for each stage is provided to ensure that all relevant information is captured, so should be completed in full.

The data required for monitoring and audit will be written into each contract and based on the information supplied in the Second Stage Application Form.

In the first stage Expression of Interest, providers should:

- Give some information about their organisation;
- Outline their proposed activities;
- Outline their proposed target groups and rationale for why the provision they are offering is appropriate for the target group;
- Give the proposed learner numbers, and number and location of venues that will be involved and number of hours of learning and/or support that will be undertaken by each learner;
- State how much funding they would like to apply for (please use the funding calculator to determine this amount, based on the number of learners doing different lengths of courses);
- Ensure that the value of the programme they are offering is between £27,000 and £167,000;
- Provide evidence of their track record, i.e. the impact of similar activities that the provider has delivered previously and their experience of working with the identified target group.

Short listed organisations when completing the Second Stage Application Form will also be asked to:

- Show clearly how they will meet the aims and objectives of the provision;
- Say whether the activity proposed is a new venture or will build on existing provision;
- Detail how learning will be recognised, evaluated and recorded;
- Detail how provision will be tailored to meet individual needs;
- Detail how residents will be progressed into further learning and/or employment support;
- Describe how they will ensure consistency and quality assurance and quality improvement to service delivery;
- Describe any wider impacts the provision will have;
- Describe how they will work with partners to ensure the best possible progression and support for learners;
- Detail how the project will be managed and staffed, including details of the named person responsible for quality assurance tasks required to be completed.

To apply for funding please complete the online expression of interest application form:

<https://goo.gl/forms/lkpT7eGsx3SYGMgz1>

(You do not need to complete the form all in one sitting as there is the facility to save and come back to add more before you submit the form.)

Stage 1 Expression of Interest must be submitted no later than 12.00 noon on Friday 10th May 2019

Stage 2 Second Stage Applications must be submitted no later than 12.00 noon on Monday 10th June 2019

Receipt of applications will be acknowledged within three working days.

No extensions to this deadline will be allowed and we cannot accept late applications.

8. Selection Process

The procurement and contracting process will be fair, transparent and accessible, whilst ensuring that the objectives of the CLF fund are met. Please see Appendix B for details of specific assessment criteria, scoring information and weighting for each criteria.

Projects will be evaluated on the extent to which they meet the requirements of the prospectus in the following areas:

At the Expression of Interest stage:

1. Quality of experience for residents – appropriate and relevant opportunities with clear achievement outcomes, either non-accredited (e.g. evidenced through learner work, portfolio, review of Individual Learning Plan) or accredited outcomes, which broaden and complement the existing local offer and support learners to progress into employment, employment support programmes or further learning
2. Clear plan and rationale for engagement, participation in learning and progression of target learners and/or learners from the target wards, including previous experience of delivering meaningful provision to selected target groups

Additionally at the Second Stage:

1. Clear arrangements in place to ensure all quality requirements are met, including appropriately qualified staff; robust quality assurance system in place, named person to carry out quality assurance tasks
2. Robust project management arrangements and clearly demonstrated planning of project including timescales. Clear description of systems providers will put in place to ensure that all necessary information is captured, including arrangements for tracking learners over an extended period of time in order to prove progression outcomes
3. Evidence of integration with the objectives of other key initiatives in the city, including established links with employment support programmes, further learning providers and other relevant support agencies
4. Evidence of arrangements for evaluating the impact of the project against CLF aims and objectives
5. Evidence that organisations have the capacity and experience to deliver the project and are in a financial position to justify the receipt of public funds. Providers will be required to manage CLF monies and therefore, it is preferred that the provider has a track record of successfully managing public funded contracts and the financial, monitoring and audit requirements which are associated with these
6. Effective arrangements to ensure that **all** clients receive Information, Advice and Guidance from a Matrix accredited provider and some form of progression planning e.g. Individual Learning Plan

At both stages when making decisions about which projects to support, a panel consisting of MCC representatives (including MAES) and Job Centre Plus will consider how projects would make a direct and meaningful contribution to the priorities identified and meet the assessment criteria of the funding stream.

In the event that the evaluation panel is unable to reach a decision in this way it may select one or more applicants for further consideration by means of an interview.

A guide to the expected timeframes of the procurement of the CLF programme for 2019/2020 is in the inside cover of this Prospectus & Funding Guidance.

9. What will happen if you are successful?

a) Negotiation and signing of contract

Organisations who are awarded funding will be invited to sign a formal agreement that details the monitoring requirements for the funding, following due diligence checks including financial checks, any conflicts of interest and checks for extremist links – as these are requirements of the Education and Skills Funding Agency.

Manchester City Council (Manchester Adult Education Service) will manage the contract.

The contract will be subject to negotiation and it is possible that an organisation will be invited to deliver only a part of their overall proposed programme or more of one element and less of another.

b) Variations to contract

Once it has been agreed, providers will be expected to deliver the project as set out in the contract and to contact MAES with any questions or problems as soon as they arise so these can be dealt with quickly. Any proposed variations to contracts must be made well in advance so these can be negotiated and there is no guarantee that they will be agreed.

c) Performance monitoring

Projects will report to a project manager on their progress. Projects which are deemed not to be performing satisfactorily will be subject to remedial action. In the event that this action does not improve delivery, projects may not receive their full funding, or, exceptionally, may be required to repay part or all of their funding.

Please note: Based on the timeline in the Second Stage Application Form, we will set monthly targets for each organisation, relating to number of learners and number of learning hours delivered per learner. Performance against these interim targets will be reviewed in the initial 3 months of the contract.

Where an organisation is under performing against monthly targets, MAES will negotiate with the organisation either to adjust the timing of achievement of the targets or to reduce the overall funding. Where an organisation has a larger contract the profile will be weighted in the initial 3 months to demonstrate performance capability. This will mean that your income will be in jeopardy if your project fails to achieve its targets.

d) Quality arrangements

Providers will be expected to deliver their courses, programmes and activities in accordance with the quality standards expected by the Education and Skills Funding Agency. MAES will provide support including a programme of monthly Quality Improvement sessions and assignment of a MAES Link Manager, who will visit at least three times to monitor and verify the performance of the project to ensure a high quality learning experience.

Quality monitoring by MAES will include sight and discussion of all teaching and management systems and a paired teaching observation with your named person responsible for quality assurance. This person will carry out observations of your tutors, or directly manage the person who carries out those observations. The schedule of visits and observations will be given at the first Quality Session for contracted providers. Systems are expected to be 'fit for purpose', reflecting the scale and nature of the organisation.

Providers are expected to have the following in place for each learner, which will be checked by the MAES Link Manager:

- Initial Assessment for each learner
- Individual Learning Plan/Initial Action plan with progression review for each learner
- Information Advice and Guidance recorded on each learner's Individual Learning Plan

Providers will also be expected to complete ‘Progression and Impact’ logs for each of their learners, detailing their progression outcomes. This process will be fully explained at the first quality session for contracted providers.

Learning programmes and course and learner paperwork will all need to be open to observation by MAES staff, by prior arrangement, and to Ofsted as part of the MAES provision. You will be expected to provide schemes of work for each of the courses in your contract before delivery starts.

The named person responsible for quality assurance in your organisation will need to:

- Ensure that an observation is undertaken of all tutors working under this contract
- Provide evidence of written observation reports including action plans for all tutors to their Link Manager at each visit
- Carry out a paired graded observation of one their tutors with their Link Manager

Providers should ensure that appropriate learner support has been accounted for in order to sufficiently meet the needs of residents.

In order to ensure that progression is appropriate to their needs **ALL** learners should have access to information, advice and guidance from a MATRIX accredited provider. Providers do not need to be able to offer this themselves but must ensure that appropriate links are established to enable access for all learners to information, advice and guidance (IAG) about progression routes.

Successful organisations will be expected to share good practice and be part of local and national evaluations of Community Learning.

Towards the end of the project the provider will be expected to complete a self-evaluation document and attend a workshop evaluation of the programme as a whole to:

- Assess its impact and determine the effectiveness of the approaches implemented
- Identify areas of good practice
- Highlight lessons learnt and make recommendations for future activity

Summary of expectations regarding quality assurance

What MAES will do	What organisations need to do
Provide monthly Quality Sessions to support providers to improve quality and develop their programmes	Send a named person responsible for quality assurance (or a named delegate who will feed back) to a minimum of 80% of the Quality Sessions
Provide a MAES manager to be a Link Manager for each organisation, who will be able to advise on quality and curriculum issues	Complete a graded observation of each tutor, including action plans for professional development and provide written evidence to their Link Manager
Provide training on how to carry out observations of teaching and learning and how to grade these	Complete an initial assessment of each learner and compile evidence of achievement for each learner and provide evidence of these to their Link Manager
Carry out a paired graded observation of one of your tutors	Complete an individual learning plan for each learner, including a record of progression advice and guidance given and provide evidence of this to their Link Manager
Visit each project at least three times	Complete a progression and impact log for each learner detailing progression outcomes
Provide training and support in self assessment via an evaluation workshop at the end of the programme	Complete a self evaluation report and attend evaluation workshop

d) Funding – payments

Payments will be made upon receipt of a valid invoice and **all evidence requirements** as specified in the contract.

Funding will be proportional to achievement of the targets identified in the contract, including enrolment, learning hours completed and attendance.

Final payment will be made against the successful completion of all project documentation and project self-evaluation report. All original receipts and evidence will need to be retained for auditing purposes.

All providers may request a single advance payment at the start of their initial contracting period that should not exceed 20% of their total initial contract value. Any payments will be subject to management group approval and no further payments will be made until those 'debts' against contract value have been cleared via delivery/output claims. Where a provider claims up to 20% of their total contract value and fails to deliver the equivalent value in contract outputs, they will be required to repay any outstanding balance.

e) Paperwork returns

Providers will be expected to complete and submit regular returns and provide paperwork as detailed in the contract.

In order to ensure compliance with the Community Learning funding regulations, successful providers will be required to submit the following supporting documentation evidence for all outputs achieved:

- Completed enrolment form for each learner – blank enrolment cards will be provided by MAES
- Schedule of Activity – submitted with bid
- Completed registers of attendance – blank registers will be provided by MAES
- Evidence of achievement – e.g. learner work/portfolio/completion certificate

The Provider will make available other relevant documents for audit with pre-arranged appointment.

Providers will be expected to retain original invoices and management information returns and all other documentation necessary to verify services for at least 15 years following the close of the programme.

10. Equality and Diversity

MAES exists to provide high quality accessible learning opportunities for individuals that meet diverse needs and promote equality of opportunity. MAES aims to do this in a supportive environment in which each learner is encouraged and inspired to enrich his or her life experience and to achieve success through learning, regardless of their background but knowing that differences are respected.

We expect projects to be open to all who want to be involved, unless you can give a good reason why this should not be the case. If you plan to restrict who can take part you should explain why in your application, so we can consider whether this is acceptable.

Providers will be expected to comply in all respects with the Equal Opportunities and Discrimination (Equality Act 2010).

Providers are expected to have an Equal Opportunities Policy in place and will need to provide this at the contracting stage.

11. Health and Safety, Health and Wellbeing and Safeguarding Adults

MAES as an employer, recognises and accepts its responsibilities for providing a safe and healthy place of work and learning for all its employers and users.

Providers will be expected to show that learning will take place in a safe, healthy and supportive environment. It is important that providers demonstrate they have suitable and sufficient arrangements for learner health and safety.

All staff working directly with learners will need to have an enhanced DBS.

In addition to health and safety legislation, providers will be expected to comply with the Safeguarding Vulnerable Groups Act 2006 (Controlled Activity and Miscellaneous Provisions) Regulations 2010. The term vulnerable adult refers to any person over the age of 18 who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation.

The two main aspects to safeguarding and promoting welfare of vulnerable adults are minimising risks and taking all appropriate actions to address concerns and actively promoting the concept of the 'safe learner'.

Providers are expected to have a Health and Safety Policy and a Safeguarding Policy, which include the Prevent Duty, in place and will need to provide these at the contracting stage. They will also have to complete a Health and Safety Risk Assessment for each of their delivery venues, which will be verified by their link manager.

12. Contact Details

In the event of any queries e-mail: e.borrell@manchester.gov.uk

Please enter '**Community Learning Fund 2019-2020**' in the subject line.

We will endeavour to answer all queries within two working days of receiving them.

Alternatively you can telephone Elaine Borrell on 0161 234 5610.

Appendix A - What is the funding rate?

You will be paid £8.00 for each learner completing each hour of learning.

Example 1

You are planning to run 10 courses, which are each 40 hours long and you expect to have 10 learners doing each course:

10 learners x 10 courses – you will have a total of 100 learners doing your courses

Your 100 learners will each complete 40 hours of learning

100 learners x 40 learning hours = 4000 total 'learner learning hours'

4000 x £8 = £32,000

Example 2

You are planning to run 30 workshops. Each workshop is 3 hours long. You expect to get 8 people at each workshop.

You are also planning to run 20 longer courses. Each longer course is 30 hours. You expect to get 8 people on each of these courses too.

You need to work each one out separately:

Workshops funding

8 learners x 30 workshops – you will have a total of 240 people doing workshops

240 learners x 3 hours = 720 'learner learning hours'

720 x £8 = £5,760

Courses funding

8 learners x 20 courses – you will have a total of 160 people doing the longer courses

160 learners x 30 hours = 4,800 'learner learning hours'

4,800 x £8 = £38,400

Total funding is £5,760 + £38,400 = £44,160

How to work it out

NB You will need to do this for each type of activity you are planning

Write the number of courses you are planning to do here	A
Write the number of learners per course here	B
Multiply the two figures (A x B) and write the figure here	C
Write the length of your course in hours here	D
Multiply the two figures above (C x D) and write the figure here	E
Multiply the last figure by £8 (E x £8)	Total funding =

Alternatively you can use the spreadsheet funding calculator provided separately which will do the maths for you.

Appendix B

Assessment criteria and weighting Expression of Interest stage

Section	Criteria	Points available
1 - 2 Yes/No only	The organisation satisfies the basic eligibility criteria.	n/a
3 Total points available = 40	The application demonstrates how the activities will develop skills to progress to further learning, volunteering, work experience and/or employment.	20
	The application shows how its proposed activities will broaden and complement the existing local offer.	10
	The activities are focused on unemployed residents or residents in low paid, temporary or casual work from target wards.	10
4 Total points available = 30	The target group is clearly defined and is a priority group for this funding.	10
	There are clearly planned progression routes for learners, into employment, active citizenship and/or further learning.	20
5 Total points available = 30	The organisation clearly demonstrates previous successful experience in working with the target group.	15
	There is a clear plan for how target learners will be engaged.	15
6 Yes/No only	The funding amount is between £27,000 and £167,000. The amount of funding for the activities offered has been correctly calculated.	n/a

Second Stage application

Section	Criteria	Points available
1,2 & 3 Yes/No only	The organisation satisfies the basic eligibility criteria.	n/a
4 Total points available = 20	Overall this proposal meets the aims and objectives of the Community Learning Fund.	20
5a Total points available = 25	The application shows how its proposed activities will broaden and complement the existing local offer and demonstrates good links to other relevant providers and support agencies.	5
	The application clearly identifies its target learners and how it will meet these learners' needs, showing a good understanding of the target group and previous successful experience working with them.	20
5b Total points available = 10	There is a clear and realistic plan for how the target learners will be engaged.	10
6a Total points available = 15	There is good evidence of clear achievement outcomes, either non-accredited or accredited, which will have a positive impact on learners' life chances.	15
6b Total points available = 10	There are clearly planned progression routes for learners, into employment, volunteering, work experience and/or further learning and clear arrangements for IAG.	10
7 Total points available = 15	There are clear arrangements in place to ensure all quality requirements are met, including appropriately qualified staff, robust quality assurance system in place, and named person to carry out quality assurance tasks.	10
	There is evidence of robust project management arrangements. Clear description of systems providers will put in place to ensure that all necessary information is captured.	5
8 Total points available = 5	There is clearly demonstrated planning of the project including timescales for achievement of targets in a timely manner.	5
9 Yes/No only	The funding amount is between £27,000 and £167,000. The amount of funding for the activities offered has been correctly calculated.	n/a