



Education & Skills  
Funding Agency



## Outcomes and guidelines Community learning courses

**Deadline for submissions:  
12 noon on Friday 14 May**

**Submissions via email to Véronique Bontemps: [veronique.bontemps@bristol.gov.uk](mailto:veronique.bontemps@bristol.gov.uk)**

The Community Learning Teams in Bristol and North Somerset (Community Learning West) are making funding available to learning providers wishing to deliver community learning courses. Organisations may apply for funding between £7,500 - £15,000 in Bristol and North Somerset for the period of 01/08/2021 to 31/07/2022.

### 1. Provision to be commissioned

Community Learning West (CLW) is seeking to commission provision as outlined overleaf. Funding must be used to deliver community learning courses for Bristol and North Somerset residents aged over 19 who do not have a full level 2 qualification and unemployed adults on means tested benefits who experience significant barriers to entering formal learning or work. Courses can be targeted at geographical communities or communities of interest such as ex-offenders, care leavers, people who are homeless or at risk of homelessness, disabled people or BME communities. Please include in your application where your organisation feels confident to reach priority areas and equalities groups outlined below. We aim to match provider applications to ensure overall targets are met.

We aim to recruit at least:

- 70% of learners aged 19+ with qualifications below level 2
- learners from 25% most deprived SOAs (70% for Bristol and 40% for North Somerset)
- 15 % of learners aged 19-24
- 20% of BME learners in Bristol and 8% in North Somerset
- 15% of disabled people
- 40% of men
- 70% of learners on means tested benefits
- 40 % of learners who are unemployed and looking for work
- 20% of learners employed on low income
- 85% of new learners on pre-employability courses

and achieve an equitable spread across priority wards.

## 1.1 Geographical areas

A mapping activity undertaken by the Community Learning Partnership identified gaps in community learning provision and we are particularly interested in developing new partnerships in those areas. Please contact us to explore how we may work together.

## 1.2 Curriculum spread

Area	Priority areas																				
Bristol	<table border="0"> <tr> <td>Bishopsworth</td> <td>Avonmouth</td> </tr> <tr> <td>Brislington East &amp; West</td> <td>Henbury</td> </tr> <tr> <td>Filwood</td> <td>Horfield</td> </tr> <tr> <td>Hartcliffe</td> <td>Kingsweston</td> </tr> <tr> <td>Hengrove</td> <td>Lockleaze</td> </tr> <tr> <td>Knowle</td> <td>Southmead</td> </tr> <tr> <td>Stockwood</td> <td>Eastville</td> </tr> <tr> <td>Whitchurch Park</td> <td>Frome Vale</td> </tr> <tr> <td>Lawrence Hill</td> <td>Hillfields</td> </tr> <tr> <td>St. George East &amp; West</td> <td></td> </tr> </table>	Bishopsworth	Avonmouth	Brislington East & West	Henbury	Filwood	Horfield	Hartcliffe	Kingsweston	Hengrove	Lockleaze	Knowle	Southmead	Stockwood	Eastville	Whitchurch Park	Frome Vale	Lawrence Hill	Hillfields	St. George East & West	
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North Somerset	<table border="0"> <tr> <td>Weston-Super-Mare</td> <td>Clevedon South</td> </tr> <tr> <td>South/Central</td> <td>Pill</td> </tr> <tr> <td>Worle</td> <td>Portishead</td> </tr> </table>	Weston-Super-Mare	Clevedon South	South/Central	Pill	Worle	Portishead														
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We seek to commission provision in the following curriculum areas. Please refer to Community Learning West - Curriculum Framework, Appendix 1 for examples of courses.

Curriculum area	Bristol	North Somerset
Employment Pathways	40% of provision 309 enrolments 4,450 GLH £40,100	45% of provision 90 enrolments 1440 GLH £12,962
Raising Confidence and Aspiration	25% of provision 193 enrolments 2,780 £25,000	20% of provision 40 enrolments 580 GLH £5,220
Citizenship	10% of provision 77 enrolments 1,105 GLH £9,950	20% of provision 40 enrolments 580 GLH £5,220
Family Learning	10% of provision 77 enrolments 1,105 GLH £9,950	5% of provision 10 enrolments 150 GLH £1,350
Functional Skills	15% of provision 116 enrolments 1,670 GLH £15,000	10% of provision 20 enrolments 300 GLH £2,700
Additional support	£10,000	£2,745
<b>TOTAL</b>	772 enrolments 11,100 GLH £100,000 provision	200 enrolments 3,050 GLH £27,452 provision

	+ £10,000 additional support	+ £2,745 additional support
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Applications across the two authorities are welcome.

In total we seek to commission 14,150 guided learning hours (GLH) at £9 per GLH to the value of £127,452. An additional £12,745 is available to provide support for learners such as crèches and learning support.

## 2. Funding allocations

### 2.1 Guided learning hour costs

It is expected that for each funding allocation a formula of £9 per guided learning hour will be used. This would cover delivery costs such as tutor, venue and materials. For example:

1 course of 20 hrs with 10 learners would generate 200 guided learning hours and amount to 10 learners x 20 hrs x £9 = £1,800

6 courses of 20 hrs each with 10 learners would generate 1,200 guided learning hours and amount to £10,800.

### 2.2 Learner support

Please note that there is a total of £12,745 for support costs. This can be used to provide childcare, language or learning support to enable learners to participate in courses. **Any anticipated need must be outlined in the grant application.** CLW is in a position to fund crèches for a minimum of 3 children or more. We can also fund childcare for individual learners who use other provision such as a child-minder, children centre, etc. Evidence of needs identification and all budget claims will need to be submitted.

### 2.3 Payment

Successful applicants may receive 25% of total funding on request at the beginning of the grant funded term. Further payments will be made on a course-by-course basis depending on achievement of agreed outputs and submission of budget claims.

## 3. Outputs and impact

CLW provides funding to achieve the outputs and outcomes below:

### Learner progression

- 80% of learners receiving information and advice on progression opportunities to further learning, volunteering or work
- 50% of learners progressing to further learning
- 20% of learners entering voluntary employment
- 20% of learners entering paid employment
- 85% of learners achieving one positive progression outcome

## **Learner outcomes**

- 94% retention
- 90% learner achievement
- 95% learner attendance
- 95% learner satisfaction

## **Responsiveness to learners**

- guided learning hours delivered as per Allocation and Funding Schedule

# **4. Participant and course information**

## **4.1 Learner eligibility**

The Provider is responsible for the recruitment of learners meeting the WECA/ESFA eligibility criteria:

- Adults aged 19 and over at the start of the academic year (i.e. on August 1<sup>st</sup>)
- Adults without a full level 2 qualification (equivalent to 5 GCSEs A-C or full NVQ 2)
- Unemployed adults on means tested benefits who experience significant barriers to entering formal learning or work

## **4.2 Course documentation**

CLW will provide all relevant course documentation in a course pack. The Provider is responsible for the completion and the return of the following documentation for each course:

- Risk assessments (including course and crèche activity)
- Venue checklist
- Enrolment forms and ILPs fully completed and signed. ILPs need to show evidence of initial assessment, planning based on initial assessment and regular recording of progress and achievement. They also need to detail learner support needs identified (such as crèche and learning support) and how these were met
- One set of learner work that demonstrates the achievement of learning outcomes (for moderation of learner achievement)
- Course and crèche registers. Course registers need to be e-mailed weekly
- Scheme of work, session plans and copies of resources used
- Learner evaluations
- Case study (one per year)

All documentation is to be returned to CLW within **5 working days of end of a course**. At the end of the funding period all documentation must reach CLW by 31 July 2022 to enable reporting to the WECA/ESFA.

## 5. Curriculum areas

Community learning courses target learners who experience significant barriers to entering formal learning or work. Courses include a skills check and raise confidence and aspirations through a positive learning experience. They also include information and advice and support learners to progress to further learning, volunteering and work. Courses enhance employability, English, maths and digital skills, community cohesion, citizenship, health and wellbeing and financial literacy.

For full details of curriculum areas and examples of courses, please refer to Community Learning West - Curriculum Framework, Appendix 1.

## 6. Organisational standards

All providers must comply with the WECA/ESFA and Community Learning West minimum standards. The following requirements will be met and evidenced by the completion of a commissioning checklist:

### 6.1 Legal structure and insurance

The Provider needs to demonstrate that it is a legally constituted organisation or body. They must ensure there is appropriate insurance certification in place.

### 6.2 Staff/Volunteers

The Provider must comply with all employment law and must be able to demonstrate good practice in personnel matters. This includes recruitment, employment and conditions of service, internal induction, insurance and health and safety of all staff. Travel expenses and training costs are at the discretion of the provider.

All staff and volunteers should have an appropriate job description and contract of employment/volunteer agreement. Staff/volunteers must hold appropriate qualifications, have appropriate skills to carry out required tasks, receive on-going supervision and have access to continuous professional development opportunities. Tutors should also hold an appropriate adult teaching qualification in line with current legislation. The Provider must ensure that tutors are fully inducted into the organisation and are supported to complete the documentation provided by CLW. Tutors should have relevant experience within their subject area. They should also have the capacity to undertake promptly and consistently the administrative requirements reasonably expected when discharging their teaching duties.

Crèche staff should hold an appropriate childcare certificate (minimum Level 2).

**Copies of tutor qualifications need to be provided and tutors need to attend a CLW tutor induction before activities begin.** Please contact [lctinfo@bristol.gov.uk](mailto:lctinfo@bristol.gov.uk) for details of upcoming inductions.

### 6.3 Equal opportunities

The Provider must demonstrate that it promotes equal opportunities in every aspect of its work. Systems, policies and practices must comply with relevant legislation. Equality and diversity should be embedded into all aspects of learning programmes including

curriculum, publicity, recruitment, learner induction and support, learning materials, programme delivery, achievement and progression. Learners must be given the opportunity to discuss and reflect on equalities issues. All staff and volunteers involved in the direct delivery of WECA/ESFA funded courses will be expected to have undertaken equalities training. CLW will support the Provider to access on-line training resources.

#### **6.4 Health, safety and wellbeing**

The Provider must demonstrate that it has systems, policies and practices in place to comply with all relevant health and safety legislation and to promote a safe, healthy and supportive working and learning environment. Providers in receipt of WECA/ESFA funding need to provide health and safety assessment information. All providers will be required to supply up-to-date activity risk assessments and ensure health and safety is embedded within the curriculum. All learners must receive an induction to health and safety and, where appropriate, take part in proactive learning on all matters relating to health, safety and wellbeing.

#### **6.5 Safeguarding and Prevent**

The Provider must demonstrate that it has systems, policies and procedures in place to promote the safeguarding of learners, including Prevent and fundamental British values. Staff recruitment needs to follow safe recruitment guidelines. On courses, an open and welcoming culture must be created where learners feel safe to raise issues and concerns. All staff and volunteers involved in the direct delivery of WECA/ESFA funded courses will be expected to have undertaken safeguarding and Prevent training. CLW will support the Provider to access on-line training resources.

All direct delivery staff in contact with children and discharging regulated activities with vulnerable adults must have Disclosure and Barring Service clearance.

**The Provider will supply in writing the following information before activities can start: DBS certificate registration number, issue date and details of organisation submitting the check.**

#### **6.6 UK provider reference number (UKPRN)**

The Provider must obtain a UKPRN from the Education and Skills Funding Agency. This UK Register of Learning Providers is a 'one-stop' portal used by government departments, agencies, learners, and employers to share key information about learning providers. A UKPRN can be obtained from the WECA/ESFA by following this link

<http://www.ukrlp.co.uk/>

#### **6.7 Childcare provision**

All childcare provision must be OFSTED registered. **Evidence of registration will be required.**

### **7. Planning and delivery**

The Provider will be responsible for the planning and day-to-day management of agreed courses. This includes:

## **7.1 Collaborative planning**

Activities must reflect local need. The Provider is expected to involve target learners in developing and planning activities (including type of courses and access needs). The Provider needs to plan in partnership with other local organisations and in discussion with the Grant Co-ordinator to ensure a spread of courses across the area. The Provider must supply a schedule of planned courses at the beginning of the funding period and confirm details at least three weeks in advance of courses starting.

Anticipated numbers of eligible learners need to be agreed with the Grant Co-ordinator. If after the first session, numbers of learners recruited are lower than anticipated, the Provider must contact the Grant Co-ordinator. Similarly, if at any stage of the course insufficient participants attend, the Provider must contact the Grant Co-ordinator to discuss viability of the course. Tutors or providers will be required to keep the Grant Co-ordinator up-to-date with learner numbers by returning an electronic register weekly.

## **7.2 Venue**

The Provider is responsible for booking arrangements of venues (including quality, health and safety checks, refreshments, etc.). All venues must be fully accessible for disabled learners.

## **7.3 Publicity and marketing**

The Provider is responsible for promoting courses. All publicity materials must display WECA/CLW, ESFA and ESF logos; these are provided electronically at the start of the grant award.

## **7.4 Digital skills and online safety**

The Provider needs to demonstrate how it is developing learners' digital skills and awareness of online safety on courses and at home. Courses need to enable learners to develop digital skills, incl. the use of digital devices to access information or complete online forms and, where possible, engage learners in blended learning.

## **7.5 English and maths**

The Provider is required to carry out and evidence English and maths checks and support learners with any identified needs in English and maths. The Provider also needs to discuss English and maths skills in relation to future learning or work goals with learners. Grant Co-ordinators can provide resources for skills checks and assessments and examples of planning documentation and resources with embedded English and maths skills.

## **7.6 Employability and financial skills**

Learners have an entitlement to develop their employability, and where possible financial skills, on courses. Tutors need include learning aims focussing on these skills in learning plans and raise awareness of the soft employability skills learners develop on courses and in individual learning plans.

## 7.7 Materials and equipment

The Provider is responsible for supplying course materials and equipment. They are also required to carry out health and safety checks on all teaching and electrical equipment as per legislation.

## 7.8 Progression support and advice

Activities need to raise participants' aspirations and enable them to progress. CLW expects at least 85% of learners to have a positive progression outcome and progress to further learning, volunteering or work. Learners are entitled to fair and impartial progression advice. CLW can help providers link with local advice providers.

## 7.9 Course delivery and access

The Provider must ensure that tutors undertake effective initial assessments and complete and update individual learning plans with learners regularly. The Provider is expected to review course content, style and materials with tutors including how resources and teaching methods address differentiation, English and maths, employability, digital and financial skills, equality and diversity, health and safety, safeguarding, Prevent and fundamental British values. The Provider will maintain contact with learners and, where necessary, communicate directly with them in the event of a change of programme and venue.

## 7.10 Fees policy

The policy affects learners on ESOL and accredited courses. Courses remain free for people on a wide range of means tested benefits, including unemployed people and people on low incomes. Where fee income is raised this will be deducted from the funding allocation.

Eligibility	Cost
Learners who are aged 19 plus, unemployed and seeking work, and on any of the benefits below: <ul style="list-style-type: none"><li>• Job Seekers Allowance</li><li>• Employment Support Allowance (in the Work-Related Activity Group)</li><li>• Universal Credit</li><li>• Council Tax Benefit (not including the 25% single occupancy discount)</li><li>• Housing Benefit</li><li>• Income Support</li><li>• Working Tax Credit</li><li>• Asylum Seeker Allowance</li><li>• Or if you are an unwaged partner of someone receiving any of the above.</li></ul>	Free, provided that original documentary evidence is produced prior to the start of the course. Evidence should not be older than 3 months.
Learners who are not receiving any of the above benefits.	£3 per hour Average course costs: 10 weeks x 2 hours per week x £3 = £60



## **8. Quality improvement arrangements**

**WECA/ESFA require CLW to determine that provision is of high quality and low risk. They also stipulate that CLW must robustly manage and monitor all grant recipients to ensure that high quality delivery is taking place that meets the specific funding requirements for programmes delivered. CLW will carry out a regular and substantial programme of quality assurance checks, including visits at short notice and face-to-face interviews with staff and learners.** The Provider will, with the support, advice and agreement of the Grant Co-ordinator, conform to the standards of the Ofsted Education Inspection Framework and CLW quality improvement procedures.

The mechanisms for measuring quality will include the following:

### **8.1 Annual self-assessment**

CLW produces an annual self-assessment report and quality improvement plan. Providers will be supported to contribute to this through provider meetings, provider self-assessment, telephone surveys and questionnaires.

### **8.2 Teaching and learning observations**

The Provider will allow the observers to carry out lesson observations. Joint observations will be arranged where a Provider is undertaking their own observations. Where a tutor has already been observed in year, arrangements can be negotiated. Information on the CLW observation scheme is available electronically in the tutor handbook. The observation report will be made available to the Provider and tutor. The observer, tutor and Provider will agree an action plan arising from findings. The Provider is responsible for implementing the action plan with appropriate support from the Grant Co-ordinator.

### **8.3 Learning walks and course visits**

The Grant Co-ordinator will carry out a short notice course visit or learning walk on all tutors over the duration of the grant award. Feedback will be provided to tutors and providers on a course visit form.

### **8.4 Moderation of learner achievement**

Learner achievement will be moderated and all tutors are required to attend at least one moderation session per year.

### **8.5 Quality monitoring**

Course folders will be quality checked. In particular CLW will look at learner eligibility, completion and quality of individual learning plans (including learning outcomes and recording of learner progress and achievement) and planning documentation. The WECA/ESFA require grant recipients to provide CLW with ILR data so that our ILR returns to the WECA/ESFA accurately reflect grant recipients' delivery information. Feedback will be provided to tutors and providers on a course monitoring form.

### **8.6 Learner feedback**

The Provider will collect learner feedback and provide a summary of outcomes and resulting improvement actions on the course review form.

## **8.7 Complaints procedure**

The Provider will make available a complaints procedure to all learners. Providers will be expected to investigate and resolve learner complaints and inform CLW.

## **9. Ofsted inspection**

CLW is subject to Ofsted inspections. The Provider will be expected to fully support preparations for an inspection through evidence gathering, assistance in planning an inspection schedule and attending briefing meetings. During an inspection, the Provider will allow the Ofsted team access to data (subject to confidentiality and the requirements of the Data Protection Act) and assist in arranging observations and interviews with learners, tutors, managers and other appropriate staff as required. The Provider will comply with the implementation of the relevant parts of any Post Inspection Action Plan agreed between Ofsted and CLW. We expect providers in scope for an OFSTED inspection in their own right to have achieved Grade 2 or above during their most recent inspection.

## **10. Information Management**

CLW will maintain a central database of information supplied by the Provider. This collection and use of data is subject to the Data Protection Act/GDPR.

CLW will report annually on information about learning activities and the quality of its provision to all stakeholders.

## **11. Termination or variation procedures**

The terms of this outcomes and guidance document may be amended by mutual consent. Any significant alterations, postponements or cancellation of the service should be confirmed in writing to the other party immediately.

If the Provider is unexpectedly unable to provide the range of courses listed in the funding schedule, the Provider will inform the Grant Co-ordinator immediately in order to renegotiate the funding schedule.

Providers will be consulted on future funding arrangements through detailed discussion with the Grant Co-ordinator.

CLW reserves the right to terminate the grant giving one month's notice to the Provider if the parties are unable to renegotiate the agreement.

## **12. Grievance procedure**

In the event of a dispute between the parties concerning this grant funding agreement, the parties shall in the first instance, in good faith, attempt to seek a mutually acceptable resolution.

In the event of an organisation or individual expressing dissatisfaction with services provided through the Provider, the BCC Complaints Procedure will be instigated. This procedure will take no longer than one month from first receipt of a written complaint.

The final point of reference in a complaint/grievance will be the Head of Service, Employment, Skills and Learning of Bristol City Council. If, following the Head of Service's ruling, no agreement is reached; the grant agreement may be terminated by Bristol City Council.

### **13. Application process**

To apply, please complete the Grant Application Form and return by email by 12 noon on **Friday 14 May 2021**

There are 3 sections in the Grant Application Form: Provider Information, Outline of Provision and Delivery.

**You must complete all sections and attach all required documents shown in the Provider Information section. Your application will be returned if incomplete.**

Established providers who have delivered CLW courses for two years or more with a track record of quality provision and without significant organisational changes will be asked to complete a shortened application form. These organisations will be contacted directly by the relevant Grant Co-ordinator and eligibility for this option will be confirmed in writing.

All applications will be assessed and scored against set criteria shown on page 12 of this document.

#### **Presentation**

Shortlisted providers will be invited to deliver a presentation. This will allow the appraisal panel to further understand those services that it would like to form part of the portfolio and their likelihood of success in achieving the desired outcomes. It may also be the case that the appraisal panel wishes to negotiate an element of the proposal, understand better the level of risk involved and/or make comparative decisions about similar applications. Candidates will also be asked to outline the steps they will take to ensure that they will deliver outputs for CLW from 01/08/2021. **Given current restrictions, presentations are likely to take place remotely via Zoom, Teams or similar platform.**

If you have any questions about any aspect of this document, please contact:

- Bristol: Véronique Bontemps on [veronique.bontemps@bristol.gov.uk](mailto:veronique.bontemps@bristol.gov.uk)
- North Somerset: Becky Jones on [rebecca.jones@n-somerset.gov.uk](mailto:rebecca.jones@n-somerset.gov.uk)

## Timetable for award

The timescale for the commissioning process is set out below. We ask that shortlisted providers keep **7 and 8 June** free for presentations to the appraisal panel. You will be notified of your presentation time in due course.

Action	Deadline
Deadline for applications	Friday 14 May 12noon
Appraising of applications	Week beg 17 May
Notify shortlisted providers of outcome of appraisal	Tuesday 25 May
Presentations by shortlisted providers to evaluation panel	7,8 June. Likely to take place remotely (Zoom/Teams or similar)
Notify providers of outcomes of allocation process	Friday 11 June

## Scoring Matrix

**Scores of 1 or below in any question will result in an automatic fail and the application will be rejected.**

Assessment	Score 0-5	Justification for awarding this score based on the proposal and evidence
Unacceptable	0	Does not respond to the question or outcomes sought.
Serious reservations	1	Major reservations based on the proposal given of the applicant's relevant ability, understanding, experience, skills, resource, commitment and/or quality measures required to contribute toward the community learning outcomes, with little or no evidence to support the proposal.
Minor reservations	2	Some minor reservations of the applicant's relevant ability, understanding, experience, skills, resource, commitment and/or quality measures required to contribute toward the community learning outcomes, with little or no evidence to support the proposal.
Satisfactory	3	Satisfactory demonstration by the applicant of the relevant ability, understanding, experience, skills, resource, commitment and/or quality measures required to contribute toward the community learning outcomes, with evidence to support the proposal.
Good	4	Above satisfactory demonstration by the applicant of the relevant ability, understanding, experience, skills, resource, commitment and/or quality measures required to contribute toward the community learning outcomes, with factors identified that will offer potential added value, with evidence to support the proposal.
Excellent	5	Exceptional demonstration by the applicant of the relevant ability, understanding, experience, skills, resource, commitment and/or quality measures required to contribute toward the community learning outcomes, where the proposal identifies factors that will offer potential added value, with evidence to support the proposal.

## Application weighting

<b>Question</b>	<b>Weighted value of question</b>	<b>Score</b>
Outline of provision	20	
Needs identification	15	
Target groups	10	
Monitoring quality of provision	15	
Tutor qualifications & training	10	
Monitoring of outcomes	15	
Learner progression	15	
<b>Summary</b>	<b>100</b>	
<b>Minimum score required: 60</b>		

## Appendix 1

### Curriculum Framework

Main Curriculum	Intent	Sub Curriculum Category	Course examples
Raising Confidence and Aspirations	For learners furthest away from further learning and work. To raise confidence and aspirations and to explore next steps, identify goals and develop skills and knowledge to progress in further learning, employment or life and wellbeing.	Career Planning & Job Search	Application and Interview Skills
			Career Planning
			Confidence Building
			Employability and Jobskills Training
			Health and safety
			Manual Handling
		Health, Fitness and Well Being	Cookery and Healthy Eating
			Health and Wellbeing
			First Aid for Home
			First Aid for Work
			Food safety for Home
			Food safety for Work
Personal Development and Confidence Building	Mindfulness - Learning for Personal Development		
	Stress and Relaxation Workshop		
	Art and Craft		
	Communication Skills		
	Creative Writing - Personal Dev & Confidence Building		
	Driving Theory		
	Dyslexia Awareness and Support		
	Introduction to British sign language		
	Confidence Building		
	Personal Development - Money Matters		
Citizenship	For learners who want to understand their civil rights and responsibilities and actively contribute to their community. To identify goals and develop the knowledge and skills that enable me to contribute to my community	Housing and Welfare Support	Community Development - Pre Tenancy training
			Roof Over My head
		Learning For Community Development	Community Development - Active Community Life
			Community Development - Create/Run a Community Group
			Community Development - Intro to Mentoring
			Event Planning
Family Learning	For parents and carers who experience personal barriers to further learning and employment themselves. To develop the knowledge and skills required to support family aspirations for their children and to identify goals for themselves and their children.	Family English Maths & Language	English / Literacy
			Numeracy - Maths
			Keeping Up with the kids
			STEM Science
			Wider Family Learning
		Arts and Crafts	
		Health and Well Being	
		Learning Together	
		Learning Outside	
		Story/Nursery Rhyme Sacks	
Parenting			
Functional Skills	For learners who want to improve their English, maths , language and IT skills. To identify goals and develop the functional knowledge and skills I need to progress in further learning, employment or life and wellbeing.	ICT, Computers and Digital Technologies	Accredited ICT (North Somerset offer)
			Non Accredited ICT
			Digital skills for learning
		English	Non Accredited English
		Maths	Non Accredited Maths
ESOL	ESOL		
Employment Pathways	For learners seeking specific paid work or progression within their current job. To identify goals and develop the knowledge and skills I need to progress in work or employment.	Non Accredited Employability	Catering and Kitchen Skills
			Cleaning
			Introduction to hairdressing / Beauty Therapy
			Introduction to Business Admin
			Introduction to care sector
			Introduction to Working in a School
			Introduction to Working with Children
			Introduction to Working with Young People
			Office Admin
			Self employment
			Want to work for... (e.g. florist, museum, leisure centre)
			Working with Children
		Accredited Employability	Customer Service Skills C&G Level 1
			Introduction to Early Years C&G
			Level 1 Award in Health and Social care
	NOCN L1 Award in Childcare		
	Preparing to work in Adult Social care L1 Award		