

# Adult Skills and Learning Open Framework

## Lot 1: Skills Bootcamps

The Department for Education (DfE) definition of Skills Bootcamps is: "Skills Bootcamps are free, flexible courses of up to 16 weeks, giving people the chance to build sector-specific skills with an offer of a job interview at the end, giving learners direct line of sight into a job. Training is designed and delivered in partnership with employers to ensure they deliver the skills needed.

Skills Bootcamps are available across a range of sectors and help people develop priority skills that are in demand at both local and national level, typically at levels 3 to 5 or equivalent (medium to higher level technical skills) and level 2 in some sectors (e.g. green construction, HGV drivers).

Skills Bootcamp training must either be accredited, aligned to occupational standards managed by the Institute for Apprenticeship & Technical Education (IFATE) or utilise a recognised standard for representing attainment (e.g. Recognising and Recording Progress and Achievement (RARPA))."

- [Skills Bootcamps funding and performance management - GOV.UK](#)

In West Sussex, Skills Bootcamps will be aligned to the priorities identified in the Local Skill Improvement Plan (LSIP) and to meet the specific needs and demands of employers based in the county and travel to earn / learn area.

## Lot 2: Adult Skills

The Adult Skills curriculum focusses on providing individuals with 'routeways to success', primarily into employment / more sustainable employment, but also to further learning as part of an individual's progression.

It includes:

- a. support for 4 legal entitlements for eligible adult learners as set out in the Apprenticeships, Skills and Children Learning Act 2009, and enables eligible learners to be fully funded for the following qualifications:
  - English and maths up to and including level 2 for individuals aged 19 and over who have not previously achieved a GCSE grade A\* to C or grade 4 or higher, and/or have been assessed as having an existing skill level lower than grade 4 (even if they have previously achieved a GCSE or equivalent qualification in English or maths)

- first full qualification at level 2 for individuals aged 19 to 23, and/or
  - first full qualification at level 3 for individuals aged 19 to 23
  - Essential Digital Skills qualifications (EDSQs) or Digital Functional Skills qualifications (DFSQs), up to and including level 1, for individuals aged 19 and over, who have digital skills assessed at below level 1
- b. our “Routes into...” programme which focusses on a range of employment sectors / vocations which align to those identified in the Local Skills Improvement Plan (LSIP), by West Sussex Department of Work and Pensions and Jobcentre Plus colleagues and WSCC colleagues.

Adult Skills is primarily focussed on regulated qualifications but may include specific non-regulated provision, particularly English, Maths, English for Speakers of

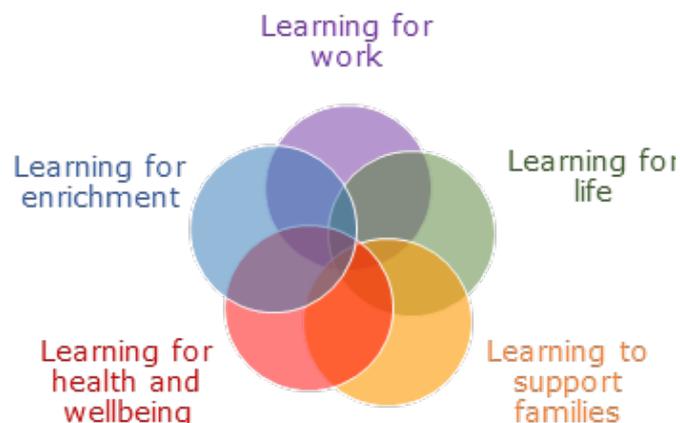
Other Languages (ESOL) and Essential Digital Skills for individuals who:

- are assessed as requiring additional support and development in order to be ready to progress to a qualification or engage with employment,
- require independent living skills or engagement in learning which supports them to operate confidently and effectively in life and work.

Adult Skills learning aims must be approved for use by the [Department for education](#) (DfE).

### Lot 3: Community and Tailored Learning

Community and Tailored Learning seeks “to widen participation and transform people’s destinies by supporting progression relevant to personal circumstances”.



This ambition will be realised through high quality, accessible and impactful non-qualification learning programmes which enable individuals to reach their potential through a curriculum offer that supports five inter-related outcomes:

Provision develops the skills, confidence, motivation, and resilience of adults of different ages and backgrounds in order to:

- progress towards formal learning or employment and / or
- improve their health and well-being, including mental health and / or
- develop stronger communities.

Provision engages with and supports the most vulnerable and hard to access residents, whether that be, for example, a result of life circumstances / changes, deprivation, poor prior attainment, ill health, loss of employment etc.

Provision must be responsive to known need(s), be readily accessible ensuring entry points and 'return to learning' points for adults (aged 19+).

Community / Tailored Learning funding will be used to commission a wide range of specialist community-based organisations across West Sussex who can demonstrate the knowledge, skills and links in their specialism / geographic location required to deliver a learning programme to adults.

Grants will provide an opportunity for some organisations who have little or no experience of delivering ESFA funded and Ofsted regulated provision, but who demonstrate the attributes to be supported through this programme to do so in the future.

'Tailored Learning' is included in [Adult skills fund: funding rules for 2024 to 2025 - GOV.UK](#)

#### **Lot 4: Level 3 Free Courses for Jobs**

The Free Courses For Jobs (FCFJ) programme supports adults aged 19-23 who are unemployed or below the Government defined earnings threshold in achieving their first full level 3 qualification.

The qualifications must support the development of new skills for learners and improve their prospects in the West Sussex labour market.

Funded level 3 FCFJ qualifications are available via the [DfE list of qualifications approved for funding](#).

#### **Lot 5: Skills for Life and Work Projects**

This lot will enable WSCC to respond to appropriate national, regional and / or local projects, campaigns or initiatives in a timely and responsive manner for the benefit of West Sussex residents, businesses and support services.

Programmes are anticipated to have strong 'skills for life and work' themes and be prioritised to support those living in hardship, who are vulnerable and hard to access, whether that be, for example, a result of life circumstances / changes, deprivation, poor prior attainment, ill health, loss of employment etc.

'Multiply', funded by the Government through the UK Shared Prosperity Fund 2022-23 to 2024-25, is an example of the type of programme which would be administered through this lot.

#### **Lot 6: 16-19 Programmes**

Delivery partners maybe sought to deliver entire 16-19 study programmes or elements to complement existing provision.

Our ambition is to provide a county-wide pre-employment / study programme, based in the community, which provides support and opportunities for West Sussex's most vulnerable young people to maximise their potentials.

Programmes will engage young people aged 16-19 and up to 25 if they have an Education and Health Care Plan, who are often living in challenging and complex circumstances, may be NEET or at risk of being NEET, have had negative previous education experiences and are a long way away from being able to move into more formal FE college provision, apprenticeships or work.

Delivery partners will be required to provide accessible and supportive 'routeways' for young people into, through and onward from the programme.

Core programme requirements include:

- Work placements
- English (Functional Skills)
- Maths (Functional Skills)
- Employability Skills
- Group activities, personal development and tutorials.

[16 to 19 funding: how it works - GOV.UK](#)

## **Lot 7: Family Learning and Parenting**

Family Learning provides a unique range of opportunities for families, to learn together to raise skills across generations. The learning environment is relaxed and 'non-threatening', yet purposeful. Provision is usually delivered in partnership, for example with schools, children and family centres and libraries.

Family Learning and Parenting provision supports families (in the widest sense: children, parents, carers, grandparents) through programmes which:

- increase parents' involvement in their children's learning,
- improve family health and wellbeing,
- increase social and community engagement,
- raise aspirations and create positive attitudes to learning,
- support transitions (e.g. school phases),
- improve confidence and employability skills for adults,
- improve young people's development and attainment.

Partners maybe sought to deliver programmes which complement existing Adult Learning provision.

## **Core components / standard requirements for all ALS provision**

All WSCC funded provision will, regardless of delivery method, promote and ensure learners have a good understanding of:

- Safeguarding, Prevent Duty and the risk and threats of radicalisation and extremism. They will know how to keep themselves, friends and communities safe, including online.
- The British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of people with different faiths and beliefs.

- Equality, Diversity and Inclusion. Positive relationships are developed in an environment free from bullying, abuse and discrimination.
- English, Maths and Digital skills needed for everyday life and work, embedded in the wider curriculum wherever appropriate.
- Behaviours needed for everyday life and work. Primarily these will be appropriate to the lot / curriculum theme (e.g. punctuality and attendance in learning for work).
- Sustainability and 'green' issues, through information and course content, which support learners in understanding the impact of their actions on the climate and the environment.
- The next steps available to learners / participants on completion of their course(s).

Whilst specific requirements may vary between lots, delivery should be in line with Ofsted's Education Inspection Framework and provide all learners with the opportunity to benefit from Matrix accredited learning and careers Information, Advice and Guidance (IAG).

Delivery partners are also expected to manage their learning programmes with the support of the following policies and practice:

- Safer recruitment processes, the Service Provider is responsible for ensuring that tutors / delivery staff are suitable to deliver the provision, have relevant qualifications and experience, are DBS, checked where necessary.
- Mandatory training for tutors / delivery staff which must include safeguarding adults, Preventing Radicalisation and Violent Extremism Health and Safety, Equality, Diversity and Inclusion, data protection.
- Risk assessments of venues to ensure a suitable and safe environment is provided for learners.
- Ensuring reasonable adjustments are made. Risk assessments must be completed for individual learners who may have more challenging physical barriers to learning.
- Use of the WSCC logo within the guidelines so learners are aware that they are on WSCC funded provision and of the (contractual) partnership in place.

## Management Information

Management Information and ILR data, as an absolute minimum, is required to be updated on WSCC's Management Information System (MIS) monthly and at least three working days prior to the ILR returns R01 – R12, and at least ten working days before R13 and R14 (as per [ESFA data collection timetable](#)). Records must be accurate, fully substantiated by evidence, error free and comply with ESFA rules.

As a minimum, WSCC expects the following for each course / programme / learner:

**note** – this would be reviewed as part of observations, learning visits, quality assurance activity etc.

- Course / activity information sheet
- Delivery plan / scheme of work / session plan(s)
- Enrolment forms (ILR compliant), signed
- Group profile / equivalent

- Evidence of initial assessment (and diagnostic assessments where appropriate)
- Evidence of progress and examples of work (e.g. learning journal, Group / Individual Learning Plans)
- Register / attendance record / login records
- Evidence of end of course / activity completion and achievement, including qualifications where applicable
- Intended destinations / next steps
- Learner evaluation / feedback.

Other MI we would require from delivery partners includes, but will not be limited to:

- Self-Assessment Report (SAR) – annually c. August – October
- Quality Improvement Plan – annually, c. September – October, with regular updates e.g. termly depending on programme
- Staff database to include qualifications, DBS, mandatory training / cpd records – on commencement and annually thereafter, maintained for new starter and leavers and with any significant updates as they occur. This will be reviewed through contract monitoring.
- Delivery venue log – on commencement and maintained for new venues. This will be reviewed through contract monitoring.
- Safeguarding log, and 'concerns' log (anonymised) with resolutions

Support, guidance, templates etc will be provided.