

Curriculum strategy

Community Learning Services Curriculum Strategy. Intent, Implementation, and Impact.

This strategy sets out Community Learning Services intent in developing rigorous evidence-based curriculum outcomes by.

- Identifying links between the curriculum and increased social mobility.
- Identifying the characteristics of an outstanding curriculum that is underpinned by evidence of successful outcomes for learners.
- Testing the extent to which the curriculum at Community Learning Services and in the classroom is influenced by National policy levers and other factors.

Qualifications we deliver:

1. Apprenticeships within:
 - Care services • Business and administration • Customer service • Education
2. Accredited courses in:
 - Functional skills English/math/EDSQ • Food hygiene • Support work in schools and colleges • CYP Mental Health • Employability
3. Non-accredited courses in:
 - Arts and Crafts • Computers and the internet • Cookery • Health and happiness • Improve your skills

Definition of curriculum.

The curriculum is a framework for setting out the aims of a programme of education. Including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge, understanding and skills learners have gained against expectations (impact/ achievement).

The term skills however encompass.

- Skills involved with specific subjects or activities.
- Transferable skills e.g., organisational skills, verbal communication skills, leadership skills.
- Executive functions e.g., memory, attention, inhibitory control

Our intent for our learners is to acquire a wider depth and breadth of their knowledge, skills and behaviour through enrichment, thereby extending their analytical thinking and application. Community Learning Services aim to use repetition to enable concepts to be embedded more deeply and not revisited as “new”, where appropriate repetition of skills is used to develop learners' confidence and competency to carry out specific tasks applicable to the course or qualification they are undertaking.

Community Learning Services will create “theme-based” approaches that include cross-curricular topics:

- Safeguarding
- Prevent
- Theories/concepts of leadership skills
- Personal development – organisational skills, time management, goal setting, progression planning, delegation skills – this list is not exhaustive.
- Behaviour and attitudes
- Equality, diversity, and inclusion

- Design, coverage, and appropriateness.
- Implementation through curriculum delivery, teaching (pedagogy) – contribution to delivering the curriculum as intended and assessment (formative, interim and summative).

Impact will be measured through attainment and progress (including tests and assessment such as functional skills and end point assessment) and will also measure destinations.

Formative assessment – forms instruction – constantly assessing how learners are developing and enables learners to be actively involved – Community Learning Services undertake this via skills scans/checks, reflective accounts in the learner journal or PLP, learner evaluations of taught sessions, as well as learner journey case studies. In addition to the above apprentices will have formal progress reviews including the 'off the job' requirements. Interim assessment – is measured monthly via employer caseload reports.

Summative assessment – is measured via

- Functional skills testing
- End point assessment.
- Completion of ILP

Community Learning Services will strive to ensure staff, learners and stakeholders understand the sequence of each curriculum with an overarching “learner journey”.

A core programme mapped to each apprenticeship standard/or stand-alone qualification and a bespoke individual learning plan, that includes off the job development for apprentices. Further quality measures such as awarding body audits, quality kite marks and our internal quality systems including observations of teaching and assessment will ensure our curriculums are delivered to a high standard, challenging and stretching learners to achieve their full potential.



Portsmouth City Council (PCC) provides adult and community learning through its Community Learning Service (CLS). The CLS aims to deliver a curriculum to support residents to take their first steps towards employment, encouraging the upskilling of those without a qualification; helping to break inter-generational

low aspirations through Family Learning; and encouraging older residents and those with long-term health challenges to maintain a healthy and stimulating lifestyle. The CLS recognises the challenges of the current cost of living crisis and will work with residents and partner organisations to support those facing financial hardship.

The CLS underpins much of the work identified in PCC's aims and priorities which underpin Portsmouth's vision that by 2040 Portsmouth will be:

- A healthy and happy city
- A city rich in culture and creativity
- A city with a thriving economy
- A city of lifelong learning
- A green city
- A city with easy travel

The CLS sits within the Regeneration directorate and forms part of the city's Employment, Learning and Skills team. It features in the directorate's business plan. [Portsmouth's economic development and regeneration strategy 2019-2026](#). It will continue to align its curriculum to the needs of the Local Skills Improvement Plan to ensure that local people have the skills and opportunities to access employment that links to the city's needs. The CLS is also PCC's internal apprenticeship provider and seeks to support the growth of apprenticeships throughout the city.

The CLS strives to offer:

- a curriculum aligning to PCC's priorities and developed to respond to local and national demands in consultation with residents, service users, employers and partners to create a positive impact on the communities of Portsmouth.
- Widens involvement in adult learning especially amongst adults who are at risk of being excluded making them positive about their future. Enables learners to take their first steps in learning and be supported on to further learning either through CLS or through partnership with other providers. Offering clear and meaningful progression routes across the city's provision.
- a curriculum based on improving basic skills and supporting residents to achieve level 2 qualifications in mathematics, English and essential digital skills; alongside further opportunities to obtain qualifications linked to employability to improve employment prospects.
- A community learning curriculum designed to promote and develop digital skills and reduce digital exclusion; family learning to inspire parents as partners in their children's learning and to realise their own potential for further learning; wellbeing programmes designed to build on confidence and encourage communities to thrive and residents to live healthy, safe and independent lives; and non-accredited ESOL courses that encourage opportunities for integration and language development for all residents.
- Maximises the use of resources to offer affordable opportunities for all.

The Community Learning Service (CLS) seeks to deliver a curriculum that is aligned to the Adult Education Budget Funding Rules 2022-23 and aligns Education & Skills Funding Agency (ESFA) eligibility criteria.

CLS has a curriculum that spans three core themes: Learning for Work, Learning for Life and Learning for Pleasure. The nature of the provision is decided by the learner's purpose for undertaking the learning and course fees are allocated accordingly. Thus, a learner embarking on the acquisition of very basic computer skills is entitled to heavily subsidised / free provision as this is deemed a necessary life skill and a learner enrolling on an Arts and Crafts course will attract a minimally subsidised fee as this is learning for pleasure.

This approach enables CLS to set fees that focus public funding on people who are disadvantaged and least likely to participate and to collect fee income from people who can afford to pay.

Curriculum rationale

1. Learning for Life

Provision in this theme will contribute to a learner's sense of wellbeing, support greater independence, reduce the digital divide and develop skills that support families learning together. The provision is non-accredited and heavily subsidised by the ESFA. Progression will be further learning, increased social involvement, increased involvement in children's learning and increased use of technology to support everyday living.

2. Learning for Work

Provision within this theme contributes directly to a learner's employment potential. Progression will be employment, further work-related training/learning, volunteering or self-employment. These courses are free to the unemployed and targeted at those with low skills. CLS is the city council's in-house training provider for a range of apprenticeships which are determined on local need, national priorities, and in-house occupational competence.

3. Learning for Pleasure

Provision within this theme contributes to a learner's quality of life with enhanced skills and knowledge of how to use leisure time. Provision is often linked to health and wellbeing and is designed to help with social isolation and to promote digital inclusion. Outcomes from these courses will be defined in terms of personal development goals.

FEES AND REMISSIONS POLICY

Within the three curriculum themes, CLS provides "targeted" and "universal" learning opportunities to residents of Portsmouth and its surrounding area. In all instances, the service seeks to provide high quality learning at the best possible value for money. CLS does not seek to make profit. All funding is focussed on providing the best possible learning opportunities and is monitored through national benchmarking to ensure value for money.

Any fees will be clearly stated on all course promotion literature. CLS adheres ESFA Funding Rules for charging fees and assessing individuals' eligibility to participate in its provision.

1. **Targeted provision:** is offered to specific groups of residents considered to be at social, emotional, economic or physical disadvantage and are often set up as a result of engagement with specific communities. Targeted provision is provided at zero-cost for the learner or with minimal charges.
2. **Universal provision:** is open to all residents and openly marketed to the public. In some cases these courses charge a fee.
3. **Sub-contracted provision:** where the service sub-contracts provision to external organisations, CLS does not dictate the course fees. CLS considers an organisation's own fee policy as part of any procurement and sub-contracting assessment process.

Fully funded courses: In accordance with the Adult Education Budget, a large proportion of our courses are fully funded. For eligibility see the AEB Funding Rules document:

[Adult education budget: funding and performance management rules 2022 to 2023 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/adult-education-budget-funding-and-performance-management-rules-2022-to-2023.pdf)

Fees

When charging a fee we do our best to keep all our courses affordable and offer a reduced fee for eligible learners. There are 3 fee categories:

1. Full fee - attracting no public subsidy
2. Subsidised - with some subsidy for specific groups of people (remissions criteria apply)

3. Zero fee - fully subsidised

The vast majority of courses are subsidised by the ESFA and where appropriate there is a reduced fee available, to encourage those most vulnerable groups into learning. A learner's place on a course is not confirmed until the fee or has been received.

Reduced fees

CLS offers reduced fees to learners in receipt of a means tested benefit to widen participation and secure equality of opportunity in learning. To benefit from the reduced fee, learners must provide at least one original form of evidence of being in receipt of the following:

- Income support
- Working tax credit
- Job seekers allowance (income based)
- Employment and Support Allowance (ESA)
- Housing benefit
- Council tax benefit
- Asylum seeker receiving the equivalent of income based benefit
- Unwaged dependant of someone in receipt of listed benefits above
- Pension credit
- Universal credit
- On accredited courses those learners below the low-pay threshold of £18.525

Exceptions

PCC staff are eligible for a 20% reduction to the published fee. CLS staff, and current volunteers, are eligible to claim one free fee-charging course per year.

Refunds

If CLS cancel a course prior to it starting, a learner is entitled to a full refund via the method they paid.

Should a course be cancelled mid-way through by CLS or lessons be missed (e.g. through staff sickness) a partial refund would be offered.

Should a learner wish to have a refund up until five working days before the course start date, they will receive a full refund. If a learner cancels within five working days of the course start date the course fee is non-refundable. If a learner believes their need to cancel is a result of exceptional circumstances they should complete a "Request for fee refund" form for management consideration.

Recording of fees

All fees and refunds are processed through the e-payments system and recorded on the Management Information System (MIS). Fee income is subject to PCC's audit procedures.

POUND PLUS

CLS will continue to add value to the ESFA funding by attracting additional revenue and making costs savings. In particular they will seek to:

- Bring in additional funding through: fee income, room hire fees, access to other funding sources/grants
- Secure savings from contributions in kind, use of volunteers, sharing services, sharing premises, partnership working

SUPPLY CHAIN FEES AND CHARGES POLICY

In order to provide a high quality community learning programme for adults which meets local need and targets priority groups CLS subcontracts part of its Community Learning Budget to local delivery partners.

Subcontracting overview

The process for securing subcontractors follows PCC's procurement requirement and legislation. Contracts are awarded on a competitive tendering basis for academic periods following the publication of the "Specification and Invitation to Quote to Deliver Community Learning in Partnership with Portsmouth City Council Community Learning Service".

All subcontracted provision is required to be delivered in line with the ESFA's Funding Rules, CLS Quality Assurance Framework, is included in the CLS's ILR returns and is subject to Ofsted inspection. In line with the ESFA Funding Rules, CLS adheres to the Declaration of Subcontractors requirements.

Management fees and charges

The costs of managing, supporting and monitoring any subcontracted delivery are included in CLS's staffing costs. CLS seeks to ensure that no more than 20%-25% of the total funding received from the ESFA is spent on management costs.

ELIGIBILITY FOR SKILLS FUNDED AGENCY PROGRAMMES

This is a summary of the key points from the Funding Rules. The full document is available above:

GENERAL FUNDING REQUIREMENTS

Who we fund

- To be funded by us, on the first day of learning a learner must be aged 19 or older on 31 August within the 2022 to 2023 funding year - except an apprenticeship or Traineeship

Eligibility for funding

- Providers must make sure an individual is eligible before claiming funding for them
- Individuals will be eligible for funding if the learning is taking place in England.
- Are a citizen of a country within the European Economic Area (EEA) or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, or have the right of abode in the UK and have been ordinarily resident in the EEA or other countries determined within the EEA, including those with bilateral agreements such as Switzerland, for at least the previous three years on the first day of learning.
- The eligibility of individuals who do not meet requirements in paragraph, is stated below
- Any learner or relevant family member who has applied for an extension or variation of their current immigration permission in the UK is still treated as if they have that leave. Keeping this permission applies if the application was made before their current permission expired. Their leave continues until the Home Office decide on their immigration application.

Non-EEA citizens

A non-EEA citizen is eligible for funding if they have permission granted by the UK government to live in the UK, which is not for educational purposes or have obtained pre-settled or settled status under EUSS and have been ordinarily resident in the UK for at least the previous three years before the start of learning

Individuals with certain types of immigration status and their family members

Any individual with any of the statuses listed below is eligible to receive funding and are exempt from the three-year residency requirement rule:

- Refugee Status
- Discretionary Leave to Enter or remain

- Exceptional Leave to Enter or Remain
- Indefinite Leave to Enter or Remain
- Humanitarian protection
- Leave Outside the Rules
- Ukraine Family Scheme
- Ukraine Sponsorship Scheme (Homes for Ukraine)
- Ukraine Extension Scheme
- Section 67 of the Immigration Act 2016 leave
- Calais leave to remain
- British Nationals evacuated from Afghanistan under Operation Pitting
- British Nationals evacuated from Afghanistan by the UK government before 6 January 2022

Asylum Seekers

Asylum seekers are eligible to receive funding if they have lived in the UK for six months or longer while their claim is being considered by the Home Office and no decision on their claim has been made

Family members of EU and EEA nationals

A Family member is a husband, wife, civil partner, child, grandchild, dependent parent or grandparent of an EU national (principal). A family member is eligible for funding if they obtained pre-settled status under EUSS and the EU national (principal) has obtained pre-settled or settled status under EUSS and has been ordinarily resident in the UK for at least previous 3 years on the first day of learning. been ordinarily resident in the UK for the three years prior to the start of their course, they are eligible for funding.