

**Luton Council**

**Luton Adult Learning's  
Community Learning Fund  
2022/2023**

**Prospectus**

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Part-funded by the European Social Fund



Education & Skills  
Funding Agency



**European Union**  
European  
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# Community Learning

## Introduction

This guidance has been developed for Voluntary and Community Sector (VCS) organisations planning to submit an application to the Community Learning Fund (CLF) 2022/23.

Luton Council (LC) acting via Luton Adult Learning, receives direct funding from the Education & Skills Funding Agency (ESFA). Through the Community Learning Fund Luton Adult Learning are continuing to make available funding which local organisations and groups can bid for to enable them to offer informal community learning.

The fund is designed to specifically support and encourage VCS and other third sector and not for profit organisations in delivering innovative learning that supports disadvantaged adults and addresses the key local priorities of the South East Midlands Local Economic Partnership (SEMLEP) and the overarching purpose of Government supported Community Learning which is to:

- Maximise access to community learning for adults, bringing new opportunities and improving lives, whatever people's circumstances.
- Promote social renewal by bringing local communities together to experience the joy of learning and the pride that comes with achievement.
- Maximise the impact of community learning on the social and economic well-being of individuals, families and communities.

The Government describe Community Learning as learning that:

*"...helps people of different ages and backgrounds gain a new skill, re-connect with learning, pursue an interest, prepare for progression to formal courses or learn how to support their children better.*

*Community Learning supports wider government policies on localism, social justice, stronger families, digital inclusion and social mobility."*

## The Luton 2040 Vision

The town faces significant challenges around poverty and social mobility, prior to the pandemic a study demonstrated that in Luton:

- 46 per cent of children were living in poverty
- 28 per cent of working families were living in relative poverty
- 67 per cent child poverty in Biscot ward
- deprived five year olds being 15 months behind in their vocabulary

We are therefore looking to fund projects which have been specifically designed to help break intergeneration cycles of poverty through working with adults across Luton to improve their prospects.

In addition 2020-22 has seen the COVID-19 pandemic impact Luton dramatically. A study by the [Centre for Cities](#) identified Luton as one of the country's most financially vulnerable regions to the Covid-19 crisis, with 40 per cent of jobs hugely dependent on revenue from the aviation and motor industry. Income from commercial sources is the second highest of any council in the country.

[Another study](#) has demonstrated that the pandemic exposed and exacerbated longstanding inequalities affecting people from an ethnic background in the UK. Therefore we are also looking for projects which are designed to help those in communities from an ethnic background recover from the pandemic.

## Community Learning Fund

The Community Learning Fund is designed to support community based (often informal) learning delivered by VCS and other third sector and not for profit organisations. This funding supports organisations to develop their capacity to deliver learning opportunities to individuals from disadvantaged and deprived communities.

### What are the criteria?

All projects funded must:

- clearly demonstrate that they deliver learning
- demonstrate that the delivery of the learning is innovative, adds value **and is different from Luton Adult Learning's normal delivery**. Activity must not be available to learners through mainstream funding
- target the engagement of easy to ignore and disadvantaged groups of potential adult learners from deprived communities and those least likely to participate in mainstream learning including but not limited to: Black and minority ethnic groups, carers, lesbian, gay, bisexual and transgender people, older learners, people experiencing mental health difficulties, people with learning disabilities, people with long term illness / chronic conditions, people with physical disabilities, vulnerably housed / homeless people, people on low income, and those with qualifications below level 2. Activity should widen participation and promote the development of skills through learning
- demonstrate clear contingency planning for example in the event of another lockdown move delivery online or with suitable alternatives.
- demonstrate that pathways for learners have been considered and mapped to help learners move onto further learning and access facilities outside their close community.
- demonstrate that providers are giving consideration to helping learners improve their carbon footprint and showing that they are working as an organisation to reduce their carbon footprint
- clearly demonstrate how they are contributing to the town's 2040 vision

### Activities

The fund is seeking to support project activities that deliver learning to transform people's destinies by supporting progression relevant to personal circumstances, for example learning designed to:

- improve confidence, personal development and the willingness to engage in learning
- give people the skills to prepare them for further training, employment or self-employment
- to better equip parents/carers to support and encourage their children's learning

- support people to aid their recovery from Mental Health problems, reduce reliance on medical services and improve engagement with families and services
- improve health, mental wellbeing and work towards improved life expectancy especially for those living in the most deprived wards of Luton
- improve digital IT skills i.e., use of new technology in daily life (e.g. shopping, banking, social interaction), improving employability, creating social entrepreneurship opportunities and supporting families in their daily life
- address issues such as reducing poverty and increasing health literacy & mental wellbeing, and issues surrounding the mental, physical and social impact of Covid-19
- improve confidence and skills in numeracy so that learners are better equipped to address issues around inflation such as fuel bills, rising cost of living, budgeting and eating healthily on a budget.

Activity might also include the development of stronger communities and active citizenship, for example, learning designed:

- to increase volunteering, community engagement and/or social integration
- to bring together people of different backgrounds, communities and cultures
- to train or retrain local people to develop roles in community leadership or as 'community champions'

**Note:** *The above examples are not exhaustive and do not indicate preference for a specific type of activity.*

## What we cannot fund

The Community Learning Fund will not support:

- activity linked to UK Visa requirements
- provision linked to statutory employer requirements including licence to practice
- vendor specific provision which is linked to a particular employer or commercial system
- a non-accredited version of an accredited qualification
- activity or provision above a national Level 2
- provision linked to gaining widely available qualifications
- any part of any learner's learning aim or programme that duplicates provision they have received from any other source
- any learning linked to staff CPD

## Participant Eligibility

To be eligible to participate in your project all learners engaged must:

- be adults **aged 19 years and over** by 31<sup>st</sup> July 2022.
- live within Luton.
- **not** already be engaged in learning being provided by Luton Adult Learning for the 22 – 23 academic year.
- on the first day of their learning meet one of the following residency criteria:
  - be a citizen of the UK and Islands

- have the right to live permanently in the UK without immigration restrictions
- be a citizen of a country that is within the European Economic Area (EEA)
- have been ordinarily resident in the UK and Islands, the EU or EEA for at least the previous three years – see Appendix A

Projects must be designed to support easy to ignore and disadvantaged groups for example unemployed, economically inactive or in receipt of Universal Credit / other means-tested benefits to support a part-time minimum wage income, up to 20 hours a week.

Any individuals employed for 20 or more hours a week and not in receipt of benefits will not qualify for full funding. Such individuals are not excluded from participating however providers will only be able to claim 25% of the agreed cost per learner for these individuals. However, these learners should not form more than 10% of the learner numbers. Providers will need to share their fee policy with such learners, prior to their enrolment, making it clear how the non-funded 75% of the cost per learner will be covered.

## Who Can Apply?

VCS and other third sector and not for profit organisations including charities, Community Interest Companies (CIC), limited by guarantee, not for profit and other community and faith organisations. The organisation must be based in England and the delivery of the activities must be within Luton.

Organisations can only submit one tender as a lead body but can be part of other applications in a partner capacity.

## How Much Can Be Applied For?

Individual projects up to a maximum of **£20,000**. There is no minimum amount. Funding is for revenue projects only however small items of capital can be purchased if directly related to the delivery of learning within your project. These capital items must not exceed £500 in total (or a maximum of 10% of total costs if your project's total cost is £5,000 or less).

**Please note** any payments received through this fund cannot be used to match fund any ESF projects with any co-financing organisation or managing authority direct bids.

## Delivery of activities

All activity must be delivered or supported by trained and qualified teaching staff who hold a minimum level 3 teaching qualification or staff with relevant experience. Teachers must also be capable of delivering training online using web platforms that are easily accessible for learners. Before applying, partners should consider how they would support their target audience to access online learning, should we enter lockdown during the course of the year. Where experienced staff are unqualified, support will be provided to enable individuals to gain the Level 3 Award in Education and Training.

Projects will signpost learners with longer term goals that include further learning and/or employment to careers/learning advice services such as National Careers Service. Where

disclosure by an individual learner identifies a need for specialist services, relevant referrals/signposting will be made.

Projects will be expected, where necessary, to assess and provide support for eligible people with learning difficulties and/or disabilities. Project costings should take account of the fact that providers are expected to meet the cost of reasonable adjustments as set out in the Equality Act 2010 where a need is identified.

## Timetable and Application Process

### Key Dates

Date	Activity
Monday 18 <sup>th</sup> July 2022	Launch of the 2022/2023 Community Learning Prospectus.
Tuesday 2 <sup>nd</sup> August 2022 Wednesday 3 <sup>rd</sup> August 2022	Briefing sessions <b>following expression of interest via email.</b>
Friday 12 <sup>th</sup> August 2022 3.30pm	Deadline for submission of applications to the fund.
Thursday 18 <sup>th</sup> August 2022	Funding panel appraisal and selection of applications.
W/C 22 <sup>nd</sup> August 2022	Pre-contracting meetings.
W/C 5 <sup>th</sup> September 2022	Contracts to be sent out along with SLA – to be signed and sent back prior to delivery.
Friday 16 <sup>th</sup> September 2022	Mandatory Training Day for project to include Safeguarding and Prevent training via zoom.
W/C 19 <sup>th</sup> September 2022	Delivery can commence if SLA, contracts and all required renewal documents have been completed and returned.

Projects can start at any point after the 20<sup>th</sup> September if all the required documentation has been returned and signed, and the Mandatory Training attended. Projects can then run for part or all of the period up until 31<sup>st</sup> July 2023 but all activity must be completed by the 31<sup>st</sup> July 2023.

Luton Adult Learning Subcontracting policy for 2022/23 is available on our website:  
<https://www.lutonacl.ac.uk/policies.html>

## How to Apply

To apply for funding you will need to complete the 2022/23 Community Learning Fund Application Form.

**Please return the completed application to Lorraine Tearle by 3.30pm Friday 12<sup>th</sup> August 2022** [CLF@luton.ac.uk](mailto:CLF@luton.ac.uk) and copy in [lorraine.tearle@luton.ac.uk](mailto:lorraine.tearle@luton.ac.uk)

**Please note delivery of any kind cannot commence until you have completed and signed an SLA and all associated paperwork.**

A contract will be deemed null and void if the appendices and supporting documents are not returned within 10 working days from start date stated on the contract.

Late applications will not be accepted.

All applications will be logged upon receipt and an email to confirm receipt will be sent to the address supplied on the application form. Each bid will be allocated a unique identification number which you should quote in any further correspondence.



## How Will Projects Be Selected?

New projects will be appraised from the 2 stage process.

### Stage 1

Stage 1 consists of a number of due diligence checks. Full details of these checks can be found in Annex A.

**Any application that does not meet the criteria for one or more of these checks will be rejected and WILL NOT progress to stage 2.**

### Stage 2

All project applications that successfully pass stage 1 will progress onto full appraisal against a scoring framework. Applications will be appraised by a panel, who will score proposals based on the responses to the questions in the application. Each answer will be marked against a set of criteria. **Annex A has scoring guidance and should be referred to closely when completing your application.**

The panel will need to be satisfied that organisations have the capacity and relevant experience to deliver the activity described including meeting the quality and contractual requirements set down. Where needed, appropriate support (such as Level 3 Education and Training award, or MHFA Lite courses) will be given to organisations to aid the delivery of their project.

We are looking to provide a balanced offer of provision and to impact as many disadvantaged communities and groups as possible therefore we reserve the right to award funding to projects in order to provide an appropriate geographical and demographical spread.

Luton Adult Learning also reserves the right to award funding to organisations who have delivered successful projects during 2021/2022 and where new funding to meet this need cannot be accessed through different means.

The panel's decision on funding is final.

### Guidance on Preparing Applications

**Annex A details the marking guidance for each question and should be referred to closely when completing your application.**

The following information will assist you in writing your application although it is in your best interest to attend one of the briefing sessions (dates on page 13) if your organisation is considering a bid.

- **Please complete all answers in Arial font size 11 and in English.**
- **Before you begin** your application, please make sure that you have read the prospectus and paid particular attention to the eligibility criteria and that your organisations, project and intended participants meet the requirements stated.

- **Make sure you answer all the questions and provide all the information requested.** Don't ignore a question, even when it's difficult to answer.
- **Be succinct and adhere to word limits.** Make your points as clearly and concisely as you can. Word limits have been set for a reason. **WARNING:** As stated in Annex A Stage 1 Guidance – any application containing an answer that exceeds set word limits will be rejected and will not progress to Stage 2. Please do not include wordy flow-charts or diagrams once you have hit the word limit.
- **Build in time for project set up and evaluation.** Many projects underestimate how much time is needed.
- **Be focussed.** Where you are required to address at least one of a number of themes, or focus on at least one of a number of target groups, don't try to claim more themes or target groups than are actually the case. You could risk diluting the focus of your proposal.
- **Be realistic.** Do not overestimate the number of learners you expect to enrol on your project. Your proposal will be appraised based on the numbers you provide and, if successful, your target outputs will reflect the numbers stated in your application. Failing to meet target outputs could result in your funding allocation being clawed back.
- **If you are working with partners, make sure you have agreement from senior representatives in the partner organisations.** Don't claim other organisations are your partners if they haven't explicitly agreed to this.
- **Make sure that your proposed expenditure is reasonable and realistic and offers good value for money.** Don't claim more funding than is justifiable or include unnecessary costs – particularly contingency costs and high overheads including management and administration. Make sure that you can demonstrate that all your expenditure is fair and reasonable and that you can provide an audit trail.
- **Do not repeat yourself** – if you think that you are being asked the same question in more than one place this is unlikely to be the case. Read the questions carefully – it is more than likely that you are being asked for different information.
- **Ask** someone who has not been involved in preparing your proposal to read the application when you have finished. They can proof read and act as a critical friend.
- **The appraisal panel** recognises that some learners will need more intensive support than others and will take this into account when judging the projects value for money provided that, within your application, you have demonstrated the needs of the learner.

## Glossary of Key Terms

Term	Example
<b>Aim</b> - The broad area of change that your project seeks to achieve.	<i>To improve the health of residents in Bury Park and enable them to lead healthy and active lives thus reducing the pressure on local health services, increasing engagement in healthy living activity and moving clients closer to work</i>
<b>Objectives</b> - The subsidiary changes that you will need to bring about in order to achieve the project aim.	<ul style="list-style-type: none"> <li>• <i>increase awareness of healthy eating</i></li> <li>• <i>increase physical fitness</i></li> <li>• <i>reduce obesity</i></li> </ul>
<b>Activities</b> – The tasks a project needs to undertake in order to achieve each of its objectives and the overall aim.	<ul style="list-style-type: none"> <li>• <i>design and deliver a healthy eating course</i></li> <li>• <i>run keep fit sessions</i></li> <li>• <i>prepare a keep fit manual</i></li> <li>• <i>run a weight loss club</i></li> </ul>
<b>Outputs</b> - The direct (and usually quantitative) results of a specific activity.	<ul style="list-style-type: none"> <li>• <i>15 individuals attend the weight loss club once a month for 9 months</i></li> <li>• <i>10 learners participate in 1 hour keep fit sessions every week for 10 weeks</i></li> <li>• <i>20 learners attend a 3 day (18 hours) healthy eating course</i></li> <li>• <i>a keep fit manual is produced and 300 copies are distributed to Bury Park residents which then disseminates to a wider audience (added value).</i></li> </ul>
<b>Outcomes</b> - What ‘comes out’ of the outputs - the results, changes, differences or impact that happen as a result of your activities and outputs. They can be planned or unplanned, positive or negative. <i>Make sure you are evidencing outcomes as well as outputs.</i>	<ul style="list-style-type: none"> <li>• <i>individuals have a healthier diet</i></li> <li>• <i>individuals have a greater involvement in physical activity</i></li> <li>• <i>the community has a better understanding of the importance of keeping fit</i></li> </ul>

## What to Expect If You Are Successful

### Quality, Monitoring and Ofsted

All successful projects will receive funding from the Education & Skills Funding Agency (ESFA) Adult Education Budget. As such each successful organisation will be subject to the terms and conditions of the ESFA, including meeting the standards set by the [Ofsted Education Inspection Framework \(EIF\)](#). This may include very short notice inspection by Ofsted in which projects will be expected to participate and support. Please also note that:

*84. Ofsted reserves the right to inspect and grade any subcontractor and its provision as a separate entity against the EIF and this handbook..*

Successful projects will be subject to the terms and conditions set out in their Service Level Agreement (contract) and will be expected to sign their agreement and provide the necessary supporting documents including valid company insurances, and up to date policies and procedures including risk assessments before any project delivery can commence.

A contract will be deemed null and void if the appendices and supporting documents are not returned within 10 working days from start date stated on the contract.

Luton Adult Learning will work to support all providers to ensure they reach or exceed the national standards set by Ofsted and the Education & Skills Funding Agency through a rigorous due diligence process. Once appointed, providers are subject to a robust monitoring, review and evaluation process which provides both challenge and support, thus raising standards and improving outcomes for learners, communities and employers. All organisations will be risk assessed prior to contracts being issued and this will determine the level of monitoring that will be undertaken with each provider.

Through its monitoring and review process, Luton Adult Learning enables providers to share good practice and to learn from each other. Where areas for improvement are identified, Luton Adult Learning works with the subcontractor to build their capacity and capability to offer the best possible services to learners, thus reducing risk and improving performance.

Ultimately, Luton Adult Learning and its providers work together to develop high quality provision which benefit the community as a whole, as well as individual providers and their learners.

## **Reporting and Learner Evidence**

Projects will be required to capture specified learner information throughout the learner journey as evidence of their learning.

It will be expected that during the project every learner journey will be recorded using the principles of 'Recognising and Recording Progress and Achievement (RARPA)'.

An Individual Learning Plan (ILP) will be provided for use with each learner and will record details of their Initial Assessment, learning goals, progression whilst on programme and achievement.

***Please note learner achievement is defined as a minimum of 85% course attendance and 100% successful completion of course learning goals.***

All forms for capturing information and data will be provided by Luton Adult Learning. Learners will be expected to complete an online Learner Agreement and Enrolment Form which captures the personal information required for them to enrol onto the project. Guidance on how the information will be used, stored and handled, including data protection, is included on the enrolment form and learners should read this carefully.

## **Mandatory training day for tutors:**

Full guidance and support will be given to successful projects including a mandatory training day for tutors which will cover the basics of classroom management, best practice for working with the RARPA process and a full explanation on how the ILP and other supporting paperwork should be completed. Guidance information will also be provided which clearly explains the RARPA process and the expected completion standard of supporting documentation. **When applying, please ensure that your staff, both teachers and administrative staff, can attend the training day. Projects will not be able to begin delivery of learning until this training has been completed.**

Where organisations feel that their learners will face barriers to completing paperwork (e.g. English not as a first language; learning difficulties; literacy needs) they have the option to build into their delivery the provision of appropriate additional learner support mechanisms to help them complete paperwork. Any costs associated with this need to be clearly shown in the costs section of the application form and need to be appropriate, realistic and clearly link to the target group you have described.

**When planning the delivery of your project please allow an appropriate amount of time for the completion of enrolment forms and ILPs.**

Other paperwork and reporting requests may be also be applied.

## **Learner Induction**

Every learner, as part of their programme, is entitled to receive a full induction to the organisation and the course they are enrolling on. Please allow time for inclusion of induction when planning your delivery. If successful you will be given guidance on what is expected to be included during learner induction, in line with Luton Adult Learning's induction process. This will be supplied electronically (file sharing)

## **Payments**

Contract payments will be made against an agreed profile based on the outputs and activity in your application and agreed during the pre-contracting meetings. Payments will only be made against the P.O. Number which you will be provided with once we have received the appropriate evidence requirements, fully and correctly completed, as specified in the Service Level Agreement (contract). When we have received this you will be requested to submit a valid invoice which includes the relevant PO number. Final payment will be made against the successful completion of all project documentation and a final project evaluation report. All original receipts and evidence will need to be retained for auditing purposes.

## **Teaching Qualifications**

Luton Adult Learning requires all tutors/trainers who are involved in the delivery of teaching and learning to be suitably qualified in their area of specialism and have, as a minimum, the Award in Education and Training teaching qualification (or equivalent) or be committed to working towards the qualification during the life of the project. As part of the

quality assurance process all tutors will be observed teaching at least once during the life of the project.

During the observation process a lesson plan and scheme of work for the learning programme being delivered must be provided. Recipients of the fund will be required to adhere to the Learning, Teaching and Assessment policies as set out by the Ofsted Education Inspection Framework.

**As part of the access and monitoring requirements associated with the fund, representatives from Luton Adult Learning will require access in order to carry out unannounced visits to learning activities and observation of teaching and learning.**

## **Safeguarding Learners**

All successful organisations are required to provide a safe, healthy and supportive learning environment ensuring that learners are protected. In light of the Covid-19 situation, safety precautions and social distancing as per the government's guidance will need to be adhered to, where organisations run face-to-face classes. Organisations working specifically with vulnerable groups must comply with the current DBS regulations and have up to date DBS checks in place for staff. The organisation must have an up to date safeguarding policy. Online access to free safeguarding training will be made available to all projects and staff without up to date and relevant training (gained within the previous 2 year period) will be expected to complete this.

## **Prevent Duty**

In July 2015 the Prevent duty came into effect and is part of the government's Counter-Terrorism and Security Act 2015. In complying with the duty we expect all staff within organisations that provide training and learning to the public to be trained in the Prevent duty and in identifying extremist activity and what to do if they think someone is at risk.

The fund will require all successful projects to undertake training in the Prevent duty, as specified by Luton Council, as part of the terms of their contract. This will form part of the Mandatory Training session.

For further information please see [Prevent Duty Guidance: for further education institutions in England and Wales -](#)

*Sections 1 and 17 explain as follows*

*'1. '... It is a condition of funding that all further education and independent training providers must comply with relevant legislation and any statutory responsibilities associated with the delivery of education and safeguarding of learners.'*

*'17. Where an institution has sub-contracted the delivery of courses to other providers, we expect robust procedures to be in place to ensure that the sub-contractor is aware of the Prevent duty and the sub-contractor is not inadvertently funding extremist organisations.'*

## **Support available**

Providers will receive on-going support from a dedicated member of staff throughout the delivery of the project. The support provided will aim to build the organisation's capacity and to aid self-sufficiency for the longer term.

## **Provision of Information, Advice and Guidance (IAG)**

It is expected that all learners participating on funded projects will receive IAG to help them progress once the project has completed. More detail will be given at pre-contracting meetings.

## **UKPRN**

Any organisation delivering learning will need to be registered on the Register of Learning Providers. This is a simple, free process that Luton Adult Learning will help you complete if your project is successful. You will not be able to begin delivery of your project until your organisation is registered.

## **Legal Entity**

As part of the contracting process organisations will be required to supply evidence of their legal entity, for example, Company Registration Number or Charity Number.

## Annex A - Marking Guidance

### Stage 1 - Due Diligence Checks

The following checks will be made for each application submitted to the CLF. Any application that **does not pass one or more of these checks will be rejected and will not progress** to Stage 2 of the marking process.

1.	<b>Accounts / Bank Statements</b>	Organisations are required to submit a copy of their latest audited accounts or last 3 month bank statements along with their application. The <i>only</i> exception to this is if your organisation has only just been established.
2.	<b>Legal Entity Check</b>	All organisations will be checked against the organisational status declared in the application form. Company registration numbers provided will be cross referenced with Companies House and/or the Charity Commission. Only Ltd companies recorded as 'active' on Companies House will be accepted.
3.	<b>Clearly delivers learning</b>	Any application that is not to directly fund the delivery of learning will be rejected at stage 1.
4.	<b>Unanswered questions</b>	Failure to answer any question in the application form will result in rejection at stage 1
5.	<b>Exceeds Maximum funding amount</b>	Any project costs that exceed £20,000 will be rejected at stage 1
6.	<b>Exceeds Question word count</b>	Where an answer has a specified maximum number of words these must be adhered to. Each answer will be word counted and any exceeding answers, even if by one word, will result in rejection at stage 1. <i>NOTE: The electronic word count tool in Microsoft Word will be the method used to count the number of words.</i>

### Stage 2

If your proposal successfully passes Stage 1 checks it will progress to Stage 2 marking. Below are some guidelines to help you write your answers in a way that provides all of the information that the panel require to assess your proposal. The **marks available** column shows the maximum marks you can score for each question. Each member of the panel will judge your answers and award a mark between 0 and the maximum available based on how well you answer the question and provide the requested information. Panel marks will be averaged out to give each application an overall final score.



QUESTION	Marks available	MARKING GUIDANCE AND CRITERIA
1. Delivery period	1	Start and end date should be clearly stated and fit within the timescales detailed in the prospectus.
2. Project Summary and Overview	6	<p>To gain full marks you must:</p> <ul style="list-style-type: none"> <li>• Ensure your answer is clear and concise and clearly describes your project, highlighting how the project aligns to the Luton 2040 vision.</li> <li>• Address <b>all</b> the information asked for in the question – aim, objectives, activities, delivery methods, outputs and expected outcomes and information about how you planned and executed your delivery for 2020-2021 in line with Covid-19 measures.</li> <li>• Leave no doubt over what the project aims to deliver and that it is clearly explained, relevant and realistic.</li> <li>• Demonstrate the project clearly supports learning and reflects the purpose of the funding as described in the prospectus.</li> </ul>
3. Target groups	20	<p>To gain full marks you must ensure that your answer clearly and concisely addresses <b>all points</b> of the question.</p> <p>Your answer should clearly map to information provided in the answer to question 2.</p> <p>Relevant local intelligence and statistics/third party evidence may strengthen your answer if it is credible and appropriate.</p> <p>A solid answer will leave the panel in no doubt:</p> <ul style="list-style-type: none"> <li>• about who your target group(s), where they will come from and how they fit with the purpose of the funding</li> <li>• that a real need for the activity has been demonstrated and that it is not currently available elsewhere,</li> <li>• that delivery locations have been well thought out and are fully appropriate for the activity and target groups,</li> <li>• that you have a solid understanding of the target group, demonstrated by your track record and experience, and that you fully understand the barriers of the group and how you will overcome them with appropriate, realistic and well planned methods and</li> <li>• that your recruitment strategy is appropriate to both your target group and the numbers of learners you intend to engage and offers equal opportunity to all potential learners.</li> <li>• whether your target group would be capable of and have the means to access online learning, supported by example/examples from 2020-2022</li> </ul>

		<ul style="list-style-type: none"> <li>about how many people you have helped in 2019-20, 2020-21 and 2021-22.</li> </ul>
<b>4. The Learner Journey</b>	<b>12</b>	<p>Your answer should be realistic and appropriate to your activity/project and your learners and should clearly map to the answers in previous questions.</p> <p>Your answer must clearly and concisely address <b>all points</b> of the question leaving the panel with no doubt that you have a solid understanding of all stages of the learner journey.</p> <p>The methods and systems your organisation has put into place to support, monitor, record and assess all learner achievements against the outcomes for the course, whatever their needs, throughout all stages of the programme should be outlined, keeping in mind how you plan to deliver learning online or by maintaining Covid safety measures, including how learners will be supported in their progression once their programme has ended. Also mention how you will help learners to improve their carbon footprint.</p>
<b>5. English, Maths, IT skills and British core values</b>	<b>4</b>	<p>To gain full marks:</p> <p>Your answer must clearly and concisely address <b>all points</b> of the question leaving the panel with no doubt that you have a good understanding of the need and importance of embedding British Core Values, English, maths and IT into your project and that you have a clear and appropriate strategy to do so.</p> <p>Your answer must clearly map to the answers provided in the previous questions.</p> <p>Methods and support measures must be judged realistic and appropriate for the learner target group and activity described and the panel must be satisfied that all relevant opportunities for embedding and support have been identified within the answer.</p>
<b>6. Activity Schedule</b>	<b>3</b>	<p>Your answer will be judged on the following:</p> <ul style="list-style-type: none"> <li>The activity schedule is fully completed with clear and precise information provided.</li> <li>Activity is deemed appropriate for the project described and timescales are realistic</li> <li>Outputs and expected outcomes are detailed and are realistic. Tools to be used to capture project, and in particular, learner outcomes are detailed where appropriate and are fit for purpose.</li> <li>All information clearly maps to that described elsewhere in the application.</li> </ul>

<b>7. Project Staff</b>	<b>3</b>	<p>You must provide information about all staff who will work on the project.</p> <p>You need to include their specific roles, their relevant experience and their relevant qualifications and ability to deliver a programme online.</p> <p>Staff roles and qualifications need to be appropriate and clearly map to the activity described in your application.</p>
<b>8. Project Management</b>	<b>6</b>	<p>To gain full marks you must clearly address <b>all points</b> of the question.</p> <p>Please explain clearly what relevant experience your organisation has in relation to managing similar projects. If your organisation is limited in experience you should explain how you have planned for this and what measures you will put into place to mitigate risk.</p> <p>Explain how you will manage and quality assure the project, including risk-assessment with contingency planning to help you succeed in achieving your target.</p> <p>The panel will make judgements based on how robust, sufficient, realistic and clear your processes and systems are. Project management should be appropriate to the activity you intend to deliver. The panel should be in no doubt that you have the capability to deliver an appropriately quality assured project.</p>
<b>9. Project Impact and sustainability</b>	<b>2</b>	<p>Please explain the longer term impact of the project and how your project will continue to have benefits to your organisation, the community engaged in the project and/or the individuals engaged in the project once the activity has been delivered.</p>
<b>10. Project Costs</b>	<b>5</b>	<p>Your project costs and added value both need to be addressed in your answer.</p> <p>Your answer should breakdown all costs which should <b>clearly</b> link to the activities described in your application. Please ensure that you can demonstrate that all your expenditure is fair and reasonable and that you can provide an audit trail.</p> <p>Proposed expenditure should be reasonable and realistic and offer good value for money. Do not include unnecessary costs – particularly contingency costs and high overheads, including management and administration which we would expect to be no more than 15% of total project costs.</p>

		<p>Unless items are one off/fixed price, costs must be broken down into unit price/hourly rates and expected amounts. Staffing costs should be broken down and apportioned time shown accordingly including management and administration.</p> <p><i>For example:</i> <i>Tutor delivery time (3hrs x 6 weeks x £25) £450.00</i></p> <p>Any expected learner support costs need to be included.</p> <p><b>For full marks</b> the information provided in your answer will be sufficient to understand all project costs and will be clearly broken down, realistic, represent good value for money and match the activity described in your application. The added value of the project will be clearly demonstrated and appropriate to the project activity described.</p>
<b>Total Score</b>	<b>62</b>	