



University of Sunderland tender response For Supply of Adult and Community and/or Family Learning – Wider Family Learning

Method Statement 2014

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1. Meeting the Specification

1.1 Programme Details

The programmes are as follows

- Taster session offered to all programmes – 2 hour session
- Small Steps, Giant Jumps (20 hours) Dance Course for Nursery Children and their parents/carers
- Small Steps, Giant Jumps (12 hours) Dance Course for Nursery Children and their parents/carers
- Little Movers, Big Thinkers (20 hours) Dance Course for School Children and their parents/carers
- Little Movers, Big Thinkers (12 hours) Dance Course for School Children and their parents/carers

Both projects can be adapted to suit learner needs i.e. for older children the project will follow the same structure but work would be suitable to learner ability.

The courses will be offered across all 3 school terms (Autumn, Spring & Summer)

The project can be delivered in the following ways:

- Term time – weekly session
- Across 2 terms – weekly sessions
- Evenings (either after school or early evenings) – weekly session
- Weekends – weekly sessions
- During school holidays – the 20 hours over 1 or 2 weeks

Flexibility of the course is offered to suit learner and centre needs and to maximise learner numbers making the projects accessible to all.

1.2 Strategic Priorities (Enrolment, Induction and Progress)

Information will be sent out to centres prior to the Christmas break giving details of the project, and fliers will be created for centre visitors, to maximise publicity of the projects. Dates can then be arranged with the individual centres to informally meet up

with interested groups to give an overview of the project; taster sessions will also be offered. During the initial enrolment and induction of the projects, participants will be encouraged to set their own goals for the project, following group (or one to one) discussion with the tutor. Progress will be monitored weekly via the individual learning plan and photographic evidence. Together these will give learners a clear understanding of how they are progressing throughout the course and feedback will be given weekly by the tutor to encourage the achievement of individual goals, using the RARPA principles to monitor this. Some venues have requested the project for 2013/2014.

1.3 Every Child Matters

The 'Small Steps, Giant Jumps' and 'Little Movers, Big Thinkers' Dance projects aim to meet all Every Child Matters outcomes, which children stated as what they cared about most.

Be Healthy – Both projects promote exercise/physical activity, health and well being for both children and adults. They give parents/carers the opportunity to be more active in the development and learning of their child by using their new skills to continue the dance/physical activity at home.

Enjoy and Achieve – Enjoyed by both parents/carers and child making learning and exercise fun whilst promoting intergenerational interaction, also achieving new knowledge of dance/creative play.

Stay Safe – Raise awareness of spatial area, health and safety aspects. Both parents and child will learn and play in a safe (realistic i.e. not a specialised dance studio) area, similar to home, where they will learn how exercise/dance can be done indoors in a safe way, making them aware of risks.

Children's Play Council 2004 suggests:

'Increasing evidence is showing that children and young people do not play out as much as they used to and that their opportunities for free play are restricted'

Both projects encourage creative play in the home, thus providing opportunities for free play.

The projects also promote health and wellbeing, and help reduce the risk of obesity and all of its risk factors such as high blood pressure, diabetes and heart disease.

Make a Positive Contribution – All participants (both children and adults) are encouraged to contribute their own thoughts and ideas, to make them aware they are all valued and respected as individuals. The project ends in an opportunity to share their new knowledge and skills through an end of term performance for their family and peers.

Achieve Economic Wellbeing – Both projects are free to participants and encourage parents to continue with ideas/tasks/exercises within the home environment, with therefore no financial burden to parents.

1.4 Information, Advice and Guidance (IAG)

All nurseries and schools predicted to take part in the projects will be given pre course advice and information to distribute to parents/carers. A taster workshop will also be offered prior to course commencement. This will include a 45 minute slot allocated to adults only, and a 60 minute children and parent/carer element ending in an informal discussion (15 minutes) between participants and tutor together with a healthy snack for children. There will be opportunities to ask questions and gain further insight into the project and its content.

During the course all adult participants will be offered the opportunity to have a one to one tutorial/discussion with the tutor to discuss progress or gain feedback for themselves or the child. Adult participants will also document their own learning and progress in the Individual Learning Plan, to be completed throughout the course. Each Plan includes tutor feedback and guidance on both current learning and future progression routes.

1.5 Progression Opportunities

Upon completion of the initial pilot for 'Small Steps, Giant Jumps' a second project ('Little Movers, Big Thinkers') was devised for participants to progress onto based upon learner feedback and successful outcomes. During 2012/2013 some learners were offered a shorter 5 week course and some did progress onto the 22 hour course during 2013/2014.

Learners who successfully complete/have completed 'Small Steps' will be recommended to enrol on the 'Little Movers' to further develop their skills. All learners will also be given information on other Adult, Community and Family Learning Courses.

All tutors involved in either the Small Steps, Giant Jumps or Little Movers, Big Thinkers project will be informed of other courses/workshops delivered by either WFL OR FLLN, in order to recommend (where appropriate) future learning

opportunities to learners. Each learner will also receive a handbook with information regarding courses.

All learners are encouraged to keep in touch (particularly via email) and tutors post out DVDS approximately 4 weeks after completion of course, as well as the DVD tutors do ask at this time if the learner has progressed onto any other course.

2. Delivery of Provision

2.1 Location of Provision

The geographical spread of the courses will include the following;

- 'Small Steps, Giant Jumps' & 'Little Movers, Big Thinkers' (please note venues for this project are not confirmed and are suggested areas)

Location	Venue
Sunderland North	Hylton Red House Nursery St Benets Primary School Hylton Castle Primary Dame Dorothy Primary
Sunderland west	Academy 360
Coalfields	Houghton Nursery Gillas Lane Primary Hetton Lyons Primary
Sunderland East	Millfield Nursery Hill View Primary Diamond Hall Primary
Washington	Oxclose Nursery

Projects may also be offered to specific areas, community groups and secondary schools, deprived areas will be targeted first.

2.2 Target Provision

Recruitment to the projects will be undertaken by both the centres (nursery/school) and Dance&us.com. Initial consultation with the centres to clarify aims, outcomes and any specific requirements will be undertaken by

Dance&US.Com. Taster sessions will follow to provide further insight. Thereafter children from the relevant class/age group and their parents/carers will be invited to participate in the project. Centres will also encourage grandparents and the wider extended family i.e. aunts and uncles to participate particularly in cases where they are responsible for taking/collecting the child from school while parents are working.

Previous feedback has suggested that grandparents in particular have found the courses/workshops appealing as they feel it allows them to become more involved in the child's development at school. They also may have more free time available due to retirement.

Specific courses can be set up which are open to only a certain sector of the community e.g. Dads and their children which could consist of styles such as breakdance and/or Capoeira (which are typically more appealing to males), as of 2013 we now have a male tutor to deliver this aspect, which we believe would also be more appealing to male learners.

2.3 Recruitment

The learners specified will consist of parents/carers and children from the various nurseries and schools. All courses will be delivered on site at the specified establishments, therefore encouraging more participants due to the familiarity of the surroundings and ensuring that elements such as travel do not discourage possible participants. Due to the location it is predicted that participants will be a mix of parents and grandparents, as previous courses have demonstrated a great deal of grandparents were responsible for the children during the day due to parents working commitments, therefore the wider extended family will be targeted as well as parents.

As all the courses will be delivered in the nurseries and schools/community centres, members of staff from the establishments will also be offered the opportunity to take part in the sessions as part of staff training/development. Recruitment will be primarily undertaken by staff at the nursery/school, and both courses/workshops will be offered either during school time or as an after school activity to suit learner needs and maximise participant numbers. Fliers containing basic information of the project in relation to start days and times will be sent out to each centre prior to taster session to maximise recruitment at the centres. Staff at the centre must also send a list of names and contact details prior to courses commencing to ensure healthy learner numbers.

2.4 Local Regional & National Need/Demand

Local need and demand for the Small Steps, Giant Jumps Project was determined via the implementation of the various pilots delivered in the 8 nursery schools during 2006. This interest has grown and can be determined by the increased numbers participating in the project in term 2 and 3 within certain centres. Little Movers, Big Thinkers was piloted in 07/08, with schools showing a sound interest in the project being offered within their schools, and demonstrating confidence that their parents/carers and children will take up the opportunity to participate. In 2011/12 all projects were delivered and due to increased popularity 3 extra 5 week course were also delivered. The encouragement of healthy living including regular physical exercise and healthy snacks reiterates the 'Change 4 Life' Government Initiative, as well as linking into 'Every Child Matters' (refer to 1.3). During 12/13 again there was an increased interest in the project with some schools offering more than one course to maximise the opportunities to all children and parents at the school.

2.5 Self Assessment

The University of Sunderland is committed to continuous improvement and as such will ensure that evaluation is carried out on an ongoing basis and managed as an iterative process with results feeding back into project design. Where possible, specific lessons learned and recommendations will be incorporated immediately into the next stage of the project.

A combination of techniques will be adopted to engage the children, parents/carers and teachers and in the course of the project we propose to develop innovative methods of participation to enrich the information we collect. A range of appropriate participatory methods will be employed including participant data sheets, timelines, focus groups to capture information on the effectiveness of activities in meeting each individual's learning needs and to measure "distance travelled".

A summative evaluation will be conducted at the end of the project by an experienced academic in the University's Faculty of Arts, Design and Media who will advise on the evaluation strategy at the outset of the project.

All of these actions will ensure that any issues are quickly identified and necessary action taken and that best practice is recognised and built upon.

3 Tutor Information

3.1 Tutor Qualifications

All tutors hold teaching certificates/qualifications relevant to the project and subject specialism

Staff	Project Role	Qualifications
Sarah Riach	Project Manager	BA (Hons) Dance, PGCE MA Education (to be completed 2015)
Joanne Emms	Tutor	BA (Hons) Performing Arts Studies CIEH Level 3 Award in Education and Training
Alexandra White	Tutor	BA (Hons) Dance, PGCE
Patrick Ngabonziza	Tutor	BA (Hons) Dance, PGCE

3.2 Institute for Learning

Name of Tutor	Programme	CRB Disclosure Number	IFL Number
Sarah Riach (Lead tutor/Project Manager)	Small Steps, Giant Jumps & Little Movers, Big Thinkers	001211514915	AB110891

All tutors involved are CRB checked and will be able to provide evidence in the form of an enhanced disclosure certificate, which can be viewed by City of Sunderland Council, Nursery, School staff and parents/carers.

4.0 Health & Safety

4.1 Health and Safety

The University of Sunderland's approach to health and safety issues is illustrated in the published policies contained in a separate document.

Tutors will ensure that all venues used are suitable for purpose. This will be achieved by completion of Outreach Venue Health & Safety Self Assessment and Health and Safety Checklist (to be completed by participants at beginning of the course). Tutors will also be responsible for checking/being aware of any changed circumstances through the 10 weeks.

Risk assessments will also be completed prior to taster sessions.

5.0 Added Value

5.1 Evidence of learner impact

Please see attached measuring impact 2011/12 report

5.2 Progression

Refer to 1.5 Progression Opportunities

5.3 Innovative Curriculum

Participants in the project will be encouraged to contribute their own ideas for the project; an example of this can be seen during the academic year 11/12 where learners have chosen particular songs/themes they are interested in (this aspect was introduced in academic year 09/10), which the tutor can then use within the session. This encourages ownership of the project, sense of achievement and enhances the learners quality of experience. This format will also be implemented in future projects. The projects also link into popular culture where possible e.g. songs from Glee & using the format of talent shows such as X Factor to encourage participants to give each other positive feedback.

5.4 Learners' Benefits

As well as offering advice and guidance on the project, tutors are often asked for specific information on general fitness and exercise, often offering subject specialist knowledge on what is suitable for particular learners, informing them of other activities available in dance across the city, and answering any questions raised within this sector. Learners are often told about opportunities available to

them in a more formal education environment i.e. at the University and qualifications offered within the Performing Arts.

Learner quote taken from 2013 'the project has prompted a health kick' – his has involved going to the gym and attending fitness classes such as Zumba.

5.5 Additional Contributions

Following the incorporation of the Celebration event held at the University of Sunderland participants have been made to feel that educational establishments/institutions are accessible, taking them out of their comfort zones (school or nursery) with the aim to further increase confidence in learning and self. A DVD showing learner development over the course of the 10 week project is also included as part of the delivery, containing both photographs and video footage. This DVD is available to all learners, staff at the venue and council (family learning). The DVD has proved to be an excellent resource when documenting learning and achievement of goals, and 2012 also saw the implementation of the Learner Progress Booklet to assist with monitoring progress and achievement a copy is created for both Learners, the venue (if required) and FACL.

6 Price Evaluation

6.1 Schedule of Prices & Provision

Title of the programmes:

Small Steps, Giant Jumps (pre-school children and their families)

Little Movers, Big Thinkers (primary school children and their families)

Level of the course – Both programmes are non-accredited and are designed for adult learners with no or low level qualifications (pre level 2)

Length of Course – Both programmes offer of a 20 hour course plus 2 hour taster session and a 12 hours course plus a 2 hour taster session. This generally takes place across 10 weeks or 6 weeks, but can be adapted to suit learner needs e.g. 5 weeks consisting of 4 hours per week.

Targeted Learner Numbers – Each course will be expected to run with 9 adult learners (total for 14 programmes – 126 adult learners)

Targeted percentage rates for retention – 95%

Targeted percentage rates for achievement – 95%

Targeted percentage rates for success – 95%

Geographical Area – Courses will be offered to all geographic locations within the Sunderland area. Information on the courses is sent to all nurseries and primary schools to ensure parity is offered. Places are offered on a first come first served basis, however if required specific school can be targeted first if required.

Course Costs

Costs	Small Steps, Giant Jumps	Little Movers, Big Thinkers	Total Cost
14 Taster sessions @ £140 per session	10 sessions = £1,400	4 sessions = £560	£1960
10 x 20 hours courses @ £1457 per course	8 courses = £11,656	2 courses = £2,914	£14,570
4 x 12 hour courses @ £840 per course	2 courses = £1,680	2 courses = £1,680	£3,360
			Overall Total £ 19,890



Images taken from Small Steps Giant Jumps at Hylton Castle Primary 2013

If you have any questions on this document, or about opportunities offered by the University of Sunderland, please contact:-

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