

Guiding Principles for Hampshire Achieves Adult Learning

direct delivery and subcontracted provision encompassing Hampshire Learns (ACL), ESOL, and Multiply delivery plans

These guiding principles for Adult Learning are intended as a guide for tutors developing and implementing their Session/Curriculum plans and resources.

Principle 1: Tutors take a learner centred approach, that takes account of learner's starting points and abilities.

Initial assessment/baselining of previous knowledge and skills is an important aspect of all our courses. The use of the RARPA (Recognising and Recording Progress and Achievement) toolkit ensure that the learner is at the centre of learning, and the learner's goals are recognised and count towards the success of their learning.

Principle 2: For learners to make progress in their learning, they require appropriate class size.

Where Group size exceeds 12, additional staff will be put in place to ensure full learner engagement and participation.

Principle 3: Expert teaching and learning delivery.

Delivery will meet the needs of learners and stakeholders and may include face to face, online or a blended delivery model. The curriculum is designed and delivered by qualified tutors who have the appropriate knowledge and experience of the courses they are delivering.

Tutors complete annual mandatory Continuous Professional Development (CPD), this includes Safeguarding, Prevent and British Values. GDPR training is completed annually by internal tutors and is mandatory for all data entry staff. There is also an expectation that tutors actively participate in additional CPD to develop their expertise.

Courses are developed to ensure learning opportunities are coherently planned, sequenced, delivered and reviewed.

Principle 4: All adults courses focus on next steps.

Progression opportunities are discussed with all learners. This may include employment or progression to further employability training to support Works learners, progression to appropriate wellbeing or language courses for Thrives learners or maths qualifications and wellbeing or employability courses for Multiply learners.

Principle 5: Learners make better progress when they have consistently high rates of attendance.

There is a positive correlation between attendance and achievement, therefore the expectation is that learners attend all sessions. Hampshire Learns providers must take all steps to minimise drop-out rates, deliver high completion and achievement rates, and appropriate progression. Performance against Key Performance Indicators (KPIs) are reviewed monthly by the Hampshire Achieves management team.