



Hampshire
County Council

Hampshire Achieves

Hampshire County Council

Adult Tailored Learning

Hampshire 2050 delivery guidance 2025-26

Hampshire County Council’s Adult Tailored Learning Programme

Introduction	3
Outcomes for 2025-26.....	4
Data Requirements	5
Quality Assurance	5
Staffing	5
Equality, Diversity & Inclusion	6
Safeguarding and Prevent Duty	7

Introduction

The DfE is the government body that funds The Council's ATL provision. The terms of its funding procedures and protocols are confirmed in its Funding Rules document. [Adult Skills Fund: Funding Rules 2025 to 2026 - GOV.UK](https://www.gov.uk/government/publications/adult-skills-fund-funding-rules-2025-to-2026)

The primary purpose of Adult Tailored Learning (ATL) is to support learners in gaining skills that lead to meaningful employment and further educational opportunities. This approach is designed to be flexible and responsive to individual needs, helping learners achieve specific personal and professional goals.

Additionally, ATL aims to improve overall well-being, support parents and carers in their roles, and foster stronger communities. It combines various learning methods and resources to create a customised educational experience that addresses the unique circumstances and aspirations of adult learners.

The seven programme themes deliver targeted learning programmes to support English and maths skills, digital inclusion, community cohesion (including ESOL), health and wellbeing and employability support. There is an emphasis on progression to employment and/or health and wellbeing within all the themes.

The seven themes identified are:

- Engaging and/or building confidence
- Preparation for Further Learning
- Preparation for Employment
- Improving Essential Skills (English, ESOL, maths, digital)
- Equipping parents/carers to Support Children's Learning
- Health and Well-being
- Develop stronger communities

Programmes will specifically target learners with one or more of the following characteristics:

- Without a full Level 2 qualification
- In receipt of Income Support or Universal Credit
- Families with school age children in receipt of free school meals
- Have a learning difficulty and/or disability
- Who are at risk of/have mental health needs
- Care Leavers
- Refugees
- Veterans
- Over 50s looking to return to employment

All programmes will be free of charge to eligible learners.

Eligible learners for ATL concessions typically include individuals who face barriers to education and employment. This can encompass a wide range of learners, such as:

- **Unemployed individuals:** Those seeking to gain new skills to improve their employability.

- **Low-income earners:** People who may not have the financial means to afford traditional education programs.
- **Adults with disabilities:** Individuals who require specialized support to access learning opportunities.
- **Parents and carers:** Those who need flexible learning options to balance their responsibilities.
- **Older adults:** Learners who are looking to upskill or reskill later in life.

Outcomes for 2025-26

ATL provision should complement other funded provision, not duplicate, and should align to emerging skills programmes from the Shared Prosperity Fund.

The outcome areas as documented in the ILR documentation are:

Outcomes	
1	Increased confidence - Improved belief, or reduced doubt, in ones' abilities.
2	Improved skills for progressing to further learning - Skills to enable learners to progress to further learning; and can include generic skills such as study skills and/or sector specific or technical skills.
3	Improved skills for work - Skills to enable a learner to gain and sustain employment; and can include generic employability skills and/or sector specific or technical skills.
4	Improved essential skills - Essential skills are defined as English (or ESOL), maths and digital skills.
5	Improved ability to support a child's learning - Parent/carer more active in the support of their child's learning and development and better equipped to support and encourage their children's learning.
6	Improved physical health - Improved or maintained physical health. Maintained physical health is where health would have deteriorated without the learner participating in the learning programme or engagement.
7	Improved mental health and well-being - Improved or maintained mental health and well-being. Maintained mental health is where health would have deteriorated without the learner participating in the learning programme or engagement.
8	Improved skills to participate in community life - Learners have the knowledge and skills to take an active role in their local community.
9	Increased understanding of democratic values - Learner understands the fundamental British values.
10	Improved skills for Independent Living - The skills that learners need to live a life with agency, usually with a focus on life outside of work.
11	No Outcome Area – the learner has completed or withdrawn from learning without achieving any of the Outcome Areas 1-10.

Providers must minimise drop-out rates, deliver high completion and achievement rates, and appropriate progression. Performance against these Key Performance Indicators (KPIs) will be reviewed with Providers at contract management meetings:

Key Performance Indicators	Baseline
Attendance	91%
Punctuality	91%
Achievement	95%
Observations of Teaching, Learning and Assessment (OTLA)	100%

Data Requirements

The Provider must comply with all GDPR legislation and submit full and accurate records for planned provision and learner information to Hampshire Achieves by key dates. They must also conform to the data requirements which will be set out in the in the Order and the [Data Collection Guidance Notes](#).

The Provider must be aware that payment may be withheld at any point in the contract if data requirements have not been fulfilled. Any courses/programmes that have not been notified by the provider before commencement via the standard procedures may not be eligible for funding.

Quality Assurance

HA will provide sub-contracted providers with a Quality Assurance Framework along with access to associated policies and procedures. The quality assurance framework has been developed to ensure that the high expectations and ambitions of the service are realised and aligned to the wider performance standards and measures in place. To achieve this, we will implement a robust and effective quality improvement programme across the service.

The Provider must:

- Meet the quality requirements of Hampshire Achieves which aligns with the Ofsted's [Education Inspection Framework](#) and any subsequent updates, and where relevant, the quality requirements of Awarding Organisations.
- Ensure robust quality assurance processes are in place. The Recognising and Recording Progress and Achievement (RARPA) cycle for all non-regulated learning will continue to underpin HA ATL in 2025-26 and staff will need to ensure this is of the highest standards. Further [information on RARPA](#) is available from the Learning and Work Institute.
- Provide one lead contact, good management, and leadership of the learning process, supporting tutor observations and audits as required.
- Clearly show the intent, implementation and impact of their curriculum.
- Recognise the benefits of rewarding learner achievement through the award of credit for the achievement of units and qualifications. And, where possible, make accredited provision available to learners.
- Meet legislation and statutory regulations in respect of Health and Safety; Equality and Diversity; Safeguarding: Prevent; Data Protection and Employment Law.

Staffing

All teaching staff will need to have:

- subject specialist qualifications and/or experience.
- to have achieved, as a minimum, the Level 3 Award in Education & Training or its equivalent.
- to have, or be working towards, further teaching qualifications / professional status.
- to undertake regular Continuous Professional Development as appropriate.

Tutors delivering Family English, Maths and Language should have a minimum Level 5 teaching qualification (or equivalent) and hold a minimum Level 3 subject specialist qualification and/or evidence of teaching English/maths/Language.

There must be sufficient numbers of qualified and appropriately trained staff in place from the start of the contract to meet the demands and requirements of the profiled provision.

The Provider must ensure that anyone involved in providing the ATL programmes has a full induction and is supported to operate within the policies and practices, e.g., programme paperwork, for the provision. This must meet all relevant legislative requirements e.g., Health and Safety, Equalities legislation, Safeguarding, and the Data Protection Act. 2018. All ATL Sub-contracted Providers staff should undertake annual Safeguarding and Prevent training and maintain the single central record of such.

The Provider is responsible for the professional development and training of its own staff including supporting learners who may have a range of disabilities, communication, and access issues.

The Provider must comply with relevant legislation designed to regulate the Provider's conduct, and they should place an emphasis on workplace wellbeing and be able to evidence how staff wellbeing is supported. This includes providing effective safety and risk management procedures.

Equality, Diversity & Inclusion

The Provider will have due regard to equality, diversity and inclusion and will provide learner support where appropriate. Providers will be required to take reasonable steps to ensure the provision is accessible to a wide and diverse range of learners, whilst considering the adjustments required and the cultural background and beliefs of individuals when offering support.

Where learners require enhanced learning support, such as but not limited to, provision of interpretation and translation services (including for hearing impaired people) adaptive technology and appropriate support for people with learning disabilities in line with Disability Discrimination Act and Equality Act 2010 legislation, additional funding will be provided in line with ESFA funding rules. Discretionary funding to support reasonable requests for learning support is available on an individual learner basis and evidence of the assessment of the need should be kept.

The Provider will support learners who may find it difficult to participate are enabled to do so, for example through supporting those who do not use English as their first language or have other communication difficulties through developing flexible approaches to delivering support.

The Service will be confidential and non-discriminatory and must meet as a minimum the requirements of the Equality Act 2010.

Safeguarding and Prevent Duty

The Providers have the responsibility to promote wellbeing and are required to create safe, healthy, and secure learning environments, whether via online or face-to-face delivery, and must adopt Safer Recruitment practices to comply with the law and ensure that young and vulnerable learners are protected. They must ensure the suitability of staff and volunteers to work with children and vulnerable adults in accordance with Hampshire Achieves Safeguarding policy and procedures and that staff are appropriately qualified and trained.

All ATL Providers must be cognisant with the requirements laid out in the legislation Keeping Children Safe in Education, this is updated annually.

The Providers should ensure that there are sound arrangements for appropriate checks for employees or volunteers who may have regular contact with individuals under 18, vulnerable adults or have access to personal information including enrolment forms. They must make certain that appropriate checks, including Disclosure & Barring Service (DBS) checks, are carried out to ensure that employment involving regular contact with young people under the age of 18 is not offered to, or held by, anyone who has been convicted of certain specified offences, or whose name is included on lists or people considered unsuitable for such work.

The Provider will:

- Have a Safeguarding and Prevent Policy in place and have effective systems for monitoring its implementation.
- Have a Senior named person with specific responsibility for safeguarding and prevent issues.
- Have a Central Staff Record (more commonly referred to as a Single Central Record) for all staff and volunteers involved with the delivery of Adult Tailored Learning, identifying staff who are in regular contact with children and vulnerable adults and including numbers of DBS checks with dates of the most recent checks, where appropriate. This record should also hold a summary of the training staff have completed on Safeguarding, the Prevent Duty, and British Values for each academic year.
- Be requested to print and display key HA posters in the vicinity, including Safeguarding, Prevent, and British Values posters in all classrooms.

Providers must ensure that all staff receive appropriate training on compliance with the Prevent Duty and understand the risks to learners of radicalisation and extremism. They must also ensure that tutors are sufficiently confident in raising learners' awareness of the dangers of radicalisation and extremism within a teaching and learning context, with the embedding of British Values.

Staff are required to create safe, healthy, and secure learning environments, whether via online or face-to-face delivery, and ensure that young and vulnerable learners are protected.