

ADULT COMMUNITY LEARNING

PROJECT GUIDANCE 2025–26



SUTTON COLLEGE



**Sutton
College**
Adult Education

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INTRODUCTION



INTRODUCTION & BACKGROUND

Sutton College is committed to supplying its residents (aged 19 years and above) with adult tailored learning programmes and activities within the London Borough of Sutton.

Sutton College, located in the Borough of Sutton, London, is a prominent educational institution that offers a wide range of part-time courses for adults of all ages. The College provides over 1,000 courses across various subjects, catering to diverse interests and professional needs.

Sutton College is a vibrant College for learning and growth, designed for adults in Sutton and the surrounding areas. We are proud to be part of the Public Health & Wellbeing Directorate of the London Borough of Sutton, funded by the Greater London Authority and Department for Education. Here at Sutton, we believe in the power of lifelong learning and are committed to providing a welcoming and supportive environment for all.

Sutton College, and the local authority, are committed to increasing the skills and employment opportunities for its residents, along with building and supporting residents with their wellbeing, confidence or social inclusion.

The main purpose of the Tailored Learning Fund – previously Community Learning Fund is to work with local organisations to reach the most disadvantaged individuals within the borough and surrounding boroughs.



THE DFE ESFA DEFINITION OF TAILORED LEARNING

As set out in the Adult Skills Fund (ASF) funding rules for Education and Skills Funding Agency (ESFA) funded provision;

“The primary purpose of Tailored Learning (TL) is to support learners into employment and to progress to further learning, in line with the overall purpose of the Adult Skills Fund. It will, however, also support wider outcomes including using it to improve health and wellbeing, equip parents/carers to support their child’s learning and develop stronger and more integrated communities”.

Sutton College delivers a number of in-house Tailored Learning courses and workshops, but are looking to support local inspiring projects that have a positive impact for individuals in a number of ways. The College has run the project process for a number of years, which have seen inspirational programmes that have had a positive impact for the individuals.

This year the funding guidance set out above has been updated by the ESFA, and now has a real focus on the impact and outcomes for anyone who participates in any successful project. These softer outcomes are a positive introduction to the funding rules and this will allow us, with any project partners, to celebrate the wider impact that is achieved.

PROJECT KEY AIMS AND PURPOSE

To deliver non-accredited Tailored Learning programmes which will engage and encourage adults to move towards sustained employment, volunteering / work experience, improved wellbeing or further learning and will do one or more of the following:

ENGAGING AND/OR BUILDING CONFIDENCE

Improve the lives of those unemployed: by engaging with Sutton and neighbouring borough residents who are unemployed and have low level skills, enabling them to learn and progress to further training opportunities, particularly targeting those who mainstream provision struggles to engage, attracting persons to the College who have not engaged in similar services previously.

PREPARATION FOR FURTHER LEARNING

Improve learner progression to higher-level courses or employment: offering advice and guidance and access to employability opportunities.

PREPARATION FOR EMPLOYMENT

Through foundation skills courses coupled with information advice and guidance to participants so they are better equipped to move toward employment.

IMPROVING ESSENTIAL SKILLS INCLUDING ENGLISH, ESOL, MATHS AND DIGITAL

Improve digital inclusion: through attracting people in the borough who may have been disadvantaged due to lack of access to IT/IT skill

EQUIPPING PARENTS/CARERS TO SUPPORT CHILDREN'S LEARNING

Improve the ability and confidence for children to be supported with their learning and development from within the home.

HEALTH AND WELLBEING

Increase health and wellbeing: maximise access to community learning for adults to bring new opportunities and to improve lives; build self-confidence; and improve.

DEVELOPING STRONGER COMMUNITIES

Improved civic engagement: through greater social interaction between learners from all backgrounds, cultures and income groups in the London Borough of Sutton and neighbouring boroughs through joint learning; promote social renewal by bringing local communities together to experience the joy of learning and pride that comes with achievement social and economic wellbeing of individuals, families and communities.

SUTTON COLLEGE'S KEY PRIORITIES ARE TO:

- Engage those citizens who live and/or work in the London Borough of Sutton or neighbouring boroughs;
- Target the most disadvantaged citizens;
- Focus on groups such as lone parents, carers, black and minority ethnic groups, learners with learning difficulties and disabilities, families, older people, offenders, substance abusers, people who require support for domestic violence and other traditionally hard-to-reach groups;
- Offer coherent routes towards sustained employment;
- Offer volunteering opportunities and help to build the confidence of all citizens;
- Ensure that the services offer guidance on health and wellbeing (particularly in respect of matters affecting families and children);
- Ensure that appropriate and accessible education is available to Sutton and neighbouring borough residents with physical and sensory impairments and those who have problems relating to mental health, learning difficulties and other complex needs including older people and those who are at risk of isolation.

PRIORITY TARGET GROUPS

The priority target group is unemployed residents, particularly those with low level skills and those who are less likely to be engaged into learning directly by a mainstream provider.

These may include:

- Job Seekers' Allowance claimants
- Universal Credit claimants
- Income Support claimants
- Lone parents
- Carers
- Learners with learning difficulties and disabilities
- Employment Support Allowance claimants
- Incapacity Benefit claimants
- Other working age people not on benefits who are out of work
- Over 55s
- ESOL learners
- Families and individuals with children who have additional needs
- Those experiencing domestic violence
- Areas of deprivation within the London Borough of Sutton.



PROGRESSION OUTCOMES

Learners on programmes funded through this bid will be enrolled as Sutton College learners, and will have a Sutton College learner ID number. Any learner who is enrolled and completes a course / workshop with any partner has access to the range of facilities and support offered to all Sutton College learners.

Learners would be given priority to enrol on a course at the college after successful completion and this information will be required to be shared with all learners from the start of their course/programme.

Learners will have access to our Information and Guidance officers, and links to this will need to be shared with learners from the start of any engagement.

Organisations applying for funding should demonstrate positive outcomes as well as clear and established progression routes that will enable residents to progress on to one or more of the following:

- Further learning
- Work
 - Volunteering
 - Work experience
 - Employment part time or full time
- Other progression clearly demonstrating a continuing benefit in line with the programme aims including the wider softer skills and impact for individuals
- Organisations will be expected to track outcomes for learners after they have completed their courses in order to measure impact and provide this information to Sutton College.

WHAT CAN BE FUNDED?

Sutton College would expect 85% of the learners engaged to live, study or work in the London Borough of Sutton.

Online programmes/courses.

Innovative approaches to attract the target groups into learning. However, you should be clear what the learning outcomes will be, how you will engage residents through your group into the activity and how they will progress following on from this activity.

Workshops, courses, engagement activities which meet the key priorities and the impact for individual is positive.

The successful providers will develop and deliver a flexible programme of engagement, learning activity and progression, which can be tailored to individual needs.

WHAT FUNDING IS AVAILABLE?

A single bid can be for a minimum of £2,000 to a maximum of £10,000, however the amount offered to partners may vary depending on the number of successful bids accepted.

FUNDING CAN COVER

- Tutors salaries
- Venue hire or room rental
- Marketing and promotional material
- Learner resources
- Volunteers expenses and material

It cannot be used for capital expenditure or for buying computer equipment including iPads



HOW DO YOU RECEIVE THE FUNDING IF YOU ARE SUCCESSFUL

1ST PAYMENT

50% on delivery of 50% learner enrolment targets and receipt of required documentation:

- Enrolments
- Scheme of work
- Due diligence & Contact / SLA signed by all parties
- Tracking / recording of all learner targets set / agreed aligned to the purposes
- Registers for week 1 submitted and checked

2ND PAYMENT

The final 50% of the agreed funding will be paid on reaching 100% of learner enrolment targets, 90% achievement across the whole project and submission of:

- Copy of all registers
- All compliance & Quality Assurance documents and actions completed
- All learner progress and achievement outcomes
- Submission of the project impact report

SELECTION PROCESS

The procurement and contracting process will be fair, transparent and accessible, whilst ensuring that the objectives of the TL fund are met. Projects will be evaluated and scored based on the extent to which they meet the requirements of the prospectus in the following areas:



- Ability to meet the specification guidelines
- Value for money vs target number engaged
- Significant number of learners engaged from key London Borough of Sutton wards
- Clear plan and rationale behind the project
- Show clear learner outcomes throughout duration of the project
- Clear non-accredited achievement of outcomes, (e.g. evidenced through learner work, RARPA, portfolio, review of the Learner Diary)
- Programmes which broaden Sutton College's existing offer
- Meet the due diligence requirements
- Able to demonstrate a clear progression path, into either further learning, volunteering or employment.

WHAT WILL HAPPEN IF YOU ARE SUCCESSFUL

EXPECTATIONS

Organisations who are awarded funding will be invited to sign a formal agreement that details the monitoring requirements for the funding, following due diligence checks including financial checks, any conflicts of interest and checks for extremist links – as these are requirements of the GLA and ESFA.

Sutton College will manage the contract. The contract will be subject to negotiation and it is possible that an organisation will be invited to deliver only a part of their overall proposed programme or more of one element and less of another.

VARIATIONS TO CONTRACT

Once it has been agreed, providers will be expected to deliver the project as set out in the contract and to contact Sutton College with any questions or problems as soon as they arise so these can be dealt with quickly. Any proposed variations to contracts must be made well in advance so these can be negotiated and there is no guarantee that they will be agreed.

PERFORMANCE MONITORING

All projects will report to the Director of Curriculum on their progress. Projects, which are deemed not to be performing satisfactorily, will be subject to remedial action. In the event that this action does not improve delivery, projects may not receive their full funding, or, exceptionally, may be required to repay part or all of their funding.

Sutton College may set monthly targets for each organisation, relating to number of learners and number of learning hours delivered per learner. Performance against these interim targets will be reviewed in the initial 3 months of the contract.

Where an organisation is under performing against monthly targets, Sutton College will negotiate with the organisation either to adjust the timing of achievement of the targets or to reduce the overall funding.

Where an organisation has a larger contract the profile will be weighted in the initial 3 months to demonstrate performance capability. This will mean that your income will be in jeopardy if your project fails to achieve its targets.



QUALITY ASSURANCE ARRANGEMENTS

Providers will be expected to deliver their courses, programmes and activities in accordance with the quality standards set by Sutton College. Sutton College will conduct Quality Assurance visits during the lifetime of the project to monitor and verify the performance of the project to ensure a high quality learning experience, though this will depend very much on the length of the project delivery.

Quality monitoring by Sutton College will include sight and discussion of all teaching and management systems.

Providers will be expected to have the following in place, though this will depend on the length and nature of the delivery model:

Course based model

- Enrolment form
- Each learner should have a Learner Diary that logs the progress they make from the start of the course to the end
- Given access to the College's Information Advice and Guidance about further study or employment
- Scheme of work / course outline which clearly show the aims of the project or lesson Plans
- Attendance records completed by the person/people delivering the courses / workshop and submit these to Sutton College at the end of each day the project runs.
- Attendance records along with all documents are linked to funding, failure to provide these could result in the project being paused, and or cancelled and could incur a charge
- Learner Survey
- Towards the end of the project the provider will be expected to complete a self-evaluation and write an Impact report of the programme. Support will be provided along with the documentation required for this.

Workshop sessions

- Enrolment form
- Learner tracking – What they aim to achieve from the workshop – what did they achieve
- Scheme of work / course outline which clearly show the aims of the workshop or lesson Plans
- Attendance records completed by the person/people delivering the courses / workshop and submit these to Sutton College at the end of each day the workshop runs
- Learner Survey / Feedback

FUNDING – PAYMENTS

Payments will be made upon receipt of a valid invoice and all evidence requirements as specified in the contract. Funding will be proportional to achievement of the targets identified in the contract, including enrolment, learning hours completed and attendance.

The payment will be made in two instalments: half the payment will be made once 50% of the enrolment target numbers have been achieved and the necessary paperwork/evidence submitted.

Final payment will be made against the successful completion of all project documentation and project self-evaluation report and once 100% of target enrolment numbers, 90% achievement has been achieved and all final documentation submitted. All original receipts and evidence will need to be retained for auditing purposes.

DOCUMENTATION

Providers will be expected to complete and submit regular returns and provide documentation as detailed in the contract. In order to ensure compliance with the Tailored Learning funding regulations. The Provider will make available other relevant documents for audit with pre-arranged appointment.

Providers will be expected to retain original invoices and management information returns and all other documentation necessary to verify service

EQUALITY AND DIVERSITY

Sutton College exists to provide high quality accessible learning opportunities for individuals that meet diverse needs and promote equality of opportunity. Sutton College aims to do this in a supportive environment in which each learner is encouraged and inspired to enrich his or her life experience and to achieve success through learning, regardless of their background but knowing that differences are respected.

We expect projects to be open to all who want to be involved, unless you can give a good reason why this should not be the case. If you plan to restrict who can take part you should explain why in your application, so we can consider whether this is acceptable.

Providers will be expected to comply in all respects with the Equal Opportunities and Discrimination (Equality Act 2010).

Providers are expected to have an Equal Opportunities Policy in place and will need to provide this at the contracting stage.



HEALTH AND SAFETY, HEALTH AND WELLBEING AND SAFEGUARDING ADULTS

Sutton College as an employer, recognises and accepts its responsibilities for providing a safe and healthy place of work and learning for all its employers and users.

Providers will be expected to show that learning will take place in a safe, healthy and supportive environment. It is important that providers demonstrate they have suitable and sufficient arrangements for learner health and safety. All staff working directly with vulnerable learners or children will need to have an enhanced DBS.

In addition to health and safety legislation, providers will be expected to comply with the Safeguarding Vulnerable Groups Act 2006 (Controlled Activity and Miscellaneous Provisions) Regulations 2010.

The term vulnerable adult refers to any person over the age of 18 who is or may be in need of community care services by reason of mental or other disability, age or illness and who is or may be unable to take care of himself or herself, or unable to protect himself or herself against significant harm or serious exploitation.

The two main aspects to safeguarding and promoting welfare of vulnerable adults are minimising risks and taking all appropriate actions to address concerns and actively promoting the concept of the 'safe learner'.

Providers are expected to have a Health and Safety Policy and a Safeguarding Policy, which include the Prevent Duty, in place and will need to provide these at the contracting stage. They will also have to complete a Health and Safety Risk Assessment for each of their delivery venues, which will be verified by their project manager.



APPLICATION

SUBMIT AN APPLICATION

To submit an application please click on the link below

[Tailored Learning Projects Application Form](#)

SUPPORT DOCUMENTS YOU WILL FIND ON OUR WEBSITE

- [Project Costing Document 25/26](#)
- [Due diligence checklist 25/26](#)

CONTACT DETAILS

In the event of any queries email

community@suttoncollege.ac.uk.

Please enter 'Tailored Learning Fund 2025/26' in the subject line.

We will endeavour to answer all queries as soon as possible.