Scheme of Work – Tailored Learning Courses Most recent update: 13 November 2026

Course title						Course type	Tailored learning ☒
Tutor name							Engagement (<2 hours) ☐
Venue name		Start date		End date			Short course (1 day) ☐
Course aim				Number of sessions			Workshop/taster (1 day) ☐
							Standard course (>1 day) ☐

Essential components of the course

Components		Specify exactly how these components will be embedded into the course
Personal development	English	
	Maths	
	Digital Skills, including artificial intelligence (preparing learners for the changing digital world)	

EXAMPLE

	Information, Advice and Guidance (IAG), including Careers Education and Guidance (CEG)	
Personal development	Progression, e.g. into further learning and/or employment	
	Health and wellbeing, including healthy relationships	
	Community issues, e.g building awareness of poverty, mental health, local politics, housing employment etc	
	Promoting community engagement, e.g volunteering, community groups, leisure centres, school PTA groups, peer support	
	Supporting learner needs (identifying, assessing, and reducing barriers)	
Skills development	Essential transferable skills and aptitudes (transferable skills and aptitudes not covered on the course can be removed)	1 Listening:
		2 Speaking/Presenting:
		3 Problem Solving:
		4 Creativity:
		5 Staying Positive:
		6 Aiming High:
		7 Leadership:
		8 Teamwork:

EXAMPLE

Skills development	Essential transferable skills and aptitudes (transferable skills and aptitudes not covered on the course can be removed)	9 Resilience:
		10 Confidence:
		11 Independence:
		12 Tolerance:

Safeguarding	Health and Safety	
	British Values, including PREVENT	
	Online safety	
	Equity, Diversity and Inclusion	
	Other	

EXAMPLE

Learner profile

Learner name	Initial assessment results	Access needs	Learning support required	**Other considerations** e.g. medical, attendance, prior learning

EXAMPLE

SMART Tutor Set Targets and Course Related Skills

SMART Target		**Course Related Skills** *Identify at least one skill that will be developed to enable achievement of a each of the SMART Targets. These **are not** transferable skills and aptitudes.*	
1.	Example Identify 2 job roles advertised online that reflect your skills, aptitudes and experience	a.	**Internet research** - the learner will develop internet research skills when identifying suitable job vacancies.
		b.	**Self-assessment** – the learner will reflect on their own skills, aptitudes and experience to determine their suitability for the vacancies they have identified.
2.		a.	
		b.	
3.		a.	
		b.	

EXAMPLE

Breakdown of Sessions

Add/delete rows for each session as required

Session Number	SMART Session Outcomes	Tutor set SMART targets (ref)	Skills to be developed		Session Content	Resources	Learner Activities	Assessment Methods	FP = feedback provided FR = feedback response H =homework set IR = ILP review
			Course related skills (ref)	Transferable skills and aptitudes (ref)					
1.	1. Use iPads to research at least 2 job vacancies that match own skills, aptitudes and experience.	1	1a 1b	3 5 6 9 10 11	Provide learners with handouts containing website addresses of local employers, job vacancy websites, recruitment agencies etc. Demonstrate how to find the vacancy information and how to identify the required skills, experience etc on the interactive screen. *Highlight to learners which skills/aptitudes they are practicing during this activity, including any maths/English/ICT skills.	iPads Handouts Wi-Fi Laptop Interactive screen Learners may find a copy of their CV useful.	Learners to watch demonstration and receive the opportunity to ask any questions. Learners will use their iPad to conduct their own research of suitable job vacancies and record their findings in their workbook. Learners will highlight which of the requirements of the roles identified match their own skills, aptitudes and experience, and record this in their workbook.	Observe learners completing activity on their iPad Successful identification of at least 2 suitable job vacancies Successful matching of own skills, aptitudes and experience, and accurate recording in workbook.	FP – verbal during activity

EXAMPLE

Notes and evaluation of session; planning for next session									

EXAMPLE

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2.									
Notes and evaluation of session; planning for next session									

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6.									
Notes and evaluation of session; planning for next session									

EXAMPLE

Tutor declaration

A risk assessment specific to this course and cohort of learners has been completed. The Scheme of Work meets the aims of the programme and has been discussed with the learners.

Name:	Signature:	Date:

EXAMPLE