**Tutors – Please refer to the guidance notes on page 1 when completing this register**

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| Learner Names  BLOCK CAPITALS PLEASE | **Learners to sign once (below) at the first session:** | **Withdrawn?** | **Learning Objectives**  *(see ILPs for details)* | | **Session Numbers:** | | | | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** |
| **1** | **2** | **3** | **4** |
| **Day(s) of the Week:** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Outcomes Set** | **Outcomes achieved** | **Dates:** | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Attendance codes**: **🗸** = Present, X = Absent, A = Absent (notified), H = Holiday, S = Sick, L = Late (L10 = late 10 mins).  **Withdrawal codes**: **1** = Found employment, **2** = Changed Employment, **3** = Ill health, **4** = Personal Circumstances, **5** = Other | | | | | | | | | | | | | | | | | | | |
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| **Tutor**: please enter the total number of learners for each session attendance. | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Support Tutors**: Print your name(s) here:  **IAG Officers**: Print your name(s) here:  **Volunteers**: Print your name(s) here:  Confirm attendance by initialling the relevant box(es) for each date that you work.  What was the nature of the support you gave? For example: general group support, specific/individual learning support, eg language, physical, other: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Page 2 Page 3

**Recognising and Recording Progress and Achievement (RARPA)**

We are funded by the Education & Skills Funding Agency (ESFA) to ensure all our non-regulated provision:

* Applies the RARPA standards and keeps the necessary evidence within each learning agreement
* Provides the learner with a clear record of their achievement; (this can be in the form of a certificate).

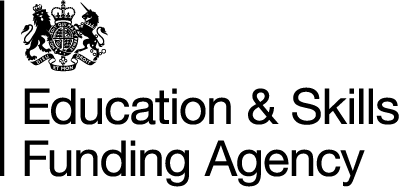
The RARPA 6 stage process and examples of evidence for each stage is shown below:

|  |  |
| --- | --- |
| **The Staged Process - Steps 1-6:** | **Key: A = A further explanation of each step**  **B = Potential types of evidence (not prescriptive).** |
| |  | | --- | | 1. **Aims appropriate to an individual or group of learners and local needs** |  1. Clearly stated programme aim(s) supporting outcomes in line with local learning and skills priorities for non-regulated provision. 2. Pre-course starting point assessment records (if appropriate). Curriculum planning records in line with locally driven delivery agreements reflecting both community and skills needs, marketing and prospectus records. Meetings with key stakeholders. The supporting evidence should clearly indicate the basis for the provider’s decision that non-regulated provision is the most suitable intervention for an individual or group of learners. | |
| 1. **Starting points** 2. This refers to establishing and recording the learner’s starting point in relation to the course aims, sometimes known as initial assessment. This is separate to initial assessment of English and maths, which may also be included at induction, depending on the type of provision. Processes and details will depend on type and length of course. 3. Easily identifiable records of learners’ starting points in relation to course aims. Can include self-assessment (where learners define their own starting points), as well as practical evidence of prior learning. | |
| 1. **Identification of appropriately challenging learning objectives (initial, re-negotiated, revised) and incorporating generic and individual objectives.** 2. The level of ‘stretch and challenge’ which is appropriate will vary according to learners’ needs, aspirations and starting points. Learning objectives may be amended during the learning programme (as a result of formative feedback and/or assessment). Objectives should support personal, community, social and economic goals aligned with local learning and skills priorities (in relation to agreed local outcomes). 3. Records of clearly stated suitably challenging learning objectives for all programmes and wherever feasible identification of individual learners’ objectives, Lesson plans, learners’ portfolios, internally agreed skills/targets matrix. | |
| 1. **Formative feedback and recognition of progress during programme**. 2. This includes the recording of formative assessment; e.g. Identification of learners’ developing knowledge, skills and behaviour.   Formative feedback to learners supports the development of reflection and the setting of challenging learning objectives.  B. Learner self-assessment; tutor/key worker records of assessment. Learners’ files, journals, diaries, portfolios, photographs, exhibitions and displays, individual or group testimony. Observation of performance, practical demonstration, tests, project, scenario, interviews, professional discussion, case study, showcase. Evidence may include blended learning and use of technology where appropriate. | |
| 1. **End-of-programme learner self-assessment, tutor assessment, review of overall progress and achievement.** 2. This is in relation to learner starting points and on-going learning objectives.   Qualitative and quantitative information and reviews of additional learning gains to be identified here.  Where appropriate, progression into work or further learning and skills development should be evidenced.   1. Learner self-assessment; tutor/key worker records of assessment. Learners’ files, journals, diaries, portfolios, photographs, exhibitions and displays, individual or group testimony. Observations of performance, practical demonstrations, scenario, tests, projects, interviews, professional discussions, case studies, work readiness interviews etc. Certificates/awards and other relevant records and demonstrations of attainment of new skills/knowledge. | |
| 1. **Next Steps - Supporting learners to make informed choices about their next steps into further learning, (volunteering) and work.** 2. Learning providers will need to provide evidence of providing appropriate individual and/or group information, advice, and/ or guidance tailored to need and desired outcomes. 3. Evidence of individual and / or group information, advice and /or guidance   Providers need to show that they have evaluated the overall learning programme with learners. | |

**Individual Learning Plans are central to this process. Please ensure that all evidence for the 6 elements of RARPA are included in the tutor course file – these are sampled and internally verified to check achievement and success rates**.

Page 4

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**BwD Adult Learning Course Register 2020-21**

Course tutors - please complete the information below in block capitals

|  |  |  |  |
| --- | --- | --- | --- |
| Course Title: |  | Course Code: |  |

|  |  |
| --- | --- |
| Venue: |  |

|  |  |
| --- | --- |
| Address:  Post Code: |  |

|  |  |
| --- | --- |
| Course Start Date: | Course End Date: |

|  |  |
| --- | --- |
| Lesson Start Time: | Lesson End Time: |

|  |
| --- |
| Course Tutor – (please print your name and sign to confirm this is an accurate and true record): |

|  |
| --- |
| Course Manager (please print your name and sign to confirm this is an accurate and true record): |

**Guidance Notes**

The course tutor is responsible for the register. The register is an auditable document; it shows evidence of attendance and forms part of the Learning Agreement. Please ensure it is completed in full and signed before submitting it with the tutor course file.

1. Enter learner names and ask each learner to sign the register when attending the first lesson.
2. Under each lesson number enter the day of the week and the date.
3. When each lesson is complete please enter the number of learners that attended and your initials to confirm attendance.
4. Only use the given attendance codes to record attendance, absence and authorised absences. Please challenge and record all instances of lateness (timekeeping is an employability skill).
5. If a learner has withdrawn from learning please indicate the reason using the appropriate code in the ‘Withdrawn’ column.
6. Ensure that Support Tutors, IAG Officers and Volunteers record their names and attendance correctly (casual tutors and support staff need to submit a copy of the register with their monthly pay claims).