



RARPA

Recognising and Recording Progress and Achievement in Non-Accredited Learning

Guidance and Handbook & Suggested Paperwork

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Recognising and recording progress and achievement in non-accredited learning (RARPA)

RARPA is a means of validating the outcomes of programmes which do not result in qualifications or other outcomes certified by awarding bodies.

What is meant by 'non-accredited' learning?

'Non-accredited learning' is used to describe formal and non-formal provision which does not lead directly to any form of external accreditation, award, or qualification i.e. that which is internally certificated or for which there is no formal record of the outcome.

RARPA is learner centred. It is a quality initiative; it is not about funding. The staged process aims to improve the learning process for each learner by facilitating reflection of learning and progress at key points in the programme. Tutors have a key role to play in making this process beneficial for each learner involved and in ensuring that the methods used to record and recognise progress and achievement are appropriate and have value for the learner.

The approach needs to be flexible enough to apply to the varied types of non-accredited learning and be effectively incorporated within quality assurance and self-assessment.

The staged process has the potential to recognise outcomes not anticipated at the start of the learning process. This might include things like progress in developing self-esteem or self-confidence or changes in motivation or attitude to learning – all of which are powerful drivers for progression into other non-accredited or accredited learning.

There are two elements to the RARPA approach:

The **Staged Process** consisting of five core steps which provide a means of recording progress and achievement for non-accredited learning.

Quality assurance processes for RARPA using providers' existing self-assessment and continuous improvement processes.

RARPA - Recognising and Recording Progress and Achievement in Non-Accredited Learning

The process, which has become known as **RARPA**, consolidates good teaching and learning practice.

RARPA is the standard process that should be followed for all non-accredited learning programmes.

The RARPA approach that has developed comprises two elements:

- the 'Staged Process' for recognising and recording progress and achievement in non-accredited learning
- quality assurance processes (RARPA Moderation) for assessing the Staged Process and RARPA principles that are appropriate, fit for purpose.

In addition, there are key themes that are central to RARPA. These are:

- the approach, both the Staged Process and the quality assurance of learning should be as non-bureaucratic as possible
- the application of RARPA should be fit for purpose
- the learner is at the centre of the RARPA approach, it is not intended as solely an organisational tool for providing information for a quality assurance system but one that enhances the learning experience
- the approach should complement and integrate with existing processes for quality assurance and learner recording
- the Staged Process can be mapped to the Common Inspection Framework and should encourage effective self-assessment and evidence of effective learning processes at inspection

The Elements of the Staged Process

- 1 **Aims** – appropriate to an individual learners or groups of learners.
- 2 **Initial assessment** – to establish the learner’s starting point.
- 3 Identification of appropriately challenging **learning objectives**
- 4 Recognition and recording of progress and achievement during/on programme (**formative assessment**).
- 5 End of programme **learner self-assessment; tutor summative assessment**; review of overall progress and achievement.

**Use the RARPA checklist for Tutors & Managers template Appendix A on page 17*

RARPA Stage 1 - Aims

All programmes should have clearly stated aims. These could include aims which do not specifically mention a learning aspiration.

Alternatively, or additionally, specific aims might be identified for individual activities. These should clearly express the main purpose of the activity.

** At this stage use the RARPA course outline template- Appendix B on page 19*

RARPA Stage 2 - Initial Assessment

Initial assessment serves several purposes, aiming amongst other things to provide an opportunity for:

- Gathering of information about the learners’ knowledge, experience and learning preferences
- Assessing additional learning support needs
- Discussing and negotiating the learning programme
- Adapting the programme to meet learners’ needs.

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It is thus intended to establish the learner's starting point and will additionally facilitate measuring the distance that each learner will have travelled by the end of the programme.

The process should result in a record of the outcomes of the process of establishing learners' starting points. The process used and the level of detail in recording the outcome will vary according to the nature and duration of the learning programme and types of learning activity undertaken. Records may include learners' self-assessment of prior learning and/or learning and support needs.

It is important that this process is handled sensitively, particularly with more fragile/vulnerable learners.

Some ideas for initial assessment activities

Your course needs to cater as much as possible for individual learner needs, and to enable both you and the learners to assess the distance travelled. Depending on the kind of group you are working with, you could use one of the following activities in the first session to assess learners' starting points:

- Using your course learning outcomes, get each learner to think about whether they already know a lot, something, or nothing about each one. (You might want to change these in the light of what comes out of this discussion). Then get them to identify their own personal goals for the course and record them on the **Initial Assessment from Appendix B**
- A quiz can be a useful way of finding out what people already know about the subject - it needs to be fun and not too long but can provide valuable information about individual starting points.
- An activity, for example analyzing a painting, could help you to assess the level of existing skills in the group.
- You could get your learners to write a brief paragraph about why they have come on the course and what they hope to gain from it. This will also give you clues about whether the learner may wish to work on literacy, language, or numeracy issues. Learning Support may be required for some.
- Get learners to interview each other and take notes of the answers.

RARPA Stage 3 - Identification of appropriately challenging learning objectives

Tutors should clearly and accurately identify the anticipated learning objectives for learners in advance of the course. These objectives are the goals that the tutor will seek to confirm, amend and negotiate with the learners. When formulating objectives, it should be borne in mind that it will be necessary to estimate the amount of progress learners have made towards their achievement – i.e. they should be measurable.

At the start of the course the tutor should be able to share with learners the aims and objectives as they appear on the proposed scheme of work.

The aims and objectives should be discussed to identify both those suited to the class as a whole, and those suited to the needs and goals of individual learners.

Not all learning objectives need apply to all learners. Some may have learning objectives of their own, and indeed should have, if these are conducive to their own learning and compatible with the overall aims of the course. It is quite possible to be responsive to differential learning needs and learning preferences without abandoning the central aims and objectives of the course.

Any new objectives should be discussed and agreed with the learners. A written record of the revised list of objectives should then be prepared, to which the tutor and learners are able to refer.

Learning objectives may be amended during the learning programme, for example, as a result of formative assessment. These amendments may apply to individuals or to the group as a whole.

Evidence of the identification of learning objectives would normally take the form of clearly stated suitably challenging objectives for all programmes and, wherever feasible, for each learner. The appropriate level of challenge will vary according to initial assessment of learners' needs, aspirations and starting points.

*A useful good practice resource from Ofsted to help you set targets can be found at: <http://www.ofsted.gov.uk/resources/good-practice-resource-outstanding-individual-target-setting-highbury-college>

Why we need to identify learning objectives

Although some of the courses we offer may appear to have a leisure focus, we should always be clear that **learning is at the heart of the activity** and for this reason we should always be able to identify what the learning objectives associated with any activity are.

To make sure that we are meeting the needs of the individuals and groups participating in learning, we should ensure that the courses we offer have learning objectives that have been agreed with the learners. This will also enable them to measure “the distance they have travelled” during the course.

When courses lead to a pre-determined qualification, the learning outcomes are prescribed by the awarding body – in other words, the course may be described as an “off the shelf” product.

With non-accredited courses we are dealing with “bespoke” products, the design and delivery of which are strongly influenced by the learners themselves, in order to produce something that is “tailor made” especially for them.

By giving people, a learning experience that matches their needs and aspirations as closely as possible, we are more likely to succeed in engaging them as lifelong learners and are less likely to lose those “fragile” learners who view qualifications as a threat rather than an incentive.

It should be our mission to guide people gently through this first-rung provision and help them to a point where they can function as confident learners who are happy to embark on courses leading to qualifications.

RARPA Stage 4 - Recognition and recording of progress and achievement during programme (formative assessment):

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For non-accredited learning success measure (based on an individual learner) for courses over 10 hours or more:

Both individual and group learning outcomes must have been set

Any 'achieved' outcomes must be fully met.

At least half of the individual learner outcomes must be met.

Achievement is to be calculated at 80% of learning outcomes set

| Examples of RARPA Success measurement for non-accredited learning | | |
|--|---|---|
| 1 | The following learning outcomes have been set: 5 group learning outcomes 2 individual learning outcomes | 80% of 7 outcomes = 5.6 outcomes. (Rounded up to 6). Therefore, the learner needs to achieve 6 learning outcomes in total, of which at least 1 must be an individual outcome |
| 2 | The following learning outcomes have been set: 4 group learning outcomes 3 individual learning outcomes | 80% of 7 outcomes = 5.6 outcomes. (Rounded up to 6). Therefore, the learner needs to achieve 6 learning outcomes in total, of which at least 2 must come from individual outcomes. |

RARPA Stage 4 - Recognition and recording of progress and achievement during programme (formative assessment):

This will take a variety of forms, but typically would include

- tutor verbal feedback to learners
- learner reflection
- progress reviews.

Evidence of this stage of the process would include

- records of learner self-assessment
- group and peer assessment
- tutor records of assessment activities and individual/group progress and achievement.
- learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, performances, exhibitions and displays
- individual or group learner testimony
- artefacts, photographs and other forms of evidence

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Formative assessment is integral to the process of recognising, validating and recording achievement, and requires of tutors that they constantly attend to the work of learners, noticing any progress (or lack of it). As indicated above, it is particularly important that the tutor encourages learners to reflect upon their learning and their progress and provides appropriate feedback in response. This is essential to the entire process of validating learning.

Many tutors conceive 'assessment' as formal, written and summative; however, it need not be. On the contrary it may often be informal, oral, and formative, designed to be encouraging and supportive. Thus, in this context, assessment implies a discerning judgement about learners' progress. It is formative in so far as its purpose is forward-looking, aiming to improve future learning, in contrast to the retrospective nature of summative assessment.

Research indicates that learners prefer the term 'feedback' and that learners' capacity for reflection and informed self-assessment would be enhanced by more dialogue with tutors and the sharing of criteria and norms used to evaluate progress and achievement.

Even when a programme of learning is 'non-accredited', we should not conclude that the learners do not wish to have any form of assessment or recognition of their learning/progress. On the contrary, learners may have a fear of assessment, but do not want their progress ignored. There is a delicate balance which needs to be established. The learner may need sensitive and detailed feedback, but this should be based on some form of valid assessment of progress and achievement. Endless, uncritical compliments can be as undermining as over-critical comment.

Learners should be encouraged to become aware of what they are doing, how they are doing it, and what is going well or not so well. Structured dialogue amongst learners, and between tutor and learner, can be encouraged so as to enable learners to reflect critically on their learning and their progress.

It is now recognised that learning to learn is an important feature of the learning process. This is particularly important to those learners returning to the learning process after a significant period of time. The recognition and evaluation of one's own progress plays an important part and can be highly motivating. Facilitating self assessment also contributes to the process of taking learner perspectives seriously, encouraging learners to develop their knowledge of what they are doing and the particular learning styles that work best for them.

Assessment Matters

| Paper Based Assessment | Assessing without Paper |
|------------------------|--------------------------------|
| Assignments | Continuum (e.g. line of floor) |
| Action Plans | Conversation |

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| | |
|--|---------------------------------|
| Application Form | Discussion |
| Case-study (notes) | Exhibition |
| Checklists | Games |
| Continuum (paper) | Observation |
| Learner Profile (experience, health etc) | Performance |
| Learning Journal, Diary | Practical Activity |
| Quiz/Questionnaire | Q & A |
| Self-Assessment Forms | Real World (visits, home, work) |
| Tracking Sheets | Role Play |
| Worksheets | Simulation |
| | Tutorial |

Some ideas for formative evaluation

Formative evaluation provides the information you need in order to reflect on how your course is going, and to mould it to fit the needs of your learners as you go along. In addition it records learner progress through the course. The information you gather from it can also contribute to the feedback you provide for your learners.

Remember to record:

- **Your own evaluation** of each session on lesson plan, including notes on individual learners.

Sources of this information could include:

- **Verbal** feedback and reflection from your learners:

At the end of every sessions ask each learner in turn to say one thing they have learnt from/enjoyed about the session and one thing they need to know more about

- **Written** reflection from your learners:

After every session, encourage your learners to record what they have learnt, and write a brief reflective paragraph

RARPA Stage 5 - End of programme learner self-assessment; Tutor summative assessment; review of overall progress and achievement.

This will be in relation to appropriately challenging learning objectives/outcomes identified at the beginning/during the programme. It may include recognition of learning outcomes not specified during the programme.

From Sept 09, in line with instructions from Ofsted, achievement on all non-accredited courses will be measured by learners achieving at least 80% of their intended learning outcomes.

Evidence of this stage of the process will include

- records of learner self-assessment
- group and peer assessment
- tutor records of assessment activities and individual/group progress and achievement
- learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, performances, exhibitions and displays
- individual or group learner testimony
- artefacts, photographs and other forms of evidence

Evidence is likely to comprise qualitative and quantitative information and to demonstrate planned learning outcomes and learning gains identified subsequently.

Record of Achievement



Brief Summary of Learner Journey

What should tutors be doing to show their learners are learning?

Session one

Find out about your learners:

- Why have they come?
- What do they expect?
- What prior experience or knowledge do they have?
- What they can actually do already (related to the subject)?

After session one

- Write up brief notes about each learner or keep copies of what they write about themselves.
- Read any questionnaires, quizzes etc
- Revisit your planning and scheme of work

On-going in the sessions

- Check the learning
- Find out how learners feel they are progressing
- Record both of these
- Give feedback on progress
- Collect examples of learning e.g. photos, tapes, work in progress

On-going

- Keep notes of changes to plans when responding to needs
- Jot down notes about progress of students
- Plan activities to show learners how they are progressing
- Build in challenges
- Keep records in course file

At the end of the course

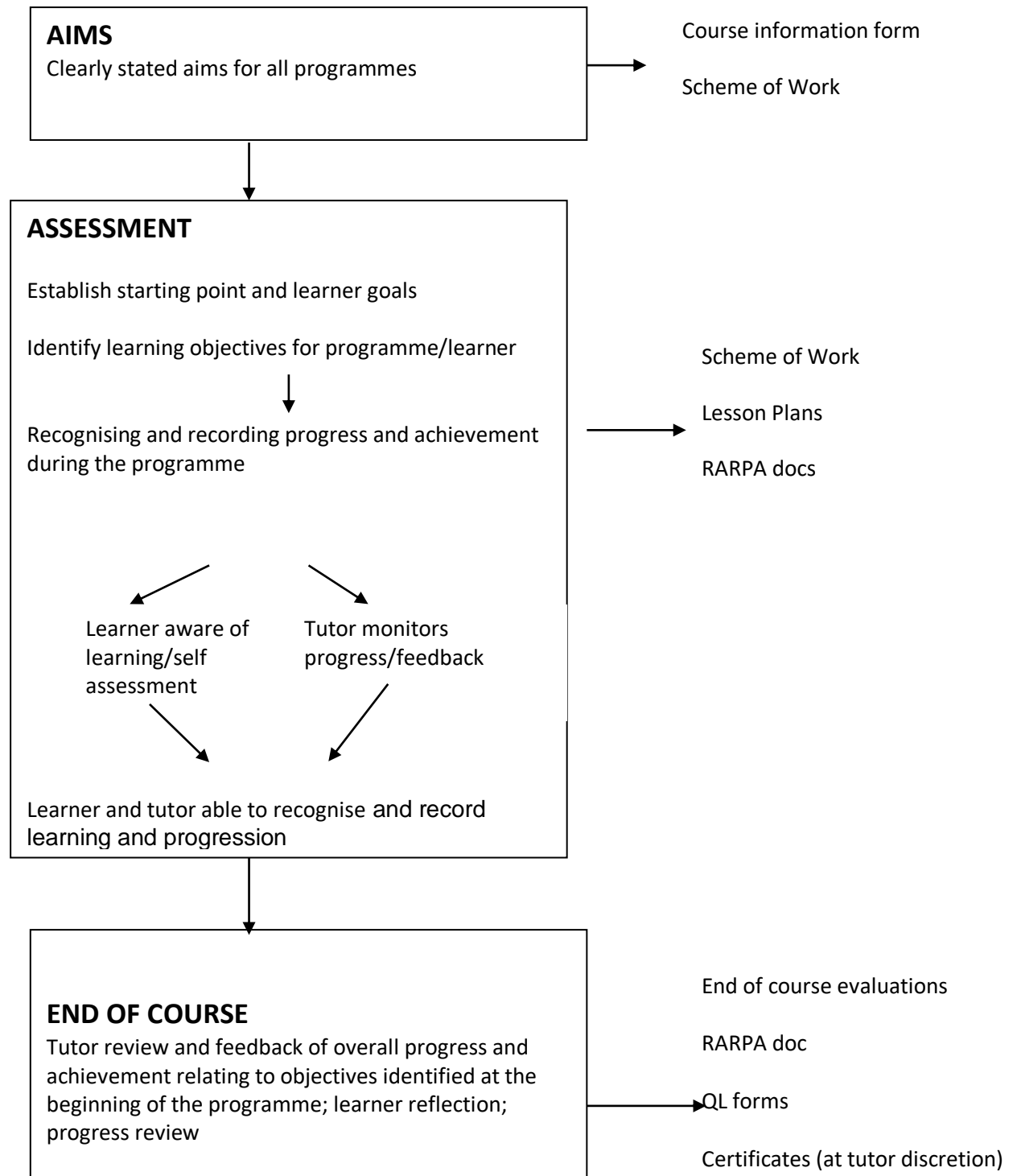
- Find out how students think they have progressed (against initial outcomes)
- Give them feedback on the learning you have noted
- Find out what they want to do next

At end

- Check file is complete
- Review your course
- What do you need to change before teaching it again?

The Staged Process

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Moderation of the process

It is vital that RARPA as a process is subject to effective validation and moderation. This means that providers/tutors should have in place moderation processes to ensure that **assessment decisions are robust and evidenced.**

Whilst larger providers will be able to carry out this activity as part of their normal validation processes, smaller providers may have a capacity issue. EDA can support smaller providers with this moderation process as part of our normal monitoring processes. In addition, EDA will bring together providers to moderate across programmes throughout the academic year in Quality Forums.

Monitoring process: review

All schemes of work prior to delivery

Sample ILPs, at halfway point on completion

Review success data

Review the process through the observation of teaching and learning

Moderation:

Provide opportunities for tutor & manager to moderate the process across programmes using

Provider/tutors will be encouraged to share examples of best practice

What Are Inspectors Looking For?

Two key elements

a. Recognising And Recording Progress and Achievement -

b. Common Inspection Framework - CIF

| RARPA Staged Process | Mapping to CIF Questions |
|---|---|
| 1. Clearly stated learning aims appropriate to a learner or group of learners | Staff use their skills and expertise to plan and deliver teaching, learning and support to meet each learner's needs |
| 2. Initial assessment to establish the learner's starting point | Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners |
| 3. Identification of appropriately challenging learning objectives - initial renegotiated and revised | Staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners |
| 4. Recognition and recording of progress and achievement during programme [formative assessment] Tutor feedback to learners, learner reflection, progress reviews | Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning |
| 5. End of programme learner self assessment; tutor summative assessment; review of overall progress and achievement | All learners achieve and make progress relative to their starting points and learning goals |

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Appendix A

A Checklist for Tutors & Line Managers

| | | | | | |
|-------|--|-------|--|------------|--|
| Tutor | | Venue | | Programme | |
| Day | | Time | | Start Date | |

Before the course starts

| Who | Action | Complete | Notes |
|---------------------------|---|----------|-------|
| Tutor & Programme Manager | Agree course aims and objectives | | |
| Tutor & Programme Manager | Agree learning outcomes to be assessed | | |
| Tutor & Programme Manager | Agree appropriate way of recording progress | | |
| Tutor & Programme Manager | Agree methods to involve learners | | |
| Tutor | Completes course outline form | | |

| Who | Forms | Complete | Notes |
|---------------------------|--|----------|-------|
| Tutor & Programme Manager | Scheme of work | | |
| Tutor & Programme Manager | Lesson plans | | |
| Tutor & Programme Manager | Course details for marketing | | |
| Tutor & Programme Manager | Agreed format for recording assessment * | | |

At the start of the course Early weeks

| Who | Action | Complete | Notes |
|-------|---|----------|-------|
| Tutor | Assess learner's starting point | | |
| Tutor | Agree individual learning aims and record them | | |
| Tutor | Explain course aims | | |
| Who | Forms | Complete | Notes |
| Tutor | Record of group or individual learning outcomes | | |

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During the course

| Who | Action | Complete | Notes |
|-------|--|----------|-------|
| Tutor | Produce and use lessons plans | | |
| Tutor | Monitor learner progress | | |
| Tutor | Student feedback | | |
| Tutor | Record lesson evaluation | | |
| Tutor | Group progress and Achievement records | | |
| Tutor | Individual learner records | | |
| Tutor | Lesson plans/evaluations | | |
| Tutor | ILPs (if appropriate) | | |

End of course

| Who | Action | Complete | Notes |
|----------------------|---|----------|-------|
| Learner | Has opportunity to complete end of course evaluation | | |
| Tutor | Reviews overall progress and achievement | | |
| Tutor | Reports on those achieving their learning aims and course learning outcomes | | |
| Tutor & Line manager | Discuss any issues raised | | |
| Tutor & Line manager | Certificate of achievement produced | | |

| Who | Forms | Complete | Notes |
|---------|---------------------------------------|----------|-------|
| Learner | Learner end of course evaluation form | | |
| Tutor | Tutor evaluation form | | |
| Tutor | Progression discussion | | |
| Tutor | Certificate & celebration ceremony | | |

Appendix B

RARPA Scheme of Work/Course Outline

| Course Title | Tutor Name | Training Provider | No of sessions | Course Times & dates |
|--|------------|-------------------|----------------|----------------------|
| General Course Aims (Main purpose of course) | | | | |
| E&D, Health and Safety/Safeguarding consideration | | | | |
| Course Aims: | | | | |
| Learning Outcomes – By the end of this course (all/most/some) learners will be able to: | | | | |
| Intended Learners (who is the course for): | | | | |
| Knowledge and abilities assumed: ((are there any pre-requisites?): | | | | |

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Expected Group Profile & Differentiation Strategies:

(Note student mix, those requiring support, etc)

| Session No. | Summary of Content | Assessment & evidence generated | Notes, incl. Aids & Equipment required |
|-------------|--------------------|---------------------------------|--|
| | | | |
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Appendix C

RARPA Lesson plan

| | | | |
|--|-------------------------|---------------------------------|---------------------|
| Course title: | Name of tutor: | Venue: | Day & time of class |
| Session number | Subject/Topic of lesson | | Number of learners |
| Group Profile | | | |
| Considerations: Equality & diversity/Safeguarding/Health & Safety/British Values | | How differentiation will be met | |
| Aims: The aims of the session are: | | | |
| Learning outcomes: by the end of the session students should be able to: | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |

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| Approx Timing | Content & Teacher Activity | Learner Activity | Aids & Equipment | Assessment Method |
|---------------|----------------------------|------------------|------------------|-------------------|
| | | | | |
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| |
|--|
| Lesson Evaluation: How did the lesson go? (to be completed after the lesson – include a list of any particular points to be noted for the next lesson). |
| Assignment or Homework set: |
| How will I meet missed learning due to learner absence? |

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Appendix D Non-Accredited Initial Assessment & Learner Achievement Record

| | | |
|---------------|--|------------|
| Learner Name: | | Provider |
| Course Title | | Tutor name |
| Start date | | End Date |

| 1= I can't do this | 2= I can partly do this but need help | | | 3=I can do this well | | |
|---|---------------------------------------|---|---|----------------------|---|---|
| Learning Outcomes – by the end of the session learners will confirm that they can achieve at least 80% of the outcomes below: | Start | | | End | | |
| | 1 | 2 | 3 | 1 | 2 | 3 |
| Group Objectives | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| Personal Objectives | | | | | | |
| | | | | | | |
| | | | | | | |

At the end of the course please use this space to describe what else you have gained from this course. Include here any thoughts you have about your overall achievement and about your personal progress and development

What Next? - Now that you have completed your programme of learning, what would you like to do next?

Would you like someone to contact you to discuss further training? YES NO

Comments from tutor – how will you support the learner to achieve Nextsteps –include and signposting/referral

I confirm that I have achieved the outcomes(s) above)

Learner Signature: _____ Date _____

Tutor signature: _____ Date _____

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Appendix E Group progression tracking sheet

| | |
|---------------|-------------|
| Course Title: | Day / Time: |
| Tutor: | Venue : |

Use the following key for assessment of learning outcomes:

- Y = Happy with this learning objective
- ? = Problems with this learning objective
- O = Missed this learning objective
- X = Needs more working on

| Learner Name | Learning Outcomes | | | | | | |
|--|-------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | | |
| | | | | | | | |
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| | | | | | | | |
| | | | | | | | |
| Has the learner achieved their individual goals? | | | | | | | |
| Please insert a 1 for all learners who have achieved 80% of their learning goals. | | | | | | | |

Where an intended learning outcome does not apply to a particular learner please indicate with N/A

Tutor Signature _____

Date _____

Appendix F

**C e r t i f i c a t e
o f
A c h i e v e m e n t**

This award certifies that:

Has successfully **Achieved** the
following:

- 1.
- 2.
- 3.
- 4.



Signed

Position

Date

Appendix G

RARPA Learner Formative reflective Log

Write a few sentences of reflection on your learning

| Course title: | | Learner Name | | | |
|---------------|------|--|---------------------|---|--|
| Session no | Date | what I learnt in today's session (knowledge, skills, understanding | how I might use it? | How did you feel about the way you learnt it? | Anything I am still not clear about? Is there anything else you want to record? |
| | | | | | |
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Appendix H Sample Course Evaluation Questionnaire

What do you feel you have gained from the course?

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Which parts have you found easiest?

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|--|
| |
|--|

Are there parts you have found difficult?

| |
|--|
| |
|--|

Which parts do you like most?

| |
|--|
| |
|--|

Which parts do you like least?

| |
|--|
| |
|--|

Which of the teaching methods do you like best

| | Yes/No |
|-----------------------|--------|
| Demonstration | |
| Discussion | |
| Guided instruction | |
| Whole group work | |
| Working in pairs | |
| Other – please detail | |

Are there methods you do not like?

| |
|--|
| |
|--|

How do you find your relationship with your tutor?

| | Yes/No |
|--------------------|--------|
| Approachable | |
| Supportive | |
| Easy to understand | |
| Other | |

Please add some comments about your learning environment

| |
|--|
| |
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Appendix I Tutor – End of Course Review

| | | | | |
|--|----------|------------|---|--|
| Tutor Name: | | | Course Title: | |
| Line Manager: | | | | |
| Venue: | | | Dates : | |
| Day: | | | Time: | |
| Data required on your learners | Starters | Completers | Number of learners achieving 80% of learning goals (non-accredited courses) | |
| | | | | |
| Please comment below on: | | | | |
| Reasons for any learner drop-out | | | | |
| Reasons for learners' not achieving or submitting course work – what can you do to improve this in the future? | | | | |
| How have you monitored the progress of your learners, does this monitoring provide a written record of progress? – (ILPs, RARPA forms) Please describe | | | | |
| Are the resources available to you – adequate and appropriate for your learner's needs? | | | | |
| How do you feel your course has met the expectations of your learners? | | | | |
| Did you have any difficulties meeting the needs and supporting individual learners in your class? Did any of your learners receive additional learning support– Please explain | | | | |

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| | | | |
|---|--|------|--|
| How well are your learners guided onto further learning opportunities? – Please explain. Have you made use of our IAG service? | | | |
| Do you have any recommendations or changes for the next course? – Please explain | | | |
| As a tutor do you feel that you receive adequate support from the Service to carry out your job successfully? Is there any additional support/staff development that would help you in your teaching? | | | |
| Have you any suggestions for the better marketing of your course? Can you help us with this? | | | |
| Any other comments? (Think about what went well and not so well) | | | |
| Line Manager Comment– including learner satisfaction comments | | | |
| Tutor signature | | Date | |
| Line Manager signature | | Date | |