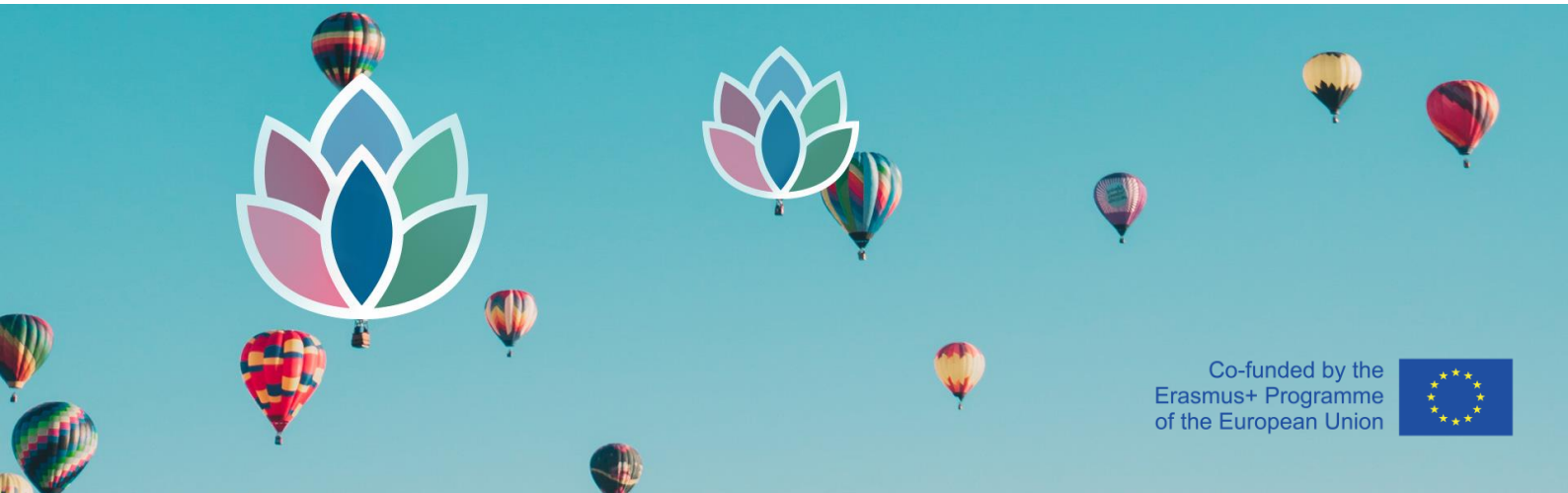
tampada

Tracking and monitoring the progress of adult learners

Evidence collection toolkit

for training providers to evaluate lifelong and lifewide progress of disadvantaged adult learners

May 2019



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Acronyms and abbreviations

TaMPADA consortium	
DACES	Derbyshire Adult Community Education Service
PROMEA	Hellenic Association for the Promotion of Research & Development Methodologies
FU-UPPSALA	Folkuniversitetet Stiftelsen Kursverksamheten Vid Uppsalauniversitetet
AZM-LU	Andragoski zavod Maribor – Ljudska univerza
LLLP	Lifelong Learning Platform

Other abbreviations	
CPD	Continuing Professional Development
RARPA	Recognising and Recording Progress and Achievement

TaMPADA key terms	
Assessment Toolkit	All of the intellectual property, resources and guidance that form the TaMPADA product
TaMPADA Framework	The 6 steps to completing the tracking and monitoring process, outlined in this document
Outcomes Index	The whole index of outcomes measures (strands and indicators)
Outcomes Strands	The four top level categories of indicators
Primary Outcomes Strands	The selected strand against which the learning programme is primarily designed, e.g. a course called “Be more confident” was developed for the “Development of self and life skills” strand (but will cover others also)
Secondary Outcome Strands	The secondary selected strand against which the learning programme is designed
Outcomes Indicators	The specific indicators within each Outcomes Strand. Soft and hard outcomes against which progress can be measured
Outcomes Indicators Scale	A five point scale made up of descriptors to measure progress against the Outcomes Indicators
Indicators Measurement Descriptors	The descriptors which form the Outcomes Indicator Scale, against which the learners self-assess at various points along their lifelong learning journey
Learner Achievement Record	Following summative assessment, the product generated by the toolkit for the learner to keep as a record of their progress on the course, including tutor and learner comments

1. Introduction to this document

This document outlines:

- the context of, and methodology for, the TaMPADA tool
- the framework of steps to follow for the TaMPADA process
- the TaMPADA Outcomes Index – strands, indicators, and descriptors
- forms to illustrate the process (to be developed into the online tool/app)
- a worked example to illustrate the process in action

2. Background

TaMPADA addresses the need for adult learning providers to improve the quality and effectiveness of their provision for disadvantaged learners/groups to ensure that they can better enable disadvantaged learners to have full, enriched lives and life chances in line with that of any other individual in society.

This document outlines a robust and standardised tracking and monitoring system for providers to use to improve the effectiveness of their provision for disadvantaged learners, which tracks the lifelong and lifewide progress of disadvantaged groups as a result of their learning.

This tool is designed for use by any adult learning provider across Europe, especially in reference to those who are harder to reach longitudinally (disadvantaged learners). As such, the tool will also enable disadvantaged learners, many of whom may be earlier in their learning journeys and for whom qualifications may yet be out of reach, to see the progress that they have made with their learning and be able to evidence this to others.

The benefits of the TaMPADA tracking and monitoring toolkit will include:

- Enabling learning providers to understand their learners' journeys and progress through adult education – particularly understanding the journeys of those who are most disadvantaged – and how to understand longitudinal (lifelong) and lifewide journeys
- The above will consequently enable adult learning providers to better plan learning programmes to meet all learners' lifelong and lifewide needs inclusively; and as part of meaningful progression routes. It will also enable providers to better plan programmes to recruit and retain the learners who are in most need of the learning
- Enabling learning providers to evidence the progress of their learners; to use, for example, for promotion of the organisation, and evidence for funding and regulatory bodies
- Enabling the learners to better understand, celebrate and evidence their progress, for example, to potential employers or further learning providers that they then move onto

2.1 What does "disadvantaged learners" mean?

"Disadvantaged" can be an extremely wide-ranging umbrella term for a large number of characteristics. Broadly, disadvantage can be defined as any characteristic that can be seen as a "barrier to learning" and as such negatively impact participation or achievement in society, economically or in education: in short, "life chances" (Aldridge 2004).

"Disadvantaged groups" are not defined only as singular identifiable and homogenous 'groups' of people (such as a group of learners in the same class who come from a particular 'disadvantaged' geographic area), but could be any individuals who can be perceived as being at a disadvantage compared with the general populous (and therefore be 'grouped' by having a particular characteristic in common, such as being deaf/hard of hearing, or having dyslexia). The term does not refer to, nor assume, that classes should be formed based on common disadvantage (though this may sometimes occur) and it can be assumed that all learning groups will include learners with a disadvantage or multiple disadvantages (such as a migrant, who is low skilled, has low levels of literacy in the host language, has very little money, is homeless and also has dyslexia).

Based upon such identification of disadvantaged groups as categories of disadvantage (such as newly arrived migrants, low-skilled, long term unemployed, members of minority groups) and the expert knowledge and experience of partners and practitioners, the following (non-exhaustive) collection of disadvantaged groups within adult learning has been identified:

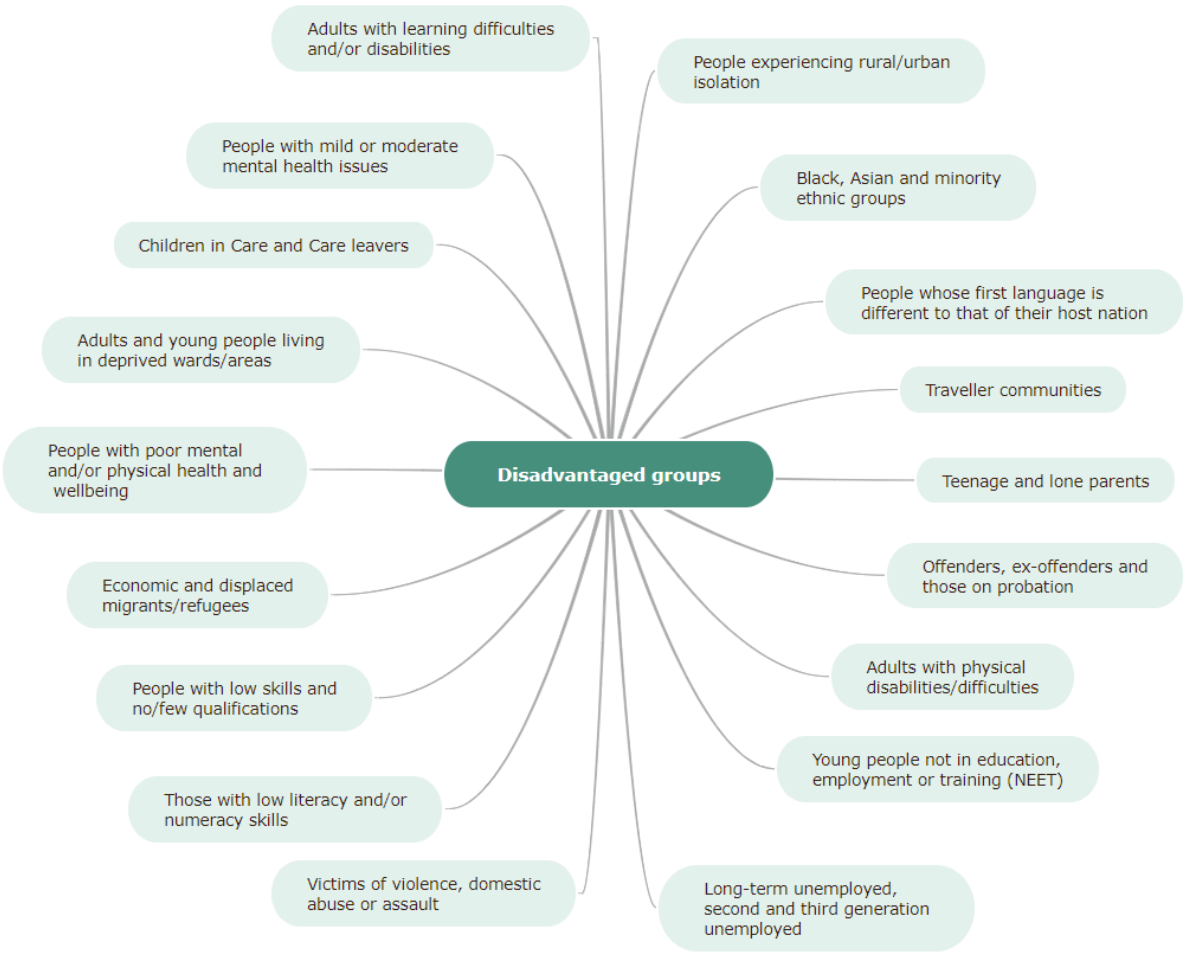

Fig. 1: Source: TaMPADA partners

2.2. Social mobility and its impact on life chances

"Social mobility describes the movement or opportunities for movement between different social groups and the advantages that go with this e.g. income. Opportunities for social mobility are one dimension of an individual's life chances." (Aldridge 2004 p. 3)

"When we talk about social mobility outcomes…we focus more on intergenerational social mobility, i.e. the extent to which the life chances and outcomes of individuals are affected by their acquisition of skills and qualifications in their adult life, and the extent to which education and training enables people to increase their earnings and become upwardly socially mobile." (Social Mobility Commission, 2019 p.12)

There is a virtuous and vicious cycle of learning; adults from lower socio-economic groups and with less previous education have been shown to be less likely to become involved in learning, and so their opportunities are reduced. Those from more privileged backgrounds and family occupations are more likely to receive, and seek, learning and their life chances are further enhanced as a result (Social Mobility Commission 2019).

The relationship between societal and individual, life chances and life outcomes can be summarised as follows:

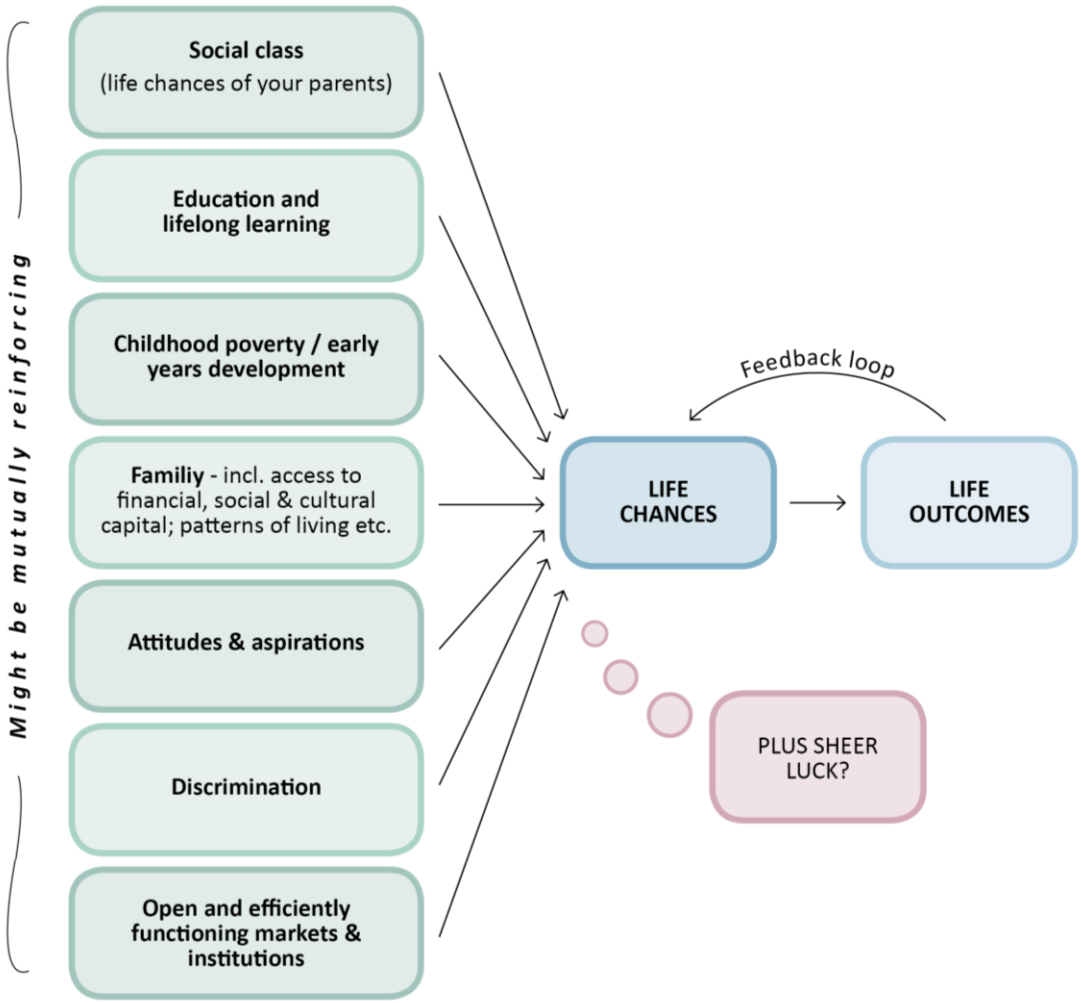

Fig. 2: Source: Anderson (2004, p. 16)

2.3 Capturing social outcomes

It is recognised that 'hard' outcomes of learning such as qualifications are important, and are comparatively straightforward to measure. However, disadvantaged learners may be those who are earlier in their learning journeys, and for whom qualifications or economic outcomes are further from reach. In addition, in order to capture the lifewide progress of learners, capturing 'soft' outcomes is very important for the TaMPADA tool, and is therefore a particular focus.

Soft learning outcomes are "…outcomes from learning, support or guidance interventions, which unlike hard outcomes, such as qualifications and jobs, cannot be easily measured directly or tangibly. Soft outcomes may include achievements relating to:

- personal skills, for example: insight, motivation, confidence, reliability and health awareness
- interpersonal skills, for example: social skills and coping with authority
- organisational skills, such as: personal organisation, and the ability to order and prioritise
- analytical skills, such as: the ability to exercise judgement, managing time or problem solving"

(Employability in Scotland, 2013)

It is these outcomes that could be seen to have especial and lasting impact on disadvantaged adult learners' life-wide and lifelong outcomes. For people who have had few life chances and more challenging early life experiences, they are the foundations and building blocks on which hard outcomes successes can be built. Furthermore, it can be argued that it is these measures that enable disadvantaged learners the most progress to becoming fully engaged and active citizens in society.

The RARPA process within the UK (Learning and Work Institute, 2017) is an example of a system designed to capture the progress of adult learners on non-qualification courses, and this system is embedded into the TaMPADA toolkit to measure the progress, achievement of learners whilst on programme and beyond. The RARPA progress can be summarised into six steps as below:

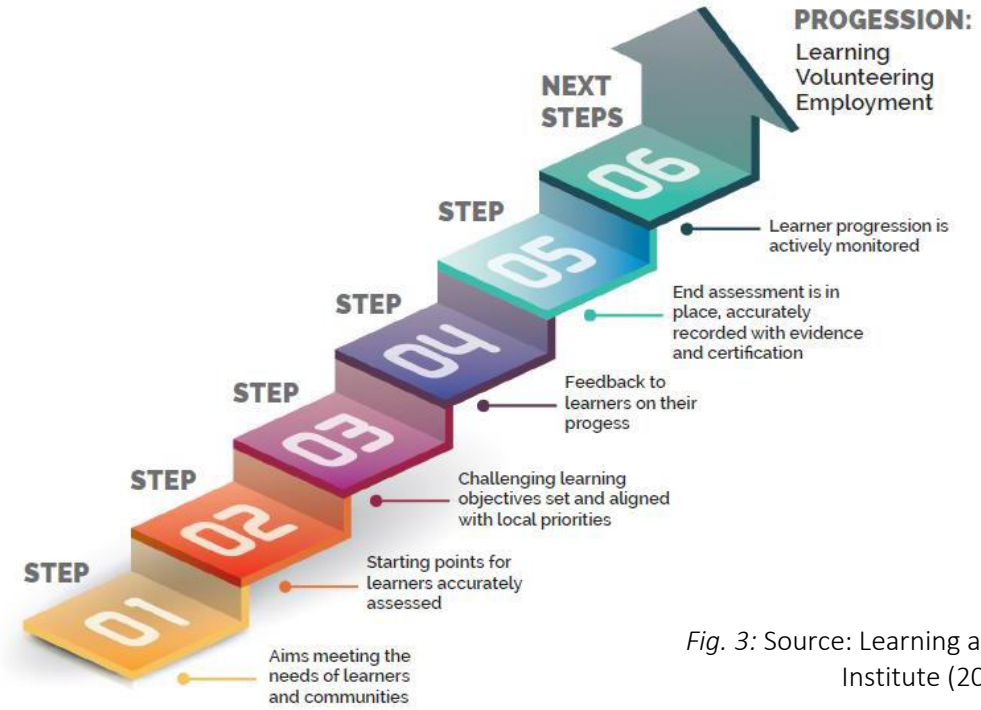

Fig. 3: Source: Learning and Work Institute (2017, p. 7)

2.4. Lifelong and lifewide learning

'Lifelong' learning is arguably easier to define than 'lifewide'. Lifelong learning can be defined as "the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment" (Collins Dictionary, 2019)

For the TaMPADA project, this is inexorably linked with the concept of a 'learner journey', which encompasses an adult learners' learning experience longitudinally, not just within their journey with one learning provider, but their whole learning journeys, which may include moving from adult education to Further and/or Higher Education and potentially later returning to adult education to develop different skills or to acquire work-related Continuing Professional Development (CPD).

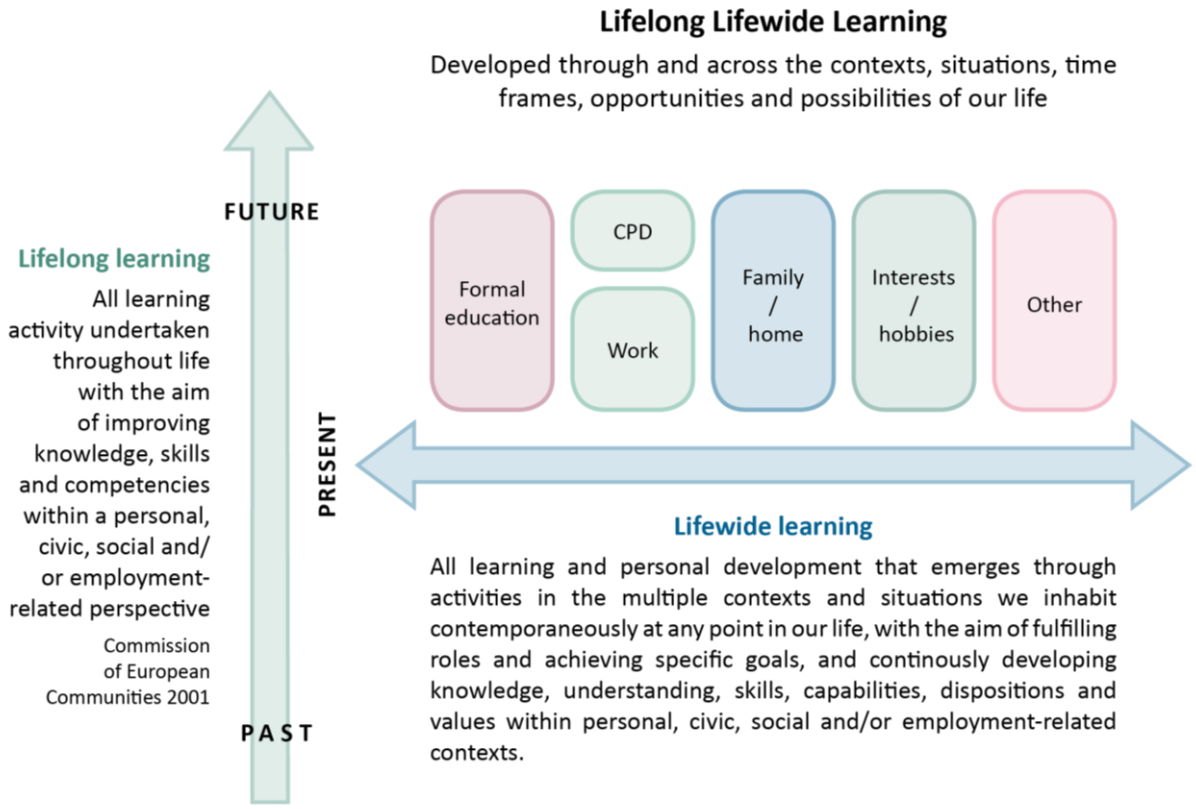

Fig. 4: Source: Lifewide Education (2019)

"Lifewide learning adds value to lifelong learning by recognising that most people, no matter what their age or circumstances, simultaneously inhabit a number of different spaces – like work or education, running a home, being a member of a family and or caring for others, being involved in a club or society, travelling and taking holidays and looking after their own wellbeing mentally, physically and spiritually." (Lifewide Education, 2019)

Lifewide learning is very linked with the concept of life chances. "Life chances refers to the opportunities open to individuals to better the quality of life for themselves and their families. Other dimensions include the absence of poverty and social inclusion. A life chances approach focuses attention on the

life cycle and not just creating a level playing field at birth as equality of opportunity might do." (Aldridge, 2004 p. 4)

By better understanding the lifewide learning contexts of their learners, adult learning providers could be better able to provide education that meets their needs and increases their life chances. Tracking soft outcomes of learning as well as hard outcomes of learning will enable this to happen.

By tracking both lifelong and lifewide progress, adult education providers can gain a better picture of their learners and how adult education fits in with their life progression. Ultimately, this means that they will be able to adapt and better facilitate these journeys – leading to better life chances and better outcomes for those learners who need it most.

2.5. Premise of TaMPADA

The premise of TaMPADA is that tracking and monitoring lifelong and lifewide progress would be a performance enabler for adult learning providers; enabling evidence-based strategies to be applied to increase the quality, demand for, and effectiveness of, adult education. For example, if successful pathways can be tracked that enable learners to move into identified wider learning outcomes, the adult learning provider can plan the programmes to better meet the needs of disadvantaged learners. In addition to meeting learner and other stakeholders' needs, learner progression and destination data can inform the growth of provision, support equality and inclusion and provide robust quantitative evidence which proves the value of adult learning.

Prior to the construction of the toolkit, the TaMPADA Consortium has undertaken primary and secondary data research to better understand: the needs and situations of disadvantaged learners; which outcomes a tracking and monitoring system could and should track, and what systems currently track; what tracking and monitoring systems are currently in place, and their successes and challenges; what open administration data is available in the partner countries to assist and inform a tracking and monitoring system.

3. Introduction to the framework

The TaMPADA Framework is a cycle of planning, assessment and review to enable adult education providers to:

- Effectively identify who the disadvantaged groups are within their locality/catchment area
- Identify what opportunities and challenges there are within the local economic context
- Enable the planning of appropriate learning progammes which will have the most impact on disadvantaged adult learners' lifelong and lifewide progress

- Identify the specific Outcomes Strands and indicators to be measured, appropriate to the learning needs, programmes and learning aspirations, to enable the measuring of distance travelled against them
- Tracking and monitoring the progress of the learners by initial, formative and summative assessment (from the start, during, and at the end of their programme)
- To continue to track and monitor post-course destinations, progression and impact of the learning on the learners' lifelong and lifewide experiences

It is intended that the information gathered will continually inform the provider's planning and quality improvement process.

The TaMPADA framework consists of six steps as shown in the diagram below:

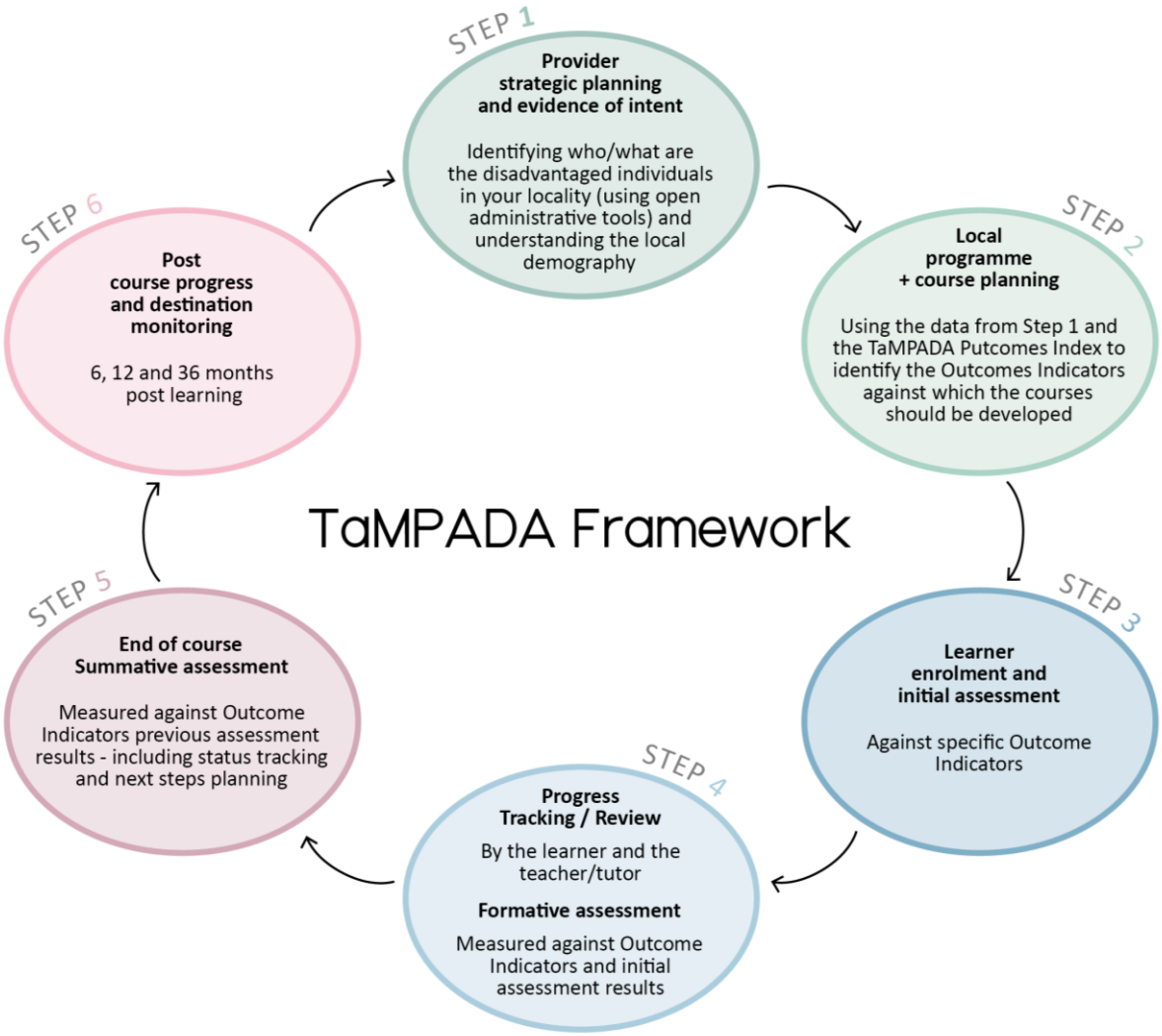

Fig. 5: Source: TaMPADA Partners

4. Overview of the Outcomes Index

The TaMPADA Outcomes Index is drawn from a wide variety of evidence-based primary and secondary research and collection tools, uncovered during the TaMPADA research process. It is organised into:

- Outcomes Strands: the four top categories of Outcomes Indicators
- Outcomes Indicators: soft and hard outcomes against which progress can be measured
- Outcomes Indicator Scale: a five-point scale made up of descriptors to measure progress against the Outcomes Indicators
- Indicators Measurement Descriptors: The descriptors which form the Outcomes Indicator Scale, against which the learners self-assess at various points along their lifelong learning journey

The Outcomes Index is included in full in Appendix **N**.

The Outcomes Strands were selected based on these being held of primary importance by learners and researchers (uncovered during the TaMPADA research process), and occurring most often. Similar groupings have been used by other researchers in production of other tools regarding measuring soft outcomes.

The Outcomes Indicators were selected from a large number of potential indicators. Again, the selected indicators were those given primary importance and those likely to be used most frequently as learning aims. The Outcomes Indicators were selected to show the most complete and broad picture whilst being as concise as practicable.

Indicators Measurement Descriptors enable the learner to self-assess for each Outcomes Indicator using statements provided. Though the judgements are subjective, the descriptors enable some benchmarking for responses. Additionally, this enables the learner to judge against their feelings and confidence, which is strongly associated with the impact of each outcome and likeliness of success. Building trust and rapport with the learners, and learner buy-in (see 8.1) is of utmost importance to ensure the collection of the most honest responses.

5. Overview of the TaMPADA Framework steps

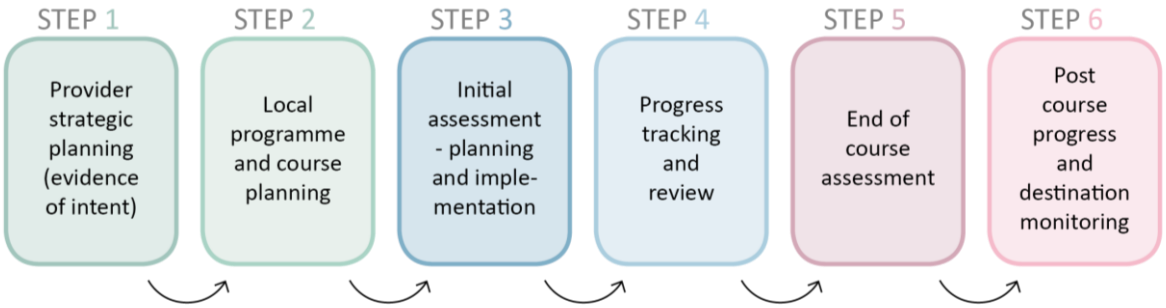

Fig. 6: Source: TaMPADA Partners

Step	Descriptor	By whom	Resource
1	Provider strategic planning (evidence of intent)	Strategic planning team Course planning team	Provider strategic planning (Evidence of Intent) form (Appendix A)
2	Local programme and course planning	Course planning team	
3	Initial assessment – planning and implementation	Course tutor, selected learners	Enrolment form (Appendix B) Initial Assessment form (Appendix C)
4	Progress tracking and review	Course tutor, (same) selected learners	Mid-Course (Formative) Review Form (Appendix D)
5	End of course assessment	Course tutor, (same) selected learners	End of Course (Summative) Review Form (Appendix E) Learner Achievement Record (Appendix F)
6	Post-course progress and destination monitoring	Management Information / Business Services team, (same) selected learners	Post-Learning Monitoring and Destination Form (Appendix G)

Table 1: Source: TaMPADA Partners

6. Step 1: Provider strategic planning (evidence of intent)

This step can be carried out at both a strategic (strategic leaders or strategic planning team) and/or at a local level within the adult education provider.

This step should ideally take place within every planning cycle and with a minimum of once per year.

6.1 Identify who are the disadvantaged groups or individuals within your locality

"Open administrative data" refers to freely available, legally open public datasets available for the public and organisations to use to understand local and national economic contexts, demographics and much more. Data popularly available can include:

- Population and social condition
- Energy and environment
- Transport infrastructure
- Economy and finance
- Education and culture
- Justice, legal system and public safety
- Social mobility and welfare
- Health
- Housing

Led by some national initiatives to develop open data systems, in December 2011, the European Commission adopted an Open Data Strategy, aiming to make open data the standard in the Member States of the European Union (European Commission, 2011). This has been monitored by the European Data Portal since 2015 (European Data Portal, 2019). According to the 2018 assessment report, all EU28 countries have a dedicated open data policy in place and all have open data initiatives at local or regional level.

Step 1 of the TaMPADA Framework necessitates that the learning provider will make use of any and all appropriate available open administration sources to assess the cohorts from which their learners may be drawn – disadvantaged learners with the most need and with the potential for the provider to achieve the largest distance travelled.

These may include, for example:

- The Derbyshire Observatory and Derbyshire Quilt
  Data at local area level on crime, deprivation, employment, qualifications, demographics, health and more
- The Republic of Slovenia Statistical Office

Data on inhabitants according to gender, age, municipality, education, economic status, poverty threshold and more

- Hellenic Statistical Authority
  Data on economy indices, population and social conditions, demographic and economic characteristics and more
- Open Data Brussels

6.2. Understanding local demography

In addition to using open administration data to understand the potential disadvantaged learners that they may be reaching, the provider should use also their local knowledge and experience of the area and liaise with partners, and other stakeholders to assess the local economic and social needs and/or opportunities.

Example opportunities or needs in the area may include:

- Large local employers or popular industries in the catchment area
- Higher level training opportunities with other local providers
- Higher and technical work opportunities within the catchment area
- Localised social needs such as tackling anti-social behaviour or hate crime
- Rural or urban isolation
- A need for social cohesion in new housing developments

It is highly important that the planning team are aware of the local context to enable effective planning of learning programmes that will both meet the needs of the learners and of the local social and economic context. This is because it is within the training providers' and learners' interests for the learners to be developed in ways that will help the learners to better contribute to society, both economically and socially.

Due to the rise of fast and reliable internet and societal changes that are taking place, the social and economic landscape is slowly changing. However, the majority of a workforce will still reside in the immediately surrounding the employer. This is even truer for many disadvantaged learners, who may be less able to travel (reliant on public transport, other duties that do not allow for extended travelling time/distance, financial constraints etc.). Learning providers are preparing learners for inclusion in, and contribution to society; and (if applicable) work in the learners' local geographic area. Providers should therefore bear in mind local opportunities and needs when planning programmes, to best enable the learners to progress within their context.

6.3. How to use Step 1 of the tool

Step 1 of the TaMPADA tool requires the planning team to first (via freetext) input the results of their investigations of the potential (disadvantaged) learners into the tool, as a foundation for the planning of the learning programmes. The provider will answer the below questions:

1. What is the evidence base that you have used?
2. Needs analysis: who are the disadvantaged learners within your local area?
3. Needs analysis: what are the economic or social needs/opportunities within your local area?

An exemplar form can be found in Appendix A.

An example of these questions filled out can be seen below. This example will continue to run throughout this document and in the appendices.

For question 4, the planning team should then use this information to select from Outcomes Strands the primary focus for planning the learning programmes, and, if applicable, a secondary focus.

4. Which primary and (if applicable) secondary Outcomes Strands have you selected?
    - Development of self and life skills
    - Health and wellbeing
    - Employability, employment and learning
    - Social, community and citizenship

The planning team should answer this (freetext) question:

5. What, therefore is your rationale for your intended learning programme?

Finally, in question 6, the provider should add any practical considerations to enable the planned programmes to meet the needs of the potential learners identified, and help them to overcome barriers.

6. What are the practical considerations to meet the needs of the intended disadvantaged learners?

For example:

- For the most disadvantaged learners (perhaps those with rural isolation) who may be least likely to have their own transportation, linkage to local public transportation networks must be considered
- If the intention may be to upskill those working in schools, programmes may need to be planned for outside of school hours
- If the intention is to provide learning for lone parents with young families, the programmes may need to be planned allowing sufficient time for the learners to arrive on time following school drop-offs and finish with sufficient time to allow learners to travel to school pick-ups
- For learners with profound additional needs and/or with mental health challenges, the planner may need to provide additional learning support and reduce the maximum cohort/class sizes in quieter spaces to enable a comfortable learning environment where the learners' needs are being met by sufficient staffing

Worked example (see also Appendix H)

1. What is the evidence base that you have used? (e.g. open administration data)	The Derbyshire Observatory
2. Needs analysis: who are the disadvantaged learners within your local area?	Local ward of higher concentration of older people (of retirement age and above). Lots of rural isolation and limited public transport routes. Greater than average use of the local National Health Service. There are few community centres/local community activities currently running in the area. Mean income is significantly below average (reliance on state pensions).
3. Needs analysis: what are the economic or social needs/opportunities within your local area?	Opportunities to build supportive friendly networks that are accessible and welcoming to older learners. Needs to reduce rural isolation, loneliness and resultant mental health challenges and reliance on National Health Service.
4. Which primary and (if applicable) secondary Outcomes Strands have you selected?	**Primary:** Social, community and citizenship **Secondary:** Health and wellbeing
5. What, therefore is your rationale for your intended learning programme?	We want to enable isolated and older learners to learn together, socialise, form social networks, gain a feeling of belonging whilst gaining hobbies or skills and with less reliance on the health service.
6. What are the practical considerations to meet the needs of the intended disadvantaged learners (e.g. public transport links, timing/length of programme)	• Public transport routes (including community transport) or walking distance where applicable • Timings of classes – should be in the daytime, off-peak to enable free bus fare travel • Accessible venues (lifts, hearing loops, disabled parking) • Activities selected should be age-appropriate and stretching • Learners should not be required to spend a lot of money purchasing course resources • Ideally use a venue with a communal meeting space/café

Table 2: Source: TaMPADA Partners

7. Step 2: Local programme and course planning

Step 2 addresses local programme and course planning. The data gathered from Step 1 must be used to inform Step 2.

During Step 2, the **Outcomes Indicators** are selected for development of the course. This then enables the initial (baseline) assessment to take place with the learners at the beginning of/prior to the course (Step 3).

There are eight Outcomes Indicators (two from each Outcomes Strand) that are compulsory, no matter what course/programme the learner is on, to enable baseline and longitudinal progress tracking, these are:

- Resilience
- Self-confidence
- Life satisfaction
- Coping with stress
- Verbal communication skills
- Written communication skills
- Cultural awareness and tolerance
- Practising environmental sustainability

Starting with the selected **Primary Outcomes Strand**, the course planning team should then select the specific **Outcomes Indicators** that the programmes/courses should be planned to address. These can be selected from any of the Outcomes Strands if needed.

Caution: No more than 12 Outcomes Indicators in addition to the compulsory eight above should be used. Furthermore, the programme planner must consider the cohort when selecting outcomes indicators. For example, it would not be reasonable to require a learner with moderate mental health challenges and low skills to be measured against the maximum allowance of 20 Outcomes Indicators.

Once the courses are programmed, the courses themselves should be designed with the Outcomes Indicators as specific learning aims (note that there may be other specific learning aims that are not covered within this toolkit e.g. learning outcomes for specific qualifications).

Worked example (continued):

Outcomes Indicators within primary and further strands selected (in addition to mandatory 8)	• Feelings of loneliness/isolation • Being active in the community/social engagement • Networking • Sense of purpose • Happiness • Fine motor skills and/or flexibility

	• Reliance on the health service/visits to GP
Programme designed	"Join in, stay active and meet new people"
Courses include	• Chair-based exercise • Healthy eating on a budget – introduction • Create a community tapestry • Design and landscape a sensory garden in the local park • Pottery
Next steps/progression routes may include	• Lay a path in a sensory garden • Plant a sensory garden • Gentle yoga for the over 50s • Healthy eating on a budget – cooking for one • Healthy eating on a budget – making the most of your leftovers

Table 3: Source: TaMPADA Partners

8. Step 3: Initial assessment- planning and implementation

8.1. How do we ensure learner buy-in?

It is very important to secure learner buy in to the use of the TaMPADA tracking and monitoring process.

This can be achieved by raising awareness at the earliest opportunity that tracking and monitoring will take place (during and after the course) ensuring that the learners understand the reasons for this, and benefits to them.

"Many learners will respond positively if they know the future of the college or training provider depends on being able to record the destinations of their learners" (NIACE 2014 p.21) Furthermore the TaMPADA tracking and monitoring system offers a unique opportunity for the learner to receive a Learner Achievement Record, which shows the progress they have made during their course and which they can then use to evidence their learning, add to portfolios etc.

Post course, during longitudinal tracking; "Explaining the reason for tracking is also helpful because learners may suffer from cold call fatigue and as a result they may not respond to calls from unknown telephone numbers and may have multiple email addresses set up for spam and junk mail purposes. If the provider secures their learners' buy-in they are more likely to give the provider their bone fide email

addresses." (NIACE 2014 p.21). Note that it is important to check and refresh the contact details at the summative assessment stage to maximise the chances of being able to reach the learner for post-course monitoring.

Important note: The TaMPADA Toolkit has been designed so that it could be used on any and all learners. However, there is an expectation that not every single learner in the organisation will necessarily be tracked: this could be sampling of some learners, or sampling of all learners from selected courses. It is important for the provider to consider why the selected learners are being tracked, what the benefits to them and the organisation will be, and confidence that data gathered will be able to be used and scrutinised by the organisation (e.g. outcomes based funding, quality improvement).

8.2. How to complete Step 3

On recruitment, the provider should enable the learner to complete the Adult Education Enrolment Form supplied in Appendix B. This collects basic information about the learner, and also collects the learners' current employment status, information about any difficulties (which might indicate disadvantages), and the learners' motivations for enrolling onto the course. This information is tracked against information collected at summative assessment stage. This can be seen in the example provided in Appendix L.
Providers should capture and measure the recruitment of, and impact of adult education on, learners with the targeted disadvantages (against other learners) to ensure that the effectiveness of the programmes for these learners can be measured.

Once the learners are recruited onto the programme, the initial baseline assessment should take place. The Initial Assessment Form (Appendix C) has two components. Section A is populated from the outcomes indicators selected by the course planner in Step 2. Section B contains space for the learner to add any personal motivations or goals, and request any additional support.

The methods used to collect this data can vary between class and even learner, so long as the resultant data is entered into the Evidence Collection Tool. Methods may include:

- Paper-based questionnaire
- Online questionnaire (directly into evidence collection tool)
- One to one discussion
- Focus group/group discussion facilitated by tutor
- Recorded conversation (mp3 file)

If the data has been collected by other means to the electronic tool, e.g. paper-based, then the tutor or administrative staff should then input this into the TaMPADA data collection tool/app.
The data will be securely saved (in line with GDPR regulation) as a baseline assessment alongside the learners' identifying details and enrolment information to enable the data to be retrieved for the formative and summative course tracking.

If the data has been collected by other means to the electronic tool, e.g. paper-based, then the tutor or administrative staff should then input this into the TaMPADA data collection tool/app.

The data will be securely saved (in line with GDPR regulation) as a baseline assessment alongside the learners' identifying details and enrolment information to enable the data to be retrieved for the formative and summative course tracking.

9. Step 4: Progress tracking and review

Step 4 is formative assessment midway through the course (or at the most appropriate point) against the (same) selected Outcomes Indicators.

The purpose of this step is to enable:

- The learner to take ownership of their own learning, to see their progress and to act as a motivator for the rest of the course
- The tutor to review to ensure that learners are making the appropriate progress. For example they may see a need to make changes to the course content or delivery methods, add in additional support for a specific learner or learners etc. This could be an opportunity to arrange a one-to-one progress review, or for the whole group to get together and discuss their progress and support and motivate one another (depending on the learner need and tutor's judgement)
- The provider to ensure that the planned programmes are meeting the needs of the cohorts as identified from the selected outcomes indicators (Step 1 and Step 2), to monitor progress of planned courses

Depending on the length of the course, and the cohort of learners, this might take place twice (for very long courses), once, or not at all. The Mid-Course (Formative) Review Form can be found in Appendix D.

As with Step 3, the methods used to collect this data can vary between class and even learner, so long as the resultant data is entered into the Evidence Collection Tool. Methods may include:

- Paper-based questionnaire
- Online questionnaire (directly into evidence collection tool)
- Self-assessment rubric
- One to one discussion
- Focus group/group discussion facilitated by tutor
- Recorded conversation (mp3 file)

If the data has been collected by other means e.g. paper-based, then the tutor or administrative staff should then input this into the TaMPADA data collection tool/app.

10. Step 5: Summative (end of course) assessment

Step 5 is summative assessment at the end of the course, against the (same) selected outcomes indicators.

The purpose of this step is to enable the production of:

- **Individual Learner Achievement Record** – a printed sheet for each learner to take away and add to their portfolio which records their progress made in positive statements, and comments added by the learner and tutor
- **Provider summative assessment data**, tracking the course outcomes against the selected outcomes indicators (to check that the course outcomes have been achieved by all learners with particular reference to disadvantaged learners)

During Step 5, the questions from initial assessment regarding the reasons why they have joined the course are asked again – so that progress against these broad motivations can be tracked from the start of the course. This enables tracking that the learners have met their intended goals for the course (or it might be that they have also met goals that they had not previously thought of as being of primary importance).

Step 5 is also where **current learning/work status** is repeated (from enrolment) to ascertain any on-course changes, and is the first point at which additional **next steps/progression tracking** questions are introduced, which will be repeated at set intervals following the course.

As with Steps 3 and 4, the methods used to collect this data can vary between class and even learner, so long as the resultant data is entered into the Evidence Collection Tool. Methods may include:

- Paper-based questionnaire
- Online questionnaire (directly into evidence collection tool)
- Self-assessment rubric
- One to one discussion
- Focus group/group discussion facilitated by tutor
- Recorded conversation (mp3 file)
- Phone call/discussion with the learner

If the data has been collected by other means than the electronic tool, e.g. paper-based, then the tutor or administrative staff should then input this into the TaMPADA data collection tool/app.

Once the summative questions are filled out (Appendix E), the online tool will generate the Learner Achievement Record, which is to be printed out on card and handed/posted/emailed to the learner alongside any course certificate (if applicable). An example can be seen in Appendix F and Appendix M. This will include any areas against which the learner has made progress and against which they have marked on the End of Course (Summative) Review Form that they would like this included on their Learner Achievement Record.

11. Step 6: Post course progress and destination monitoring

Step 6 takes place following the learners leaving the learning programme and should be repeated at intervals of:

- 6 months
- 12 months
- 36 months
- …and potentially beyond

Depending on the learners' journey, the learner may then immediately enrol onto another learning programme subject to TaMPADA tracking, in which case they will cycle onto Step 1.
It should be noted that, if the learner is on another programme where they are also using the toolkit, discretion should be exercised and it might be that, at Step 6, the learner is asked only the current employment/learning and next steps section of questions rather than the full post learning monitoring and destination form.

As with Steps 3, 4 and 5, the methods used to collect this data can vary between class and even learner, so long as the resultant data is entered into the Evidence Collection Tool. An exemplar form is provided in Appendix G. Collection methods may include:

- Online questionnaire (directly into evidence collection tool) via emailed link
- Phone call/discussion with the learner
- Paper-based questionnaire
- One to one discussion
- Focus group/group discussion facilitated by tutor
- Recorded conversation (mp3 file)

If the data has been collected by other means than the electronic tool, e.g. paper-based, then the tutor or administrative staff should then input this into the TaMPADA data collection tool/app.

When collecting data from learners post-course, the learning provider should consider (and plan for) the time and resource required to collect this. "It is rare for just one tracking method to result in an adequate response rate. Therefore, in most instances, providers opt to use several methods successively." (NIACE 2019, p.28). A suggested order of preference for collecting this information is provided below:

Email - containing link to survey

Reminder email - containing link to survey

Postcard - containing link to survey

Daytime phone call
Evening phone call

Posted, paper-based survey

12. References

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Note: The references and evidence-base for production of the TaMPADA Toolkit, framework of steps and this manual can be found within the TaMPADA primary (Focus Group Data Analysis) and secondary data collection documents, available at www.tampada.eu.

13. Appendices

13.1 Appendix A: Provider Strategic Planning (Evidence of Intent) Form

Step 1: Provider Strategic Planning (Evidence of Intent)

What is the evidence base that you have used? (e.g. open administration data)
Needs analysis: who are the disadvantaged learners within your local area?
Needs analysis: what are the economic or social needs/opportunities within your local area?
Which primary and (if applicable) secondary Outcomes Strands have you selected?
Primary:
Secondary:
What, therefore is your rationale for your intended learning programme?
What are the practical considerations to meet the needs of the intended disadvantaged learners (e.g. public transport links, timing/length of programme)?

13.2. Appendix B: Adult Education Enrolment Form

Adult Education Enrolment Form

Section A: Learner Details

Learner title and full name			
Address and post code			
Phone numbers	Home phone:	Work phone:	Mobile:
Emergency contact (name and contact details)			
Email address	Personal:	Work:	
Date of birth			
Are you…	☐ Female	☐ Male	☐ Other / prefer not to say
Employment status (prior to enrolment)	☐ Employed – Full Time ☐ Employed – Part Time ☐ Self-employed ☐ Unemployed (less than 12 months) ☐ Volunteer	☐ Long-term unemployed ☐ Retired ☐ In full time education ☐ Full-time carer ☐ Other	
Length of employment contract (if applicable)	_____months	☐ Permanent	☐ Not applicable

Ethnic origin (for equal opportunities monitoring) * change as required	☐ White European ☐ White other ☐ Mixed/multiple ☐ South Asian origin	☐ East Asian origin ☐ Black/African/Caribbean origin ☐ Other ☐ Prefer not to say	
Difficulties, disabilities and health	☐ Visual impairment ☐ Hearing impairment ☐ Disability affecting mobility ☐ Other physical difficulty ☐ Other medical condition (e.g. Asthma, diabetes etc.) ☐ Social and emotional difficulties ☐ Mental health difficulties ☐ Temporary disability after illness or accident ☐ Profound complex difficulties ☐ Asperger's Syndrome ☐ Moderate learning difficulty	☐ Severe learning difficulty ☐ Dyslexia ☐ Dyscalculia ☐ Other specific learning difficulty ☐ Speech, language and communication needs ☐ Autism Spectrum Disorder ☐ Multiple learning difficulties ☐ Prefer not to say ☐ Other	
Previous existing qualifications (select highest level)	☐ No qualification ☐ Entry Level ☐ Level 1 ☐ Level 2 ☐ Level 3	☐ Level 4 ☐ Level 5 ☐ Level 6 ☐ Level 7+ ☐ Not specified	
When were you last in learning?	☐ No break since last learning ☐ Within the last year ☐ Within last three years	☐ more than 3 years but since school ☐ Not since school ☐ Prefer not to say	
Are you in receipt of state benefits?	☐ Means tested (specify) _____	☐ Other (specify) _____	☐ Not in receipt of benefits

Section B: Reasons for participating in Adult Education

*Please consider why and how you decided to participate in Adult Education courses – **choose your top three** and number them (1, 2 and 3) where 1 is the most important reason.*

Development of self and life skills

To gain new skills and knowledge	
For personal interest or pleasure	
To improve my self-confidence	

Health and wellbeing

To improve my physical health/remain active	
To improve my mental health (anxiety, depression, loneliness etc.)	
To help me live more independently	

Employability, employment and learning

To get a recognised qualification/required for my job	
To improve my job skills	
To get a new/different job, promotion or better pay	
To give me greater job security	
To set up a business/become self-employed	
To progress onto another course/apprenticeship	

Social, community and citizenship

To meet new people	
To be more active in the community	
To help support family/friends/children	
To enable me to volunteer	

Other

Not really my choice	
Other (state) _____	

Don’t know	

GDPR Statement

Your personal information will be used and stored in compliance with General Data Protection Regulations. Your information may be used to meet statutory or funding responsibilities, to maintain a unique learner record.

For further information about use of and access to your personal data, please contact us.

Declaration:

Please sign to confirm that the above details are correct and that you consent for us to use it for necessary purposes relating to your learning, and to help us to track the progress that you make.

Signature: Date:

Initial Assessment Form

Course name		Course code	
Learner name		Date completed	

Section A: Please select the statement for each Outcomes Indicator that you think best describes your situation. [add all Outcomes Indicators selected for specified course]

Outcomes Indicator	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed

Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others

Section B: Personal goals:

Additional personal goals that I would like to gain from this course are:
I may need additional support in the following area(s):

Learner signature		Date	
Tutor signature		Date	

13.4. Appendix D: Mid-Course (Formative) Review Form

Mid-Course Review Form

Course name		Course code	
Learner name		Date completed	

Section A: Please select the statement for each Outcomes Indicator that you think best describes your situation. [add all Outcomes Indicators as per initial assessment]

Outcomes Indicator	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed

Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others

Section B: Personal goals:

Progress I have made to my additional personal goals is:
I may need additional support in the following area(s):

Learner signature		Date	
Tutor signature		Date	

End of Course Review Form

Course name		Course code	
Learner name		Date completed	

Section A: **Please select the statement for each Outcomes Indicator that you think best describes your situation.** [add all Outcomes Indicators as per initial and formative assessment]

Outcomes Indicator	1	2	3	4	5	Add this to my Learner Achievement Record (tick ✓)
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily	
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident	
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal	

Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed	
Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation	
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing	
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people	

Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others	

Section B: How has this course helped you?

Please consider how this Adult Education has helped you – choose your top three and number them (1, 2 and 3) where 1 has helped you most.

Development of self and life skills

To gain new skills and knowledge	
For personal interest or pleasure	
To improve my self-confidence	

Health and wellbeing

To improve my physical health/remain active	
To improve my mental health (anxiety, depression, loneliness etc)	
To help me live more independently	

Employability, employment and learning

To get a recognised qualification/required for my job	
To improve my job skills	
To get a new/different job, promotion or better pay	
To give me greater job security	
To set up a business/become self-employed	
To progress onto another course/apprenticeship	

Social, community and citizenship

To meet new people	
To be more active in the community	
To help support family/friends/children	
To enable me to volunteer	

Other

Other (state) _____	

Section C: Personal goals

Progress I have made to my additional goal is:
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
Tutor comment:

Section D: Current and future employment and learning

My current employment status:	☐ Employed – Full Time ☐ Employed – Part Time ☐ Self-employed ☐ On an apprenticeship ☐ Unemployed (less than 12 months) ☐ Long-term unemployed ☐ Retired ☐ In full time education ☐ Volunteering ☐ Full time carer ☐ Other
Since enrolment, I have gained (tick all that apply)	☐ A promotion ☐ A better job ☐ Increased pay ☐ More job security
My current learning status (after finishing this course) is:	☐ I have joined/am joining another course – same level of difficulty ☐ I have joined/am joining another course – more advanced ☐ Not currently learning – no intention to learn further ☐ Not currently learning – taking a break from learning or awaiting a new course start ☐ Moving into an apprenticeship
Next steps: My plans for future employment are:	☐ Look for employment/self-employment (if not employed) ☐ Remain unemployed – not ready to look for work ☐ Remain retired or become retired ☐ Continue my current employment (16 hours per week or more) ☐ Continue my current employment (less than 16 hours per week) ☐ Continue my current self-employment ☐ Seek volunteering work or continue volunteering ☐ Continue employment with my apprenticeship provider

	☐ Other (please provide details below)
Next steps: My plans for future learning are:	☐ Join another course ☐ Enrol on a Higher Education course (Level 4 or above) ☐ Apply for an apprenticeship ☐ Undertake self-directed learning (personal learning, not a course) ☐ Take a break from learning/studying ☐ Other (please provide details below)

If there has been any change to your contact details since you started this course, please provide them here so that we can contact you at a later date to see how you are getting on. Your details will be stored in compliance with General Data Protection Regulations (GDPR) regulations and retention schedules.

Address and post code			
Phone numbers	Home phone:	Work phone:	Mobile:
Email address	Personal:	Work:	

Learner signature		Date	
Tutor signature		Date	

13.6. Appendix F: Learner Achievement Record

Learner Achievement Record

This is to certify that [insert learner name] has completed the following outcomes on their [insert course title] course.

Knowledge and skills gained: [tutor to populate]

[Populate from initial versus summative assessment as per the following statements]

1 step of progress	Some
2 steps of progress	Significant
3 steps of progress	Very significant
4 steps of progress	Excellent

Example: [Significant] progress in their [confidence].

[Populate learner comments and tutor comments from summative assessment form]

Learner comment:

Tutor comment:

Dated

[Day Month Year]

13.7. Appendix G Post-Learning Monitoring and Destination Form

Post-Learning Monitoring and Destination Form

Course name			Course code		
Learner name			Date completed		
Monitoring at	6 months	12 months		36 months	

Section A: **Please select the statement for each Outcomes Indicator that you think best describes your situation.** [add all Outcomes Indicators as per previous monitoring]

Outcomes Indicator	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal

Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed
Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others

Section B: Current and future employment and learning

My current employment status:	☐ Employed – Full Time ☐ Employed – Part Time ☐ Self-employed ☐ On an apprenticeship ☐ Unemployed (less than 12 months) ☐ Long-term unemployed ☐ Retired ☐ In full time education ☐ Volunteering ☐ Full time carer ☐ Other
Since enrolment, I have gained (tick all that apply)	☐ A promotion ☐ A better job ☐ Increased pay ☐ More job security
My current learning status (after finishing this course) is:	☐ I have joined/am joining another course – same level of difficulty ☐ I have joined/am joining another course – more advanced ☐ Not currently learning – no intention to learn further ☐ Not currently learning – taking a break from learning or awaiting a new course start ☐ Moving into an apprenticeship
Next steps: My plans for future employment are:	☐ Look for employment/self-employment (if not employed) ☐ Remain unemployed – not ready to look for work ☐ Remain retired or become retired ☐ Continue my current employment (16 hours per week or more) ☐ Continue my current employment (less than 16 hours per week) ☐ Continue my current self-employment ☐ Seek volunteering work or continue volunteering ☐ Continue employment with my apprenticeship provider

	☐ Other (please provide details below)
Next steps: My plans for future learning are:	☐ Join another course ☐ Enrol on a Higher Education course (Level 4 or above) ☐ Apply for an apprenticeship ☐ Undertake self-directed learning (personal learning, not a course) ☐ Take a break from learning/studying ☐ Other (please provide details below)

If there has been any change to your contact details since you started this course, please provide them here so that we can contact you at a later date to see how you are getting on. Your details will be stored in compliance with General Data Protection Regulations (GDPR) regulations and retention schedules.

Address and post code			
Phone numbers	Home phone:	Work phone:	Mobile:
Email address	Personal:	Work:	

Learner signature		Date	
Tutor signature		Date	

13.8. Appendix H: Worked Example: Provider Strategic Planning

Step 1: Provider Strategic Planning (Evidence of Intent)

What is the evidence base that you have used? (e.g. open administration data)
The Derbyshire Observatory
Needs analysis: who are the disadvantaged learners within your local area?
Local ward of higher concentration of older people (of retirement age and above). Lots of rural isolation and limited public transport routes. Greater than average use of the local National Health Service. There are few community centres/local community activities currently running in the area. Mean income is significantly below average (reliance on state pensions).
Needs analysis: what are the economic or social needs/opportunities within your local area?
Opportunities to build supportive friendly networks that are accessible and welcoming to older learners. Needs to reduce rural isolation, loneliness and resultant mental health challenges and reliance on NHS.
Which primary and (if applicable) secondary Outcomes Strands have you selected?
Primary: Social, community and citizenship
Secondary: Health and wellbeing
What, therefore is your rationale for your intended learning programme?
We want to enable isolated and older learners to learn together, socialise, form social networks, gain a feeling of belonging whilst gaining hobbies or skills and with less reliance on the health service.
What are the practical considerations to meet the needs of the intended disadvantaged learners (e.g. public transport links, timing/length of programme)?
• Public transport routes (including community transport) or walking distance where applicable • Timings of classes – should be in the daytime, off-peak to enable free bus fare travel • Accessible venues (lifts, hearing loops, disabled parking) • Activities selected should be age-appropriate and stretching • Learners should not be required to spend a lot of money purchasing course resources • Ideally use a venue with a communal meeting space/café

13.9. Appendix | Worked Example: Adult Education Enrolment Form

Adult Education Enrolment Form

Section A: Learner Details

Learner title and full name	Anne Example		
Address and post code	1 Acacia Avenue, Matlock, Derbyshire. DE4 3XQ		
Phone numbers	Home phone: 01629554321	Work phone:	Mobile:
Emergency contact (name and contact details)	Ben Example (son) 3 Court Street, Sheffield, S32-6VT		
Email address	Personal:	Work:	
Date of birth	7/11/44		
Are you…	☒ Female	☐ Male	☐ Other / prefer not to say
Employment status (prior to enrolment)	☐ Employed – Full Time ☐ Employed – Part Time ☐ Self-employed ☐ Unemployed (less than 12 months) ☐ Volunteer	☐ Long-term unemployed ☒ Retired ☐ In full time education ☐ Full-time carer ☐ Other	

Length of employment contract (if applicable)	_____months	☐ Permanent	☒ Not applicable
Ethnic origin (for equal opportunities monitoring) * change as required	☒ White European ☐ White other ☐ Mixed/multiple ☐ South Asian origin	☐ East Asian origin ☐ Black/African/Caribbean origin ☐ Other ☐ Prefer not to say	
Difficulties, disabilities and health	☐ Visual impairment ☒ Hearing impairment ☐ Disability affecting mobility ☐ Other physical difficulty ☐ Other medical condition (e.g. Asthma, diabetes etc.) ☐ Social and emotional difficulties ☐ Mental health difficulties ☒ Temporary disability after illness or accident ☐ Profound complex difficulties ☐ Asperger's Syndrome ☐ Moderate learning difficulty	☐ Severe learning difficulty ☐ Dyslexia ☐ Dyscalculia ☐ Other specific learning difficulty ☐ Speech, language and communication needs ☐ Autism Spectrum Disorder ☐ Multiple learning difficulties ☐ Prefer not to say ☐ Other	
Previous existing qualifications (select highest level)	☐ No qualification ☐ Entry Level ☐ Level 1 ☐ Level 2 ☐ Level 3	☐ Level 4 ☐ Level 5 ☐ Level 6 ☐ Level 7+ ☒ Not specified	
When were you last in learning?	☐ No break since last learning ☐ Within the last year ☐ Within last three years	☐ more than 3 years but since school ☒ Not since school ☐ Prefer not to say	
Are you in receipt of state benefits?	☐ Means tested (specify) _____	☐ Other (specify) _____	☐ Not in receipt of benefits

Section B: Reasons for participating in Adult Education

*Please consider why and how you decided to participate in Adult Education courses – **choose your top three** and number them (1, 2 and 3) where 1 is the most important reason.*

Development of self and life skills

To gain new skills and knowledge	
For personal interest or pleasure	2
To improve my self-confidence	

Health and wellbeing

To improve my physical health/remain active	3
To improve my mental health (anxiety, depression, loneliness etc)	
To help me live more independently	

Employability, employment and learning

To get a recognised qualification/required for my job	
To improve my job skills	
To get a new/different job, promotion or better pay	
To give me greater job security	
To set up a business/become self-employed	
To progress onto another course/apprenticeship	

Social, community and citizenship

To meet new people	1
To be more active in the community	
To help support family/friends/children	
To enable me to volunteer	

Other

Not really my choice	
Other (state) _____	
Don't know	

GDPR Statement

Your personal information will be used and stored in compliance with General Data Protection Regulations. Your information may be used to meet statutory or funding responsibilities, to maintain a unique learner record.

For further information about use of and access to your personal data, please contact us.

Declaration:

Please sign to confirm that the above details are correct and that you consent for us to use it for necessary purposes relating to your learning, and to help us to track the progress that you make.

Signature: *Anne Example* Date: *01/05/19*

13.10. Appendix J Worked Example: Initial Assessment Form

Initial Assessment Form

Course name	Design and landscape a sensory garden in the local park	Course code	ABC123
Learner name	Anne Example	Date completed	01/05/2019

Please select the statement for each Outcomes Indicator that you think best describes your situation.

Outcomes Indicator	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed

Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others
Feelings of loneliness/isolation	I always feel completely alone with no one to talk to	I often feel completely alone with no one to talk to	I sometimes feel alone with no one to talk to	I rarely feel alone with no one to talk to	I never feel alone and I always have people to talk to

Being active in the community/social engagement	I find it difficult to take part in community activities	I rarely take part in community activities	I sometimes take part in community activities	I am often active in my community	I am very pro-active in my community
Networking	I do not have any close friends or family networks	I have a few friends and some family networks	I have a small network of close friends and family	I have a wide network of close friends and family	I have a very wide network of close friends and family
Sense of purpose	I don't feel that my life has much meaning or purpose	I rarely feel that my life has meaning and purpose	I sometimes feel that my life has meaning and purpose	I often feel that my life has meaning and purpose	I feel a strong sense of meaning and purpose in my life
Happiness	In general, I consider myself an unhappy person	In general, I consider myself not a very happy person	In general, I consider myself a quite happy person	In general, I consider myself a happy person	In general, I consider myself a very happy person
Fine motor skills and/or flexibility	For my age/circumstances, I have highly limited dexterity/flexibility	For my age/circumstances, I have limited dexterity/flexibility	For my age/circumstances, I have good dexterity/flexibility	For my age/circumstances, I have very good dexterity/flexibility	For my age/circumstances, I have excellent dexterity/flexibility
Reliance on the health services/visits to GP	For my age/circumstances, I very often visit the doctors/hospital	For my age/circumstances, I often visit the doctors/hospital	For my age/circumstances, I sometimes visit the doctors/hospital	For my age/circumstances, I rarely visit the doctors/hospital	For my age/circumstances, I almost never visit the doctors/hospital

[Self-assess against selected Outcomes Indicators]

Personal goals:

Additional personal goals that I would like to gain from this course are:
I want to meet new people and make some friends that live close to me.
I may need additional support in the following area(s):
If we are out in the garden I will need a seat close by in case I get tired.

Learner signature	Anne Example	Date	01/05/2019
Tutor signature	Andy Green - Teacher	Date	01/05/2019

13.11 Appendix K: Worked Example: Mid-Course (Formative) Review Form

Mid-Course Review Form

Course name	Design and landscape a sensory garden in the local park	Course code	ABC123
Learner name	Anne Example	Date completed	14/06/2019

Please select the statement for each Outcomes Indicator that you think best describes your situation.

Outcomes Indicator	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed

Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others
Feelings of loneliness/isolation	I always feel completely alone with no one to talk to	I often feel completely alone with no one to talk to	I sometimes feel alone with no one to talk to	I rarely feel alone with no one to talk to	I never feel alone and I always have people to talk to

Being active in the community/social engagement	I find it difficult to take part in community activities	I rarely take part in community activities	I sometimes take part in community activities	I am often active in my community	I am very pro-active in my community
Networking	I do not have any close friends or family networks	I have a few friends and some family networks	I have a small network of close friends and family	I have a wide network of close friends and family	I have a very wide network of close friends and family
Sense of purpose	I don't feel that my life has much meaning or purpose	I rarely feel that my life has meaning and purpose	I sometimes feel that my life has meaning and purpose	I often feel that my life has meaning and purpose	I feel a strong sense of meaning and purpose in my life
Happiness	In general, I consider myself an unhappy person	In general, I consider myself not a very happy person	In general, I consider myself a quite happy person	In general, I consider myself a happy person	In general, I consider myself a very happy person
Fine motor skills and/or flexibility	For my age/circumstances, I have highly limited dexterity/flexibility	For my age/circumstances, I have limited dexterity/flexibility	For my age/circumstances, I have good dexterity/flexibility	For my age/circumstances, I have very good dexterity/flexibility	For my age/circumstances, I have excellent dexterity/flexibility
Reliance on the health services/visits to GP	For my age/circumstances, I very often visit the doctors/hospital	For my age/circumstances, I often visit the doctors/hospital	For my age/circumstances, I sometimes visit the doctors/hospital	For my age/circumstances, I rarely visit the doctors/hospital	For my age/circumstances, I almost never visit the doctors/hospital

Personal goals:

Progress I have made to my additional personal goals is:
I've got quite friendly with people on the programme, we have started going for coffee after the course.
I may need additional support in the following area(s):
I still need my seat to be close by please.

Learner signature	Anne Example	Date	01/05/2019
Tutor signature	Andy Green - Teacher	Date	01/05/2019

13.12. Appendix L: Worked Example: End of Course (Summative) Review Form

End of Course Review Form

Course name	Design and landscape a sensory garden in the local park	Course code	ABC123
Learner name	Anne Example	Date completed	31/07/2019

Please select the statement for each Outcomes Indicator that you think best describes your situation.

Outcomes Indicator	1	2	3	4	5	Add this to my Learner Achievement Record (tick ✓)
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily	✓
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident	✓

Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal	✓
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed	✓
Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation	✓
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing	
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people	✓

Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others	✓
Feelings of loneliness/isolation	I always feel completely alone with no one to talk to	I often feel completely alone with no one to talk to	I sometimes feel alone with no one to talk to	I rarely feel alone with no one to talk to	I never feel alone and I always have people to talk to	
Being active in the community/social engagement	I find it difficult to take part in community activities	I rarely take part in community activities	I sometimes take part in community activities	I am often active in my community	I am very pro-active in my community	✓
Networking	I do not have any close friends or family networks	I have a few friends and some family networks	I have a small network of close friends and family	I have a wide network of close friends and family	I have a very wide network of close friends and family	
Sense of purpose	I don't feel that my life has much meaning or purpose	I rarely feel that my life has meaning and purpose	I sometimes feel that my life has meaning and purpose	I often feel that my life has meaning and purpose	I feel a strong sense of meaning and purpose in my life	✓
Happiness	In general, I consider myself an unhappy person	In general, I consider myself not a very happy person	In general, I consider myself a quite happy person	In general, I consider myself a happy person	In general, I consider myself a very happy person	

Fine motor skills and/or flexibility	For my age/circumstances, I have highly limited dexterity/flexibility	For my age/circumstances, I have limited dexterity/flexibility	For my age/circumstances, I have good dexterity/flexibility	For my age/circumstances, I have very good dexterity/flexibility	For my age/circumstances, I have excellent dexterity/flexibility	
Reliance on the health services/visits to GP	For my age/circumstances, I very often visit the doctors/hospital	For my age/circumstances, I often visit the doctors/hospital	For my age/circumstances, I sometimes visit the doctors/hospital	For my age/circumstances, I rarely visit the doctors/hospital	For my age/circumstances, I almost never visit the doctors/hospital	

Section B: How has this course helped you?

Please consider how this Adult Education has helped you – choose your top three and number them (1, 2 and 3) where 1 has helped you most.

Development of self and life skills

To gain new skills and knowledge	
For personal interest or pleasure	
To improve my self-confidence	

Health and wellbeing

To improve my physical health/remain active	
To improve my mental health (anxiety, depression, loneliness etc.)	3
To help me live more independently	

Employability, employment and learning

To get a recognised qualification/required for my job	
To improve my job skills	
To get a new/different job, promotion or better pay	
To give me greater job security	
To set up a business/become self-employed	
To progress onto another course/apprenticeship	

Social, community and citizenship

To meet new people	1
To be more active in the community	2
To help support family/friends/children	
To enable me to volunteer	

Other

Other (state) _____	

Section C: Personal goals

Progress I have made to my additional goal is:
All the people on the programme have made good friends and we always go for coffee. Beryl and I have started the Chair Based Exercise course together. Beryl, Frank and I meet up for lunch at each other's house once a week – we take turns!
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
I've really enjoyed my time on this course and have met some lovely people and new friends. The planning a garden is new to me and I am going to use the ideas on my own garden. Especially the raised beds which will be really good for me as I get older.
Tutor comment:
Well done Anne! You've really taken to the subject matter well and I'm pleased that you've enjoyed the course so much. I look forward to seeing you again on the 'Plant a Sensory Garden' course to continue your good work!

Current and future employment and learning

My current employment status:	☐ Employed – Full Time ☐ Employed – Part Time ☐ Self-employed ☐ On an apprenticeship ☐ Unemployed (less than 12 months) ☐ Long-term unemployed ☒ Retired ☐ In full time education ☐ Volunteering ☐ Full time carer ☐ Other
Since enrolment, I have gained (tick all that apply)	☐ A promotion ☐ A better job ☐ Increased pay ☐ More job security
My current learning status (after finishing this course) is:	☒ I have joined/am joining another course – same level of difficulty ☒ I have joined/am joining another course – more advanced ☐ Not currently learning – no intention to learn further ☐ Not currently learning – taking a break from learning or awaiting a new course start ☐ Moving into an apprenticeship
Next steps: My plans for future employment are:	☐ Look for employment/self-employment (if not employed) ☐ Remain unemployed – not ready to look for work ☒ Remain retired or become retired ☐ Continue my current employment (16 hours per week or more) ☐ Continue my current employment (less than 16 hours per week) ☐ Continue my current self-employment ☐ Seek volunteering work or continue volunteering ☐ Continue employment with my apprenticeship provider ☐ Other (please provide details below)

Next steps: My plans for future learning are:	☒ Join another course ☐ Enrol on a Higher Education course (Level 4 or above) ☐ Apply for an apprenticeship ☐ Undertake self-directed learning (personal learning, not a course) ☐ Take a break from learning/studying ☐ Other (please provide details below)

If there has been any change to your contact details since you started this course, please provide them here so that we can contact you at a later date to see how you are getting on. Your details will be stored in compliance with General Data Protection Regulations (GDPR) regulations and retention schedules.

Address and post code			
Phone numbers	Home phone:	Work phone:	Mobile:
Email address	Personal:	Work:	

Learner signature	Anne Example	Date	01/05/2019
Tutor signature	Andy Green - Teacher	Date	01/05/2019

13.13. Appendix M: Learner Achievement Record

Learner Achievement Record

This is to certify that Anne Example has completed the following outcomes on their Design and Landscape a Sensory Garden course.:

Knowledge and skills gained:

- Planning planting structure and for seasons
- Identification of 6 major herbs from sight and smell
- Using reclaimed railway sleepers to create raised beds

Significant progress in my being active in the community/social engagement
Significant progress in my life satisfaction
Significant progress in my sense of purpose
Some progress in my coping with stress
Some progress in my cultural awareness and tolerance
Some progress in my practicing environmental sustainability
Some progress in my resilience
Some progress in my verbal communication skills

Learner comment:

I've really enjoyed my time on this course and have met some lovely people and new friends. The planning a garden is new to me and I am going to use the ideas on my own garden. Especially the raised beds which will be really good for me as I get older.

Tutor comment:

Well done Anne! You've really taken to the subject matter well and I'm pleased that you've enjoyed the course so much. I look forward to seeing you again on the 'Plant a Sensory Garden' course to continue your good work!

Dated

01 August 2019

13.14. Appendix N: The TaMPADA Outcomes Index

Development of self and life skills	1	2	3	4	5
Resilience	When something goes wrong, I can't move on	When something goes wrong I try to move on	I can overcome setbacks	I am really good at bouncing back	I see opportunity in every challenge and I don't give up easily
Self-confidence	I am not at all self-confident	I am sometimes self-confident	I am often self-confident	I am mostly self-confident	I am always self-confident
Positive attitude	I always see the negative side of every situation	I often see the negative side of things	Some days I see the positives and others I see the negatives	I often see the positive side of things	I can always see the positive side of every situation
Problem solving	I always struggle to solve problems	I can problem solve with others	I can problem solve in certain situations	I am good at solving most problems	I am an excellent problem solver
Motivation/aspiration	I never take on new challenges	I struggle to take on new challenges	I sometimes take on new challenges	I often take on new challenges	I actively seek out new challenges
Self-esteem and sense of personal identity	At times I think I am no good at all	I have very few good qualities	I have a number of good qualities	I have a lot of qualities to be proud of	I have a very positive attitude towards myself
Self-awareness	I never recognise my emotions as I feel them	I sometimes recognise my emotions as I feel them	I often recognise my emotions as I feel them	I mostly recognise my emotions as I feel them	I always recognise my emotions as I feel them

Self-management	I always let my emotions rule my behaviour	I often let my emotions rule my behaviour	I sometimes let my emotions rule my behaviour	I consciously choose how to behave in many situations	I consciously choose how to behave in every situation
Social awareness	I can never tell how other people are feeling	I can sometimes tell how other people are feeling	I can often tell how other people are feeling	I can usually tell how other people are feeling	I can always tell how people are feeling
Social skills/relationship management	I am no good in social situations	I am okay in social situations	I am good in social situations	I am very good in social situations	I am excellent in social situations
Levels of concentration	I find it very hard to concentrate	I often get distracted when I try to concentrate	I can concentrate sometimes	I can often concentrate	I can always concentrate on something I set my mind to
Independence (empowerment)	I am completely dependent on other people	I am often dependent on other people	I am sometimes dependent on other people	I can often be independent	I can be completely independent
Assertiveness	I cannot stand up for myself and others in a calm and positive way	I find it very difficult to stand up for myself and others in a calm and positive way	I sometimes calmly and positively stand up for myself and others	I often calmly and positively stand up for myself and others	I always calmly and positively stand up for myself and others
Ownership of actions	When bad things happen it is never my fault	I find it hard to take responsibility for my actions	I sometimes take responsibility for my actions	I usually take responsibility for my actions	I always take responsibility for my actions
Taking initiative	I always rely on other people to tell me what to do	Usually, other people to tell me what to do	Sometimes I do things for myself and	If I want something, I usually take the steps to make it happen	If I want something, I always take the steps to make it happen

			sometimes I rely on others		
Decision making	I struggle to make any decisions	I can make decisions if they aren't important	I can sometimes make important decisions, but I find it challenging	I can usually make important decisions	I am confident in my ability to make good decisions
Budgeting skills	I can't manage my own budget	I can sometimes manage my own budget	I can usually manage my budget	I am very good at managing my budget	I am excellent at managing my budget
Organisational skills	I am extremely disorganised	I am quite disorganised	I can be organised sometimes	I am very organised	I am extremely organised
Handling conflict	I have difficulty controlling my temper, expressing my views/feelings and getting along with people	I find conflict hard to handle and often lose my temper	I can sometimes control my temper and get along with some people	I can mostly manage my temper and get along with most people	I am able to recognise and manage my temper triggers effectively. I am able to deal with conflict effectively

Health and wellbeing	1	2	3	4	5
Life satisfaction	I am dissatisfied with most aspects of my life	I am satisfied with some parts of my life	I am satisfied with my life	I am very satisfied with my life	In most ways my life is close to my ideal
Coping with stress	I feel stressed all of the time	I feel stressed most of the time	I often feel stressed	I sometimes feel stressed	I almost never feel stressed
Anxiety	I feel anxious all of the time	I feel anxious most of the time	I often feel anxious	I sometimes feel anxious	I almost never feel anxious
Happiness	In general, I consider myself an unhappy person	In general, I consider myself not a very happy person	In general, I consider myself a quite happy person	In general, I consider myself a happy person	In general, I consider myself a very happy person
Visual appearance/Improved personal hygiene	I struggle to take pride in my appearance and cleanliness	I often struggle to take pride in my appearance	I sometimes struggle to take pride in my appearance	I am usually able to take pride in my appearance and cleanliness	I always take pride in my appearance and cleanliness
Keeping safe, feeling safe	I always feel unsafe	I often feel unsafe	I sometimes feel safe	I often feel safe	I almost always feel safe
Fine motor skills and/or flexibility	For my age/circumstances, I have highly limited dexterity/flexibility	For my age/circumstances, I have limited dexterity/flexibility	For my age/circumstances, I have good dexterity/flexibility	For my age/circumstances, I have very good dexterity/flexibility	For my age/circumstances, I have excellent dexterity/flexibility
Physical activity	For my age/circumstances, I am not at all physically active	For my age/circumstances, I am not very physically active	For my age/circumstances, I am quite physically active	For my age/circumstances, I am physically active	For my age/circumstances, I am extremely physically active

Reliance on the health service/visits to GP	For my age/circumstances, I very often visit the doctors/hospital	For my age/circumstances, I often visit the doctors/hospital	For my age/circumstances, I sometimes visit the doctors/hospital	For my age/circumstances, I rarely visit the doctors/hospital	For my age/circumstances, I almost never visit the doctors/hospital
Weight management	I am extremely uncomfortable with my current weight	I am very uncomfortable with my current weight	I am reasonably comfortable with my current weight	I am very comfortable with my current weight	I am extremely comfortable with my current weight
Healthy eating choices	Most of the time, I eat very unhealthily	Some of the time, I eat very unhealthily	Sometimes, I eat healthily	Often, I eat very healthily	Very often, I eat very healthily
Sickness/minor illness	For my age/circumstances, I very often suffer from minor illness (e.g. cold, virus, aches and pains)	For my age/circumstances, I often suffer from minor illness (e.g. cold, virus, aches and pains)	For my age/circumstances, I sometimes suffer from minor illness (e.g. cold, virus, aches and pains)	For my age/circumstances, I rarely suffer from minor illness (e.g. cold, virus, aches and pains)	For my age/circumstances, I never suffer from minor illness (e.g. cold, virus, aches and pains)
Time for leisure activities	I never spend/have time for leisure activities	I rarely spend/have time for leisure activities	I sometimes spend/have time for leisure activities	I often spend/have time for leisure activities	I always ensure I have significant time for leisure activities

Employability, employment and learning	1	2	3	4	5
Verbal communication skills	I feel confident speaking with family and friends	I feel confident speaking with some people outside of my family and friends	I feel confident speaking to new people	I feel confident to speak with people in a formal setting (e.g. a work meeting, doctor)	I feel confident to speak with all people, whatever the situation
Written communication skills	I'm not confident with my reading and writing skills and need help	I can read and follow instructions. I can write basic notes and instructions	I have reading and writing skills for everyday life, for example reading magazines, completing simple forms, writing a letter, writing a CV	I feel comfortable to read and understand a wide range of texts. I can question and analyse texts. I feel confident to write long documents and fill out job application forms	I feel confident to analyse and summarise a wide range of texts. I can write for any situation, for example report writing, action plans, persuasive writing
Numeracy	I am not confident to use numbers in everyday life	I can add and subtract simple sums in my head. I can use a calculator	I can add and subtract, divide and multiply simple sums in my head. I can use a calculator	I understand and can calculate percentages, area, volume and probability	I feel confident using a range of maths in everyday life and for specific purposes in working life
Digital skills	I am not confident using computers or personal devices (e.g. smart phone, tablet)	I can do basic word processing, send emails, search the internet and use some apps on personal devices	I am comfortable to edit and create simple spreadsheets, presentations, and documents. I am confident to use apps and social media	I am confident to edit and create more complex spreadsheets, presentations, and documents, such as in embedding multimedia elements.	I am confident using advanced features of spreadsheets, word processing and presentation software. I am confident to self-teach use of different personal devices and

					help others to use them
Speaking in public/presentation skills	I do not feel confident with public speaking or giving presentations	I have some confidence to present to small groups	I am confident to present to small groups	I have some confidence to speak in public or present to larger groups	I am confident to speak in public or present to large groups
Listening skills	I speak more than I listen, and I am impatient for the other person to finish	When listening, I am always thinking about the next thing I want to say	When listening, I try to focus on what the other person is saying	While listening, I try to ensure that I understand others before I comment	I actively listen, taking body language and tone of voice into account
Attendance and punctuality	I am always late and sometimes I let people down at the last minute	I am sometimes late and sometimes let people down	I try to be on time and to stick to my commitments	I am mostly on time and rarely let people down	I am very aware of other people's time, I am consistently on time and don't let people down
Time management	I find it very difficult to complete tasks on time	I often find it difficult to complete tasks on time	I sometimes find it difficult to meet tasks on time	I can manage my time well and often complete tasks on time	I can manage my time effectively and always meet my deadlines
Confidence to seek employment/progression	I am not at all confident in my ability to seek work/better employment	I am sometimes confident in my ability to seek work/better employment	I am fairly confident in my ability to seek work/better employment	I am confident in my ability to seek work/better employment	I am extremely confident in my ability to seek work/better employment
Work-related skills	I do not feel I have any work-related skills	I feel I have some work-related skills	I feel I have a range of work-related skills but	I feel I have a range of current work-related skills	I feel I have a wide range of current and

			some of them are dated		transferable work-related skills
Independence and autonomy in the workplace	I don't feel motivated and I don't like to work on my own	Sometimes I feel motivated and can work on my own for specific tasks	I feel motivated to work and am happy to work on my own	I am motivated, I like working alone and am sometimes able to anticipate what needs to be done	I am self-motivated, enjoy working alone and find it easy to anticipate what needs to be done
Teamwork in the workplace	I find it very difficult to work in a team	I find it somewhat difficult to work in a team	I work well in a team	I work very well in a team	I work best as part of a team
Job stability	I don't know whether I will have work one day to the next (e.g. 0 hours contract, threat of redundancy)	I have temporary or short term work	I have a fixed term contract/my work is stable for now	I feel secure in my work and unlikely to become unemployed	I feel very secure in my work and am very unlikely to become unemployed
Job satisfaction	I am very unhappy with my current job role and dread going to work	I don't like my job, but it earns me money	Some days I feel satisfied in my work but other days I don't	I find satisfaction in my work	I find my job very satisfying and stimulating
Professional competence/quality of work	I am unable to keep my specialist work skills up to date and I have not done any recent training or development	I am able to keep some of my work skills up to date through informal development	I undertake training and development but this is not always directly relevant to me or my job role	I try to keep my specialist skills for work up to date and undertake some learning and development in my subject area	I keep my specialist skills/qualifications for work up to date and undertake regular learning and development in my subject area

Attitudes/valuing education and learning	I don't think that education/learning will do anything for me	I don't enjoy education/learning, it's hard but I know it can help me	I enjoy and value the challenge of learning and I know it can help me to progress	Learning is important to me. I actively seek out learning opportunities to help me to grow	There is opportunity to learn and grow in every situation. Learning broadens my horizons
Second/further language development	I know very little of my host nation/local language	I know enough of my host nation/local language to make conversation	I can speak and read enough of my host nation/local language to go about my daily life	I feel somewhat confident to speak, read and write in the host nation/local language	I feel very confident to speak, read and write in the host nation/local language

Social, community and citizenship	1	2	3	4	5
Cultural awareness and tolerance	I don't feel I know much about other cultures or communities	I feel I know a little bit about other cultures and communities	I feel I know some things about other cultures and communities and I respect differences in other people	I feel I know about a range of other cultures and communities and I respect differences in other people	I am extremely aware of other cultures and communities and I proactively promote respect of differences in other people
Practising environmental sustainability	I never practise environmental sustainability	I try to recycle and reuse where it's convenient	I try to live a greener lifestyle where possible but I know I have more to learn about this topic	I try to live an ethical lifestyle in every aspect of my life	I always live an ethical lifestyle and promote ethical living to others
Encouraging others to learn	I am focused on my own work and find it difficult to encourage others to learn	I occasionally encourage others to learn	I sometimes help and encourage others to learn	I often encourage others to learn and develop themselves and I enjoy doing it	I enjoy actively encouraging and supporting others to learn and develop themselves
Feelings of loneliness/isolation	I always feel completely alone with no one to talk to	I often feel completely alone with no one to talk to	I sometimes feel alone with no one to talk to	I rarely feel alone with no one to talk to	I never feel alone and I always have people to talk to
Ability to make friends	I always find it extremely difficult to make new friends	I often find it difficult to make new friends	I sometimes find it difficult to make new friends	I find it fairly easy to make new friends	I find it easy to make new friends

Sharing skills with other people	I do not feel confident to share any skills with others	I rarely feel confident to share any of my skills with others	I sometimes feel confident to share some of my skills with others	I often feel confident to share my skills with others	I always try to share my skills with others, even when I am learning alongside them
Being active in the community/social engagement	I find it difficult to take part in community activities	I rarely take part in community activities	I sometimes take part in community activities	I am often active in my community	I am very pro-active in my community
Progressing into volunteering	I do not currently volunteer	I rarely volunteer	I sometimes volunteer	I often volunteer	I am currently volunteering regularly
Social skills and social capacity	I feel my ability to talk with others is very poor	I feel my ability to talk with others is sometimes lacking	I feel my ability to talk with others is okay	I feel my ability to talk with others is good	I feel my ability to talk with others is very good
Feeling of belonging	I always feel shut out, and not included with others	I often feel shut out and not included with others	I sometimes feel shut out and not included with others	I often feel included with others and sometimes encourage others to be included	I always feel included and encourage others to be included
Parenting skills	I feel that many of my parenting skills need more development and some days I struggle to cope	I feel that some of my parenting skills need development	I feel that I have some good parenting skills	I feel that I have a wide range of parenting skills	I feel that I have a wide range of parenting skills and can cope well when unexpected things happen
Understanding children/teenagers	I always find it very hard to understand children/teenagers	I often find it hard to understand children/teenagers	I sometimes find it hard to understand children/teenagers	I am sometimes able to understand children/teenagers	I am often able to understand children/teenagers

Family relationships	I always find family relationships very difficult	I often find family relationships difficult	I find some family relationships difficult	I have some good family relationships	I have very good family relationships
Networking	I do not have any close friends or family networks	I have a few friends and some family networks	I have a small network of close friends and family	I have a wide network of close friends and family	I have a very wide network of close friends and family
Taking interest in local or national affairs	I never take an interest in local or national news/affairs	I rarely take an interest in local or national news/affairs	I am sometimes interested in local and national news/affairs	I am often interested in local and national new/affairs	I am always very interested in local and national news/affairs
Sense of purpose	I don't feel that my life has much meaning or purpose	I rarely feel that my life has meaning and purpose	I sometimes feel that my life has meaning and purpose	I often feel that my life has meaning and purpose	I feel a strong sense of meaning and purpose in my life
Confidence in helping children to learn	I do not feel confident to help my children to learn	I rarely feel confident helping my children to learn	I sometimes feel confident helping my children to learn	I often feel confident helping my children to learn	I feel very confident helping my children to learn