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Inspire Learning

# Paperwork Guidance August 2017-July 2018

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Information highlighted in yellow indicates an update from 2016-2017 Guidance Notes

Introduction

This guidance has been produced to help Inspire Learning providers submit information about courses and learners to meet their contractual requirements.

The data collected is used to inform the Self-Assessment process, to monitor contracts and to supply data to both the Education and Skills Funding Agency and OfSTED.

Changes have been made in light of feedback and comments from providers and learners and to reflect changes in the funding structure.

Staff who are involved in the completion of Inspire Learning documentation should familiarise themselves with the contents of the guidance and the forms.

It will be the responsibility of the provider to ensure that any amendments sent out to this guidance are forwarded to the appropriate provider personnel.

In order to comply with data protection legislation providers must ensure that paperwork is securely packaged and sent to the correct address: **Inspire HQ, Glaisdale Parkway, Nottingham NG8 4GP**.

If you have any queries, please contact Inspire Learning on:0115 977 2185 or by email at: learning@inspireculture.org.uk.

**Course Definitions**

**Taster Course:** These will last for a maximum of 3 hours, be a single session and are designed to be a marketing activity. All providers can choose to run Taster sessions as a vehicle to recruit for other courses from within their funding allocation. No specific paperwork is required; although for Health and Safety purposes an attendance sheet is recommended. However, learners on taster courses will not count towards provider targets.

**Short Course:** A course lasting between 1 and less than 9 hours and having a maximum of 4 sessions. For example, an 8-hour IT for Beginners course, run over 4 sessions.

**Full Course:** A course of 9 hours or over, or a course of less than 9 hours, but having more than 4 sessions. For example, an 8-hour parenting skills course, run over 6 sessions.

**Learner Definitions**

It is important that documentation is completed with reference to the following definitions:

**Starter:** A learner is a starter once there has been a single attendance at any taught session of the course. Any individual that completes an enrolment form prior to a course starting but subsequently does not attend a session is NOT a starter and therefore details should not be submitted to Inspire Learning or included on the course register.

**Withdrawal**: Learners should be considered to have withdrawn from a course if they have not attended the class for four continuous sessions, unless there is clear, auditable evidence of the intention to return. A withdrawal form is required for learners that have withdrawn from Full Courses and from courses of 6 sessions or less duration, where the learner has attended for less than 60% of the course.

**Paperwork 2017 to 2018 Reference List**

**The table below provides details of documents and resources to be used in connection with delivering Inspire Learning courses. Documents/resources in bold are supplied by, or should be ordered from Inspire Learning. All others can be obtained from the Inspire Learning website: https://www.inspireculture.org.uk/skills-learning/policies-and-provider-information/ in the section “Course Documents” and can be photocopied.**

|  |  |
| --- | --- |
| **Reference Number** | **Document/Resource** *(version(s) to be used)* |
| **Form 01** | **Course Data Sheet** *(version 1.7)* |
| **Form 02** | **Learner Evaluation Form** *(versions 2.5, 2.6 or 2.7)* |
| Form 02a | Learner Evaluation Form (Adapted) |
| **Form 03** | **Taster Attendance Form** *(version 3.1)* |
| **Form 04** | **Register** *(version 4.6 or 4.7)* |
| **Form 05** | **Enrolment Form** *(version 5.7)* |
| Form 05a | Enrolment Form (Adapted) |
| **Form 06** | **Enrolment Form - Family Learning** *(version 6.7)* |
| **Form 07** | **Crèche Register** *(version 7.4)* |
| **Doc 08** | **Tutor Handbook** *(version 8.6)* |
| **Doc 09** | **Learner Handbook** *(versions 9.5 or 9.6)* |
| **Form 12** | **Individual Learning Plan (ILP)** *(version 12.5, 12.6 or 12.7)* |
| Form12a | Individual Learning Plan (Adapted) |
| **Form 13** | **Individual Learning Plan (Short Course)** *(version 13.5,13.6 or version 13.7)* |
| Form 15 | Learner Withdrawal Form |
| **Form 16** | **Tutor End of Course Evaluation Form** *(version 16.5, 16.6 or 16.7)* |
| Form 17 | Claim Form |
| Form18 | Health Check Questionnaire |
| **Doc 20a** | **Equality and Diversity Poster** |
| **Doc 20b** | **Information, Advice and Guidance Poster (Next Step)** |
| **Doc 20c** | **FEML Poster (What can I do next?)** |
| Doc 21 | Inspire Learning Course Attendance Certificate |
| Doc 21a | Inspire Learning Course Attendance Certificate (Family Learning) |
| **Doc 26** | **Inspire Learning Course File Inserts** |
| Form 28 | Generic Location Health and Safety Assessment Record |
| **Doc 33** | **Learner Entitlement Statement** *(version 33.5 or 33.6)* |
| Doc 34 | Provider Handbook |
| Doc 35a | Service Level Agreement-School Venues |
| Doc 35b | Service Level Agreement-Voluntary and Community Sector |
| Doc 36 | Disability Awareness Checklist |
| Form 37 | Residential Medical Questionnaire |
| **Doc 40** | **Provider Certificate** |

**Course Paperwork Requirements 2017 to 2018- Summary**

The table below contains information on the paperwork providers will need to complete for particular Inspire Learning courses. The documents highlighted in bold are those that need to be submitted to Inspire Learning. There is also information on resources to be issued to learners.

| Definitionsfor PCDL  | Taster Course | Short Course | Full Course |
| --- | --- | --- | --- |
| These will last for a **maximum of 3 hours**, be a **single session** and are designed to be a marketing activity. | A course lasting between **1** and **less than** **9 hours** and having **a maximum of 4 sessions**. For example, an 8 hour Food Safety course run over 4 sessions. | A course of **9 hours or over** (or a course of less than 9 hours but having more than 4 sessions). For example, an 8 hour parenting skills course run over 6 sessions. |
| Type of Course | PaperworkRequired |

|  |  |  |  |
| --- | --- | --- | --- |
| PCDL | Where a commissioned provider chooses to use some of its funding allocation for Taster sessions **no specific paperwork is required**.If Inspire Learning approaches a provider to deliver Taster Sessions e.g. as part of Adult Learners’ Week, the following are required:**Form 01 Course Data Sheet****Form 03 Taster Attendance Form****Form 17 Claim Form** | **Form 01 Course Data Sheet****Form 02 Learner Evaluation Form (optional)\*\*****Form 04 Register****Form 05 Enrolment Form**Form 13 ILP (Short course)**Form 15 Learner Withdrawal Form****Form 16 Tutor End of Course Evaluation Form****Form 17 Claim Form**Doc 20a,b Posters Doc 33 Learner entitlement statement | **Form 01 Course Data Sheet****Form 02 Learner Evaluation Form****Form 04 Register****Form 05 Enrolment Form**Doc 09 Learner HandbookForm 12 ILP**Form 15 Learner Withdrawal Form****Form 16 Tutor End of Course Evaluation Form****Form 17 Claim Form**Doc 20a,b PostersDoc 26 Course File |
| Wider Family Learning (WFL) | Workshops *(*minimum *3 hours) and Introductory courses (*minimum *6 hours)* | Short Courses (minimum10 hours) and Long Courses (minimum 20 hours) |
| **Form 01 Course Data Sheet****Form 02 Learner Evaluation Form (optional)\*\*****Form 04 Register****Form 06 Enrolment Form – Family Learning**Form 13 ILP (Short course)**Form 15 Learner Withdrawal Form****Form 16 Tutor End of Course Evaluation Form****Form 17 Claim Form**Doc 20 a,b,c PostersDoc 33 Learner entitlement statement | **Form 01 Course Data Sheet****Form 02 Learner Evaluation Form****Form 04 Register****Form 06 Enrolment Form - Family Learning**Doc 09 Learner HandbookForm 12 ILP**Form 15 Learner withdrawal form****Form 16 Tutor End of Course Evaluation Form****Form 17 Claim Form**Doc 20a,b,c PostersDoc 26 Course File |

|  |  |  |  |
| --- | --- | --- | --- |
| Family English, Maths and Language(FEML) | Family Workshop (minimum 3 hours) | Introductory Family Courses(minimum 12hours) | Short Family Programmes(minimum 40hours) |
| **Form 01 Course Data Sheet****Form 02 Learner Evaluation** **Form (optional)\*\*****Form 04 Register****Form 06 Enrolment Form** **(Family Learning)**Form 13 ILP (Short course)**Form 17 Claim Form**Doc 20 a,b,c PostersDoc 33 Learner Entitlement Statement | **Form 01 Course Data Sheet****Form 02 Learner Evaluation Form****Form 04 Register****Form 06 Enrolment Form - Family Learning**Doc 09 Learner HandbookForm 12 ILP**Form 15 Learner Withdrawal Form****Form 16 Tutor End of Course Evaluation Form****Form 17 Claim Form**Doc 20 a,b,c PostersDoc 26 Course File |

N.B. Not all posters are required for each course. Posters displayed should include one that refers to Equality and Diversity and at least one that refers to progression and/or specific progression opportunities.

**\*\*** Learners should be encouraged to complete Learner Evaluation forms, however on very short courses (e.g. 1-2 hours) or courses intended purely as an introduction to a longer course the tutor may decide not to use Learner Evaluation Forms.

## Form 01 - Course Data Sheet

Course Data Sheet are only be available in electronic format. Completed copies should be emailed to learning@inspireculture.org.uk along with course schedules or any amendments to these. Information received on Course Data Sheets will be used to log courses on to the Management Information System (MIS) as well as promote courses on the Inspire website.

Please tick to indicate whether the form is being submitted to Inspire Learning for the first time as a new course (complete page 1 only) or as an amendment to the original submission (amendments to be completed on page 2).

**Name of Contract Holder:** Enter the name of the organisation that Inspire Learning have contracted with to run this course.

**Provider:** Enter the name of the organisation who will deliver the learning.

**Venue Code:** Enter one of the following codes to match the location of the course:

* Community College V01
* School V02
* Village Hall/Church Hall V03
* Community Centre (e.g. Landmark Centre) V04
* Home/Centre for the Elderly V05
* Centre for the disabled V06
* Library V07
* Other V08
* SureStart Childrens’ Centre V09
* College (FE) V10
* Sports Centre V11

**Venue Name:** Enter the name of the venue where the course will run.

# Venue Postcode: Enter the postcode of the venue where the course will run.

## Course Title: Enter the name of the course.

**Tutor:** Enter the name of the main tutor delivering the course.

**Additional Tutors/Support Workers**: Enter the name of any additional tutors or support workers involved in delivering the course.

**Course summary:** Enter a brief summary of the course (maximum 50 words) that will be used to promote the course on the Inspire website.

## Course Theme: Please tick the appropriate box to indicate the theme of the course. Information here will be used to link the course to the appropriate lots from the procurement process.

**Personal & Community Development Learning (PCDL)**

**Community Learning**

* **Employability** *(lot 1 or 5):*Courses under this theme will build the confidence and basic skills for people not supported by Department of Work and Pensions programmes.
* **Health and Social Wellbeing** *(lot 2 or 6):*
Courses under this theme will improve physical, emotional and mental health through enjoyable group learning.
* **Discrete LLDD** *(lot 4 or 8):*Activity designed specifically for learners with learning difficulties and/or disabilities, including mental health difficulties.
* **Family Learning** *(lot 3 or 7):*
All Family Learning courses will be recorded as under lot 3 or 7 depending on the provider’s contract, however, these should be identified on the course data sheet as either:
* **FEML**: Family English Maths and Language, or
* **WFL**: Wider Family Learning

## For Family Learning please tick to indicate if the course is “joint adult and child” or “adults only”.

**Other**

Only use this box if the course is not funded through your main contact with Inspire Learning.

**Learning Aim Data**

**Accredited/Regulated Course:**

Providers must not use their Inspire Learning budget to fund courses otherwise eligible through the Adult Skills Budget (ASB). There are exceptions for FEML where regulated provision can be offered to family learners where non-regulated provision is inappropriate.

If providers are looking to offer other regulated activity, Inspire Learning must be contacted prior to offering the course in order to ensure it is eligible and in line with service priorities.

If funding for an accredited/regulated course is approved, please enter as appropriate either:

* “***Yes-Full***”- for a course leading to a full qualification
* “***Yes-Units***”- where only units towards a qualification can be achieved
* “***No***”-for any courses that are not accredited

**Awarding Body** Accredited (regulated) courses only. The awarding body of the qualification offered through the course.

**Learning Aim Reference:**

*Note: Providers should use the most specific Learning Aim Reference available for the provision delivered.*

## Non-Accredited/Non-Regulated (Community Learning) Courses:

|  |  |
| --- | --- |
| **Learning Aim Reference** | **Learning Aim Title** |
| Z0002079 | Non-regulated Community Learning provision, Medicine and Dentistry |
| Z0002080 | Non-regulated Community Learning provision, Nursing and Subjects and Vocations Allied to Medicine |
| Z0002081 | Non-regulated Community Learning provision, Health and Social Care |
| Z0002082 | Non-regulated Community Learning provision, Public Services |
| Z0002083 | Non-regulated Community Learning provision, Child Development and Well Being |
| Z0002084 | Non-regulated Community Learning provision, Science |
| Z0002085 | Non-regulated Community Learning provision, Mathematics and Statistics |
| Z0002086 | Non regulated Community Learning provision, Agriculture |
| Z0002087 | Non-regulated Community Learning provision, Horticulture and Forestry |
| Z0002088 | Non-regulated Community Learning provision, Animal Care and Veterinary Science |
| Z0002089 | Non-regulated Community Learning provision, Environmental Conservation |
| Z0002090 | Non-regulated Community Learning provision, Engineering |
| Z0002091 | Non-regulated Community Learning provision, Manufacturing Technologies |
| Z0002092 | Non-regulated Community Learning provision, Transportation Operations and Maintenance |
| Z0002093 | Non-regulated Community Learning provision, Architecture |
| Z0002094 | Non-regulated Community Learning provision, Building and Construction |
| Z0002095 | Non-regulated Community Learning provision, Urban, Rural and Regional Planning |
| Z0007845 | Non-regulated Community Learning provision, ICT Practitioners |
| Z0007846 | Non-regulated Community Learning provision, ICT for Beginners/Basic Online Skills |
| Z0007847 | Non-regulated Community Learning provision, Other ICT Skills |
| Z0002098 | Non-regulated Community Learning provision, Retailing and Wholesaling |
| Z0002099 | Non-regulated Community Learning provision, Warehousing and Distribution |
| Z0002100 | Non-regulated Community Learning provision, Service Enterprises |
| Z0002101 | Non-regulated Community Learning provision, Hospitality and Catering |
| Z0002102 | Non-regulated Community Learning provision, Sport, Leisure and Recreation |
| Z0002103 | Non-regulated Community Learning provision, Travel and Tourism |
| Z0002104 | Non-regulated Community Learning provision, Performing Arts |
| Z0002105 | Non-regulated Community Learning provision, Crafts, Creative Arts and Design |
| Z0002106 | Non-regulated Community Learning provision, Media and Communication |
| Z0002107 | Non-regulated Community Learning provision, Publishing and Information Services |
| Z0002108 | Non-regulated Community Learning provision, History |
| Z0002109 | Non-regulated Community Learning provision, Archaeology and Archaeological Sciences |
| Z0002110 | Non-regulated Community Learning provision, Philosophy |
| Z0002111 | Non-regulated Community Learning provision, Theology and Religious Studies |
| Z0002112 | Non-regulated Community Learning provision, Geography |
| Z0002113 | Non-regulated Community Learning provision, Sociology and Social Policy |
| Z0002114 | Non-regulated Community Learning provision, Politics |
| Z0002115 | Non-regulated Community Learning provision, Economics |
| Z0002116 | Non-regulated Community Learning provision, Anthropology |
| Z0002117 | Non-regulated Community Learning provision, Languages, Literature and Culture of the British Isles |
| Z0002118 | Non-regulated Community Learning provision, Other Languages, Literature and Culture |
| Z0002119 | Non-regulated Community Learning provision, Linguistics |
| Z0002120 | Non-regulated Community Learning provision, Teaching and Lecturing |
| Z0002121 | Non-regulated Community Learning provision, Direct Learning Support |
| Z0002122 | Non-regulated Community Learning provision, Foundations for Learning and Life |
| Z0002123 | Non-regulated Community Learning provision, Preparation for Work |
| Z0002124 | Non-regulated Community Learning provision, Accounting and Finance |
| Z0002125 | Non-regulated Community Learning provision, Administration |
| Z0002126 | Non-regulated Community Learning provision, Business Management |
| Z0002127 | Non-regulated Community Learning provision, Marketing and Sales |
| Z0002128 | Non-regulated Community Learning provision, Law and Legal Services |
| Z0002129 | Non-regulated provision, Pre-Entry Level, ESOL |
| Z0002130 | Non-regulated provision, Entry Level, ESOL |
| Z0002131 | Non-regulated provision, Level 1, ESOL |
| Z0002132 | Non-regulated provision, Level 2, ESOL |
| Z0002133 | Non-regulated provision, Pre-Entry Level, English |
| Z0002134 | Non-regulated provision, Entry Level, English |
| Z0002135 | Non regulated provision, Level 1, English |
| Z0002136 | Non-regulated provision, Level 2, English |
| Z0002137 | Non-regulated provision, Pre-Entry Level, Maths |
| Z0002138 | Non-regulated provision, Entry Level, Maths |
| Z0002139 | Non-regulated provision, Level 1, Maths |
| Z0002140 | Non-regulated provision, Level 2, Maths |

Examples of use:

1. ICT for beginner’s course, use code Z0002097.
2. Holiday French, use code Z0002118.

If you have a class of mixed ability, please use the course code for the highest Level of Learning.

**Learning Aim Rates Service (LARS):**

From October 2013 an online database replaced LARA. Please use the Learning Aim Reference Service (LARS) database for accredited course codes.

<http://data.gov.uk/dataset/learning-aim-reference-service>

**Sector Subject Area**: Enter the Sector Subject Area (See Appendix 2)

**Level of Learning:** Accredited courses only. The level of course as identified on the Learning Aim Database.

**Provider Course Ref:** It is essential that providers give each course its own unique course reference number. These will be used to link enrolment forms and registers to the course once they are submitted.

**No. of Sessions**: Enter the number of planned sessions the course will run for e.g. 2 hours per week for 4 weeks = 4 sessions.

**Course GLHs**: Enter the number of sessions **x** the hours per session, this gives the Guided Learning Hours (GLHs) per course. Guided learning hours should not be more than 8 hours in any one day.

**Course Start Date**: Enter the date that the course is due to start.

**Start Time of Course**: Enter here the start time of the course using the 24-hour clock.

**Planned Finish Date**: Enter the date that the course is due to finish.

**Finish Time of Course**: Enter here the finish time of the course using the 24-hour clock.

**Target No. of Starters**: Enter the number of learners you plan to enrol.

**Day(s) of the week**: Enter the day or days of the week that the course will take place on.

**Expected Inspire Learning Financial Contribution:**

Enter here the estimated cost of the course.

**Print name and date:** Enter the name of the person completing the form and date completed.

**The process:**

For all courses, Course Data Sheets (Form 01) should be completed and returned to Inspire Learning using the main Inspire Learning email address (learning@inspireculture.org.uk). Wherever possible, this should be done at the same time as the course schedule is submitted. For additional courses that are arranged after course schedules have been sent, Course Data Sheets should be submitted as soon as the course dates are known.

 **Amendments:**

If there are changes to any of the details relating to a course for which a Course Data Sheet has been submitted the Course Data Amendment Sheet (page 2 of the form should be completed)

Only details about the course that have changed from the original submission need to be included. If the course has been cancelled, closed early or shortened then the lower part of the form should be completed as appropriate.

Amendment forms should be emailed to Inspire Learning as soon as any changes have been made.

**Form 02 - Learner Evaluation Form**

To be completed by learners at the end of the course. Please ensure that tutors are issued with the correct versions (versions 2.5, 2.6 or 2.7) of the Learner Evaluation Form as it is not possible to input on to Inspire Learning’s Management Information System response if other versions are used. Tutors should also be encouraged to explain to learners the importance of completing the forms and where necessary support learners to complete them.

Learners should be reminded about any information advice and guidance that they have received in reference to question 14.

Question 11 is used to help to measure the impact of courses including the achievement of personal goals. Not all categories will be relevant to all courses or to all individuals. For example, not all courses will be designed to help individuals in their current job. In these situations learners should tick N/A-Not Applicable.

Providers should ensure that tutors return completed forms.

An adapted version of this form (Form 02a) is available for learners with learning difficulties and/or disabilities.

**Form 03 - Taster Attendance Form**

This form is only required for taster courses (see definitions on page 3) where Inspire Learning has approached the provider to deliver taster sessions. Learners should complete this form. For the purposes of health and safety, tutors should have a separate sheet recording the names of all learners who are present at the session, including children if accompanying mothers, fathers or carers.

These should **not** be used for Family Learning Workshops.

**Form 04 - Register**

The Register should be completed by the tutor at each session and is used to provide information on attendance, retention, achievement and learners’ destinations for the course. Only version 4.6 or 4.7 of the form should be used.

**Front Page**

**Name of Contract Holder:** Enter the name of the organisation that Inspire Learning have contracted with to run this course.

**Provider:** Enter the name of the organisation delivering the learning.

**Venue Name and** Enter the name and postcode of the venue where the

**Venue Postcode:** course will run.

**Funding Theme:** Tick the appropriate box to indicate the funding theme. This should be the same as the theme identified on the Course Data Sheet (Form 01). For Family Learning please indicate if it is joint adult and child or adult only.

**Course Title:** Enter the name of the course.

**Tutor:** Enter the name of the tutor for the course.

**Course Start Date:** Enter the date/day/time the course is due to start.

**Planned Finish Date:** Enter the date that the course is due to finish.

**Sector Subject Area:** Enter the appropriate code from Appendices 1 and 2.

**GLH:** Enter the number of Guided Learning Hours (i.e. planned sessions X the number of hours per session).

**Provider Reference Number:** This must be the same number used on the Course Data Sheet and will be used to link the register to the Course Data Sheet**.**

**Information Advice and** Tick to indicate the level(s) of IAG support provided.

**Guidance (IAG):** It may be necessary to tick more than one box.

 **Level 1:** Learners have received information about courses they can progress on to as well as information about support available through Nottingham and Nottinghamshire Futures.

 **Level 2:** A group IAG session has taken place providing more detailed information on progression courses or employment/career opportunities.

 **Level 3:** One or more learners from the course have had a one to one guidance interview.

Tick to indicate all individuals who have been involved in the delivery of IAG to learners.

**Inside Pages**

**Surname/Forename:** Enter the names of learners.

**Learner contact details:** Enter preferred contact details for learners (address, telephone or email)

**Column ‘A’ Family Learning:** For Family Learning courses only. Enter an ‘A’ to indicate an adult leaner or ‘C’ to indicate a child attending with an adult**.**

**Column ‘B’ Receipt No.:** Enter number on receipt if issued to learner following payment of course fees, or Eventbrite reference if paid for course through Eventbrite.

**Column ‘C’ Fee Details:** Enter total fee paid by learner or weekly “pay as you learn” fee or if course is free to learner. Also, include administration fee paid if it is an accredited course.

**Date:** Enter the dates of each session, then indicate, using the criteria on the register, learner attendance or absence.

**Column ‘D’ Number of Hours:** Enter the total number of hours attended by each learner.

**Column ‘E’ Withdrawal:** Enter the date of withdrawal for learners who withdraw from the course. This should be the last date of attendance. Definitions are on the reverse of the register. Please ensure a ‘Withdrawal Form’ is completed for each learner who withdraws and is submitted with the register.

**Column ‘F’ Learning Support:** Please tick if learner has received additional learning support. This can include the use of specialist equipment or resources or other support in order to help complete the course.

**Column ‘G’ Destination:**

Enter a number for each learner indicating their destination using the definitions as listed on the register as below. N.B.: This **must** be done by the tutor.

|  |  |  |
| --- | --- | --- |
| **Code Number** | **Destination** | **Explanation** |
| **4** | Part time employment | On completion of the course the learner is in/enters part time employment. *N.B. Use this code even if the learner was already in part time employment at the start of the course.* |
| **10** | Full time employment | On completion of the course the learner is in/enters full time employment. *N.B. Use this code even if the learner was already in full time employment at the start of the course.* |
| **11** | Unemployed | On completion of the course the learner is unemployed. *N.B. Use this code even if the learner was already unemployed at the start of the course.* |
| **53** | Self employed | On completion of the course the learner is in/enters self-employment. *N.B. Use this code even if the learner was already self-employed at the start of the course.* |
| **54** | Entered Further Education | On completion of the course the learner enters a programme of full time Further Education. |
| **55** | Entered Higher Education | On completion of the course the learner enters a programme of full time Higher Education. |
| **59** | Found voluntary work | On completion of the course the learner is in/enters voluntary work. *N.B. Use this code even if the learner was already doing voluntary work at the start of the course.* |
| **75** | Full time education or training (not FE or HE) | On completion of the course the learner enters a programme of full time education that is neither Further nor Higher Education. For example, an apprenticeship programme. |
| **76** | Economically inactive (of working age, not employed, not self-employed, not actively seeking work and not in full time education) | On completion of the course the learner is economically inactive i.e. of working age, but not employed or self-employed, and not seeking work or full time education. For example, a parent, or carer, who is raising a child full time. |
| **77** | Not in Education, Employment or Training | This code would only be used for 16-18 year olds who on completion of their course were not in education, employment or training. As Inspire Learning courses are for learners who are 19 or above **this code should not be used**. |
| **95** | Continuing existing programme of learning | This code should only be used if a learner is continuing an existing programme of learning. For example, a long course that continues in to another academic year. This is unlikely to apply to Inspire Learning courses, therefore **this code should not be used.** |
| **97** | Other | This code should be used only if none of the other codes apply. For example, a retired learner who is no longer seeking employment or further education and not doing voluntary work. |
| **98** | Destination unknown | This code should only be used if it has not been possible to ascertain destination information from the learner. |

**Column ‘H’ Achievement:** Enter the number 1-5 for each learner using the definitions as listed on the register as below. N.B.: This **must** be done by the tutor.

|  |  |  |
| --- | --- | --- |
| **Code Number** | **Details** | **Explanation** |
| **1** | If the learner achieved all, or most of their course learning outcomes. | Learners who have achieved all, or most (i.e. 75% or more) of the course learning outcomes listed on their ILP including achievement of qualifications where results are known. It is NOT necessary for learners to also achieve all, or most of their “personal goals” as identified on the ILP to be given this code. The achievement of “personal goals” does not contribute to the judgement on achievement.For FEML courses achievement should be based on learners’ achievement of the course learning outcomes NOT on results of Functional Skills Assessment. However, Inspire Learning must be informed if learners do pass a Functional Skills Assessment.  |
| **2** | If they have achieved some of their course learning outcomes. | Learners who have achieved some (but less than 75%) of the course learning outcomes on the ILP. |
| **3** | If they have not achieved any of their course learning outcomes | Learners who have not achieved any of the course learning outcomes on the ILP. |
| **4** | If exam/assessment completed but result not yet known. | Learners who have taken an exam but the results are not yet known. Please note Inspire Learning must be notified of achievement once results are known. For PCDL courses, where the main learning outcome is the achievement of the qualification, the code “1” should only be used once it is confirmed that the learner has passed the examination/qualification. For Family Learning courses where a learner may, or may not, choose to take a Maths or English qualification the course learning outcomes should be used to measure achievement not the result of the qualification.  |
| **5** | If learning activities are complete but still waiting to take the exam. | Learners who are still waiting to take an exam. This is mainly for courses where the final examination is taken after the learning period has ended. Inspire Learning must be notified of achievement once results are known. |

Note: If a learner withdraws from a course or the course closes early, learners’ achievement up to the point of withdrawal or closure should be recorded in column “G”. However, it is unlikely that learners who have withdrawn from a course will have achieved all, or most (i.e. 75% or more) of their learning outcomes, so code 1 should not be used in these cases.

**Back Page**

Space is provided on the back of the form for communications between the tutor and provider

**Signature:** Tutors are to sign, date and print their name on the back of the register to acknowledge the information provided is, to the best of their knowledge, correct.

***Please ensure tutors fully complete registers***

**Form 05 - Enrolment Form and Learning Agreement**

As Course Data Sheets are required by Inspire Learning ahead of course start date, it is essential that Enrolment Forms are linked to the appropriate course when they are sent to Inspire Learning. In order to do this, providers must ensure that all Enrolment Form have a Provider Course Reference entered in the appropriate box. This number must be the same as the one used on the Course Data Sheet.

Notes:

The Enrolment Form and Learning Agreement (Form 05) provides the Inspire Learning with information about learners that will enable us to monitor progress against targets agreed with the Education and Skills Funding Agency. Only version 5.7 of the form should be used.

* It is the responsibility of the provider to ensure that all learners complete an enrolment form for every course that they take.
* Providers should ensure that staff are available to assist learners who have difficulty in completing the form.
* Enrolment forms should be sent to Inspire Learning for all starters regardless of how many sessions they attend.
* Learners who are absent when the forms are completed but who attend in subsequent weeks should complete an Enrolment Form on their return to the course. These forms should be forwarded to Inspire Learning as soon as possible.

Completing the Form:

It should be noted that the following fields are used to compile the ‘Individualised Learner Record’ return for the Education and Skills Funding Agency and **must** be completed in all cases:

* name
* home postcode
* date of birth
* ethnic group
* gender
* ULN- Unique Learner Numbers need to be recorded on enrolment forms where a learner has already been issued with one.
* the learning difficulties and/or disabilities and/or health problems response

About You:

This section should be self-explanatory and asks for learner’s name, address, email, contact telephone, date of birth, gender, details about residency, nationality, National Insurance Number.

EU/EEA countries are as follows:

* Austria
* Belguim
* Bulgaria
* Croatia
* Cyprus
* Czech Republic
* Denmark
* Estonia
* Finland
* France
* Germany
* Greece
* Hungary
* Ireland
* Italy
* Latvia
* Lithuania
* Luxembourg
* Malta
* Netherlands
* Poland
* Portugal
* Romania
* Slovakia
* Slovenia
* Spain
* Sweden
* United Kingdom
* Iceland (EEA)
* Lichtenstein (EEA)
* Norway (EEA)

Learners who have not been permanent residents of an EU/EEA country for the last 3 years may not be eligible to benefit from courses funded by the Education and Skills Funding Agency. Further checks may be required. Contact Inspire Learning for further information.

Ethnic origin:

Learners should tick the appropriate box relating to the ethnic group they feel best describes themselves.

Disabilities, learning difficulties and health problems:

Providers should take all reasonable steps to ensure learners have appropriate opportunities to disclose any difficulties, disabilities or health problems that may affect their learning. The Education and Skills Funding Agency requires detailed information on learners’ learning difficulties and disabilities. The lists provided should be used to identify the nature of the learning difficulty or disability. Learners should indicate on the enrolment form ALL the disabilities and learning difficulties that apply to them. Learners should put a “1” in the box for the **main** disability or learning difficulty that may impact on their learning. Number “2” should be put in the box for any other disabilities or learning difficulties that may impact on their learning. using the codes provided.

Following disclosure, providers should ensure appropriate help with access and learning support is provided. Provider staff may find the Learner and Tutor Handbooks useful as sources of information regarding additional learning support. Any difficulties in providing the appropriate level of support should be notified to Inspire Learning as a matter of urgency.

Personal Circumstances:

Thiswill be used to help Inspire Learning and the Education and Skills Funding Agency track progress towards achieving its targets. It is also used to determine whether a learner is required to pay course fees where these are charged.

Employment status:

Using the boxes provided, learners should indicate whether or not they are in paid employment. If they are, they need to indicate how many hours per week they work and for how long they have been working.

If not in paid employment, or retired, they need to indicate how long this has been for.

Level of Learning:

Learners should identify the highest level of qualifications they currently have and tick the appropriate box. The level of learning relates to the highest level of FULL qualification a learner holds, not specifically in the subject of the course they are undertaking. If a learner is unsure about completing this information the tutor should provide guidance.

Additional equality monitoring:

Inspire Learning is committed to ensure that its courses attract learners from all groups within its communities. It is particularly keen to ensure learners from groups that are protected by law are fully represented.

Tutors should draw learners’ attention to these questions and encourage them to answer as honestly as possible. It is fully appreciated that some of the questions are of a personal nature and not all learners will want to answer. If this is the case, learners have the option to tick the “prefer not to say” box.

**Signatures:**

A Photo Statement gives learners the opportunity to opt out from having their photograph taken by ticking the relevant box. Photographs may be taken from time to time for promotional purposes.

The learners should sign the form once they have completed all the details, have read the learning agreement and data protection statement on the reverse of the form and understand whether or not they will be required to pay fees.

***Tutors should encourage learners to complete all the fields and should check to ensure this has been done***. *Tutors should pay particular note that* ***date of birth*** *has been completed as this is essential in order to obtain a Unique Learner Number (ULN) for the learner and to submit the Individualised Learner Record (ILR) to the Education and Skills Funding Agency. Also* ***Level of Learning*** *has been completed as this is the most common one missed by learners.*

Provider Section:

TheProvider should complete the section at the bottom of the left hand page by entering the name of the Provider and a course reference number, followed by the title of the course the learner is enrolling onto, together with the start date, day, time, and venue.

The Provider Reference Number must be the same number used on the Course Data Sheet and will be used to link the Enrolment Forms to the Course Data Sheet**.**

**Payment section is only to be completed where course fees apply:**

The total fees for the course or the weekly “pay as you learn” fee should be entered in the appropriate box. Where a learner pays the course fee in full a receipt should be issued and the receipt number recorded on the enrolment form. Any examination fees or administration fees paid by the learner for accredited courses should be recorded.

Where a learner is claiming remission from paying course fees details of evidence seen should be recorded on the enrolment form. For further details on the Inspire Learning Fees Policy please refer to the Tutor Handbook or the Inspire website.

**Identity verification evidence:**

Learners are required to provide proof of identity. Tutors/person completing the enrolment form on behalf of the provider should tick the appropriate box in order to indicate which source of evidence has been seen.

**Distribution of the copies:**

Top copy to be sent back to Inspire Learning, pink copy to the learner and yellow copy to be retained by providers.

An adapted version of this form (Form 05a) is available for learners with learning difficulties and disabilities. Learners who complete this version, or have this version completed for them, may need help to complete Section 3 – About your health and support needs. In order to complete this it may be necessary to gain information about the learner from parents, carers or other support workers.

***Repeat Learners: Learners who have previously enrolled onto an Inspire Learning course during the year, August 2017 to July 2018 and have fully completed an enrolment form need only complete the ‘About You’ section and sign the form. If any personal circumstances have changed these should be recorded as appropriate on the form along with details of the new course.***

**Form 06 - Enrolment Form and Learning Agreement-Family Learning**

Form 06 should only be used for Family Learning courses, including Family English, Maths and Languages (FEML) and Wider Family Learning (WFL). Only version 6.7 of the form should be used.

Completion is the same as for Form 05 above with the additional section **Family Learning** to be completed.

Also, Inspire Learning need to know whether learners have a level 2, or GCSE grade A-C in English or mathematics and if so the year it was achieved.

Only the names of children taking part in the course with the adult learner should be included on the form. The child’s Unique Pupil Number (UPN) should also be recorded if known.

**Doc 08 - Tutor Handbook**

To be issued to all tutors delivering Inspire courses including short courses*. N.B. This is currently being updated and will be circulated once finalised.*

**Doc 09 - Learner Handbook**

To be issued and discussed with all learners on **full courses** as part of the induction process.  *N.B. This is currently being updated and will be circulated once printed.*

For **short courses** see Doc 33-Learner entitlement statement.

**Form 12 - Individual Learning Plan (ILP)**

The Individual Learning Plan (ILP) is to be used on all **full courses**. ILP guidance notes which provide tutors with more detailed support in helping learners to complete their ILPs are included in the Tutor Handbook.

Electronic versions of the ILP are available on the website and allow information to be inserted by both tutors and learners.

An adapted version of this form (Form 12a) is available for learners with learning difficulties and disabilities.

**Form 13 - Individual Learning Plan (Short Course)**

Short course ILPs are for use on **short courses** (see course definition on page 2) and Family Workshops and Wider Family Learning Introductory courses. Guidance notes for the completion of the short course ILP are included in the Tutor Handbook.

**Form 15 - Learner Withdrawal Form**

A learner withdrawal form needs to be filled in for every learner who leaves a course before it finishes. Unauthorised absence of 4 continuous weeks will be deemed as a withdrawal, unless there is clear, auditable evidence of the intention to return.

For courses of 6 sessions or less duration, a learner who has attended for less than 60% of the course will be deemed to have withdrawn. A learner withdrawal form is also required for these learners.

If a learner dies, or suffers severe illness during his/her course Inspire Learning should be contacted immediately. This will help to ensure that the learner is not contacted by either Inspire Learning or the Education and Skills Funding Agency.

**Form 16 - Tutor End of Course Evaluation Form**

To be completed by the tutor at the end of a course. Only versions 16.5, 16.6 or 16.7 should be used. Tutors should calculate and include the course success rate. Tutors should also pay particular attention to section 4- Overall Evaluation as this will help Inspire Learning to measure the impact of the course. Providers should monitor tutors to ensure that reports are completed and returned**.**

There is space for providers to record any actions taken in response to comments made by the tutor. This section should be completed prior to sending the form to Inspire Learning.

**Form 17 - Claim Form**

To be completed by the provider to claim funding from Inspire Learning for delivering courses. A signed claim form should be sent to Inspire Learning with all appropriate course paperwork and an invoice to Inspire within 2 months of the end of the course. A separate claim form should be used for each funding theme. The funding theme being accessed to pay for the course(s) should be indicated by ticking the appropriate box.

Please ensure that any income from courses fees, examination entries is noted for each course in the appropriate columns and the net value entered into the total claim box, as per the guidance on the form. Administration fee income should be noted on the claim form but not included in the net calculation as it is **not** collected by Inspire Learning.

Where courses are cancelled before completion, providers can claim for costs incurred up to the date of the cancellation.

Where courses are cancelled before the start date, providers can only claim for costs relating to venue cancellation and development or set up costs where applicable. As contractual arrangement between provider and tutor will differ for each organisation any claims relating to tutor time should be accompanied with an explanation and breakdown of these costs.

**Form 18 – Health Check Questionnaire**

All learners in classes involving a physical activity will need to complete this health check form before the course starts. It is not the tutors’ role to make a medical judgement on the information provided. It is the learners’ responsibility to ensure that they are fit enough to participate on the course. Tutors need to keep these forms to ensure they have ready access to the information provided in order to help inform their lesson planning.

**Doc 21 – Inspire Learning Course Attendance Certificates**

Attendance certificates are available for both Community and Family Learning courses. These certificates can be issued to learners on completion of their course. They are available on the Inspire Learning website or can be sent electronically to providers.

**Doc 26 - Course File**

A course file should be used and be available for inspection on all **full courses**. The tutor should use the file to keep all the documents identified on the Course File contents page. Old Course files should be recycled to use at several courses. Additional front sheets and inserts can be provided.

Tutors delivering short courses may also wish to use the course file. However, if tutors delivering these courses choose not to use a course file all necessary paperwork must still be available for inspection, including scheme of work, lesson plans, learner assessment records etc.

**Doc 33 - Learner Entitlement Statement**

Learner Entitlement Statement should be issued to all learners on **short courses** instead of the Learner Handbook and be discussed as part of the induction process.

**Doc 34 - Provider Handbook**

Provider Handbook contains a summary of provider’s responsibilities when delivering Inspire Learning courses. To be used mainly by named contract holder as a reference document.

The funding agreement remains the source of contractual requirements.

# Appendix 1

**Sector Subject Area (SSA) Tier 1 Code Table**

The Sector Subject Area Tier 1 Code table gives an indication of where to find the three digit code in the Sector Subject Area Tier 2 table. For example in the Tier 1 table the code for Health, Public Services and Care is 01. Table 2 breaks this down into subsections e.g. 01.3 Health & Social Care or 01.5 Child Development and Wellbeing.

|  |  |
| --- | --- |
| **SSA Tier 1 Code** | **SSA Tier 1 Description** |
| **01** | Health, Public Services and Care |
| **02** | Science and Mathematics |
| **03** | Agriculture, Horticulture and Animal Care |
| **04** | Engineering and Manufacturing Technologies |
| **05** | Construction, Planning and the Built Environment |
| **06** | Information and Communication Technology |
| **07** | Retail and Commercial Enterprise |
| **08** | Leisure, Travel and Tourism |
| **09** | Arts, Media and Publishing |
| **10** | History, Philosophy and Theology |
| **11** | Social Sciences |
| **12** | Languages, Literature and Culture |
| **13** | Education and Training |
| **14** | Preparation for Life and Work |
| **15** | Business, Administration and Law |

**Appendix 2**

**Sector Subject Area (SSA) Tier 2 Table**

| **SSA Tier 2 Code** | **SSA Tier 2 Description** |
| --- | --- |
| **01.1** | Medicine and Dentistry |
| **01.2** | Nursing and Subjects and Vocations Allied to Medicine |
| **01.3** | Health and Social Care |
| **01.4** | Public Services |
| **01.5** | Child Development and Well Being |
| **02.1** | Science |
| **02.2** | Mathematics and Statistics |
| **03.1** | Agriculture |
| **03.2** | Horticulture and Forestry |
| **03.3** | Animal Care and Veterinary Science |
| **03.4** | Environmental Conservation |
| **04.1** | Engineering |
| **04.2** | Manufacturing Technologies |
| **04.3** | Transportation Operations and Maintenance |
| **05.1** | Architecture |
| **05.2** | Building and Construction |
| **05.3** | Urban, Rural and Regional Planning |
| **06.1** | ICT Practitioners |
| **06.2** | ICT for Users |
| **07.1** | Retailing and Wholesaling |
| **07.2** | Warehousing and Distribution |
| **07.3** | Service Enterprises |
| **07.4** | Hospitality and Catering |
| **08.1** | Sport, Leisure and Recreation |
| **08.2** | Travel and Tourism |
| **09.1** | Performing Arts |
| **09.2** | Crafts, Creative Arts and Design |
| **09.3** | Media and Communication |
| **09.4** | Publishing and Information Services |
| **10.1** | History |
| **10.2** | Archaeology and Archaeological Sciences |
| **10.3** | Philosophy |
| **10.4** | Theology and Religious Studies |
| **11.1** | Geography |
| **11.2** | Sociology and Social Policy |
| **11.3** | Politics |
| **11.4** | Economics |
| **11.5** | Anthropology |
| **12.1** | Languages, Literature and Culture of the British Isles |
| **12.2** | Other Languages, Literature and Culture |
| **12.3** | Linguistics |
| **13.1** | Teaching and Lecturing |
| **13.2** | Direct Learning Support |
| **14.1** | Foundations for Learning and Life |
| **14.2** | Preparation for Work |
| **15.1** | Accounting and Finance |
| **15.2** | Administration |
| **15.3** | Business Management |
| **15.4** | Marketing and Sales |
| **15.5** | Law and Legal Services |