

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

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Review by	<b>August 2024</b>
Authorised by	<b>C Gavaghan (CEO)</b>

## Introduction

Recognising and recording progress and achievement (RARPA) is a framework used to measure the progress and achievement of learners on non-accredited education courses. RARPA takes a staged approach whilst ensuring quality of provision.

The aim of this strategy is to ensure that:

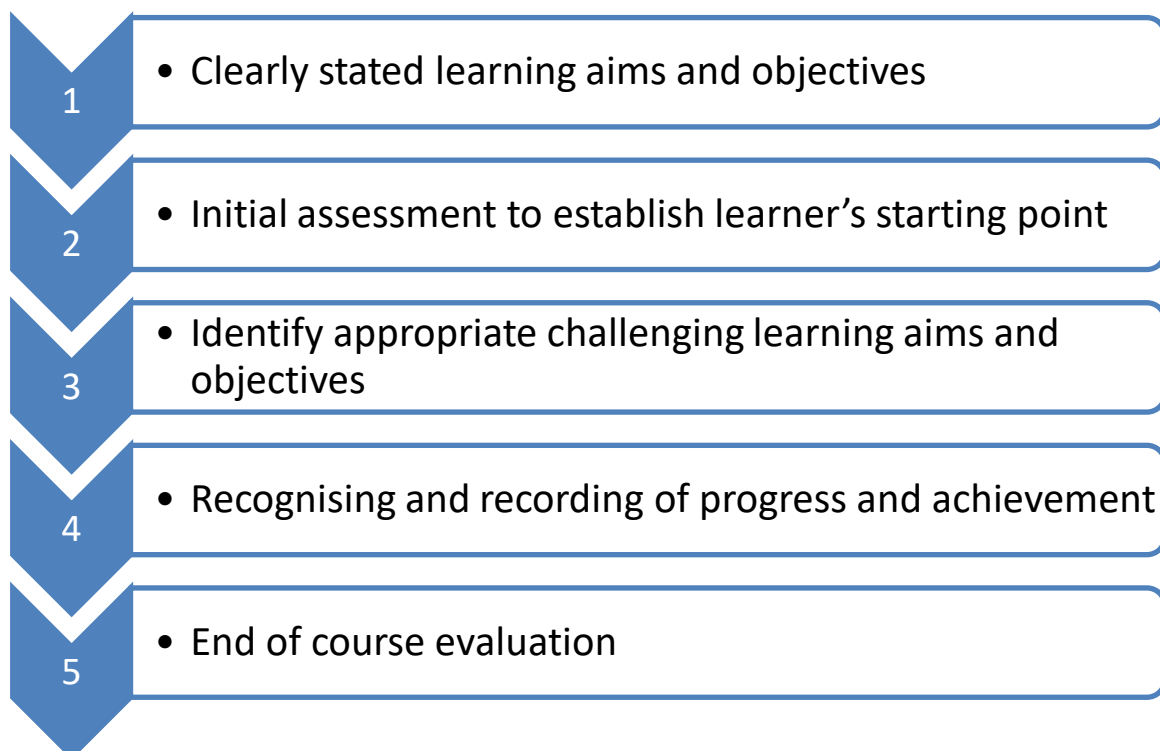
Derwent Training Association (Derwent Training) uses RARPA to enhance our learners' experience. A 5 Stage approach is embedded and regularly reviewed on all non-accredited learning.

Derwent Training delivers non-accredited learning mainly in the following area:

- Skills Development

RARPA impacts on the quality improvement and assurance processes on the non-accredited provision.

## RARPA



1

- **Aims appropriate to an individual learner or groups of learners**

Data and information about learners' and from employers is used by managers to strategically plan programmes to ensure group aims are appropriate. All learners receive information at induction on the **group** aims.

To ensure that learning aims are then **individualised**, all learners are assessed by their trainer on joining the course and individual aims and objectives negotiated and agreed then recorded on the RARPA/ILP evidence form.

2

- **Initial assessment to establish learner's starting point**

The assessment should be appropriate for the subject. For example, an initial assessment for welding might establish a level of dexterity and skills which would be different to an initial assessment for a classroom-based course. All initial assessments should include a conversation about English and maths skills which might be as simple as asking the question: "Do you need any help or support from us with your reading and writing or maths?" A record of the outcomes of this initial assessment will be recorded on the RARPA/ILP evidence form. The initial assessment together with the conversation with the learner will be used by the trainer to individualise learning and agree learning objectives.

3

- **Identification of appropriately challenging learning objectives**

Trainers will identify with learners the **group** aims and objectives which will be clearly stated on the RARPA/ILP evidence form and negotiate any changes with the group. Trainers will also negotiate and agree additional **individualised** challenging learning aims and objectives with each learner and the tutor will record these on the RARPA/ILP evidence form. When group and individual objectives are renegotiated and revised as the course progresses, these will be recorded on the RARPA/ILP evidence form. The point of renegotiating the goals will generally be mid-way through the course.

4

- **Recognising and recording of progress and achievement during the programme**

Each subject area will have its own subject specific RARPA evidence paperwork and format developed by Trainers working with the Quality Manager and involving learners. This enables records of learner self-assessment, group assessment, individual or group progress and achievement to be recorded in one place. Other forms of appropriate evidence might include journals, diaries, portfolios, practical pieces, videos, audiotapes, exhibitions and displays, individual or group testimonies, photographs, and artefacts. Evidence serves to provide a clear record for both learners and trainer that learning is taking place and progress being made. The frequency of on-programme RARPA will depend on the length of the course. For example, a 14 week course should have a minimum of 3 RARPA points.

5

- **End of course evaluation**

At the end of each course, learners and trainers will review together overall progress and achievement of both group and individual aims and objectives that were identified at the beginning or re-negotiated during the programme (see measuring achievement below). This may include recognition of learning outcomes not specified during the programme. Outcomes of the review and achievement will be recorded on the RARPA evidence form and the RARPA Record of Achievement form completed (see below). This completes the learner's journey and records it in one place. Evidence serves to provide a clear record for both learners and trainer that learning has taken place and that group and individual learning aims and objectives have been met.

At this point, the trainer will discuss progression with the learner, record intentions on the RARPA evidence form and identify with the learner whether formal information, advice and guidance is required to support progression. RARPA evidence forms stays with the trainer and where necessary passed to other trainers when the learner progresses.

## **Measuring achievement**

Learners will be working towards both group and individual aims and objectives which should be reviewed and if necessary, re-negotiated throughout the duration of the course.

Learners will be deemed to have passed the course, when they have achieved 80% or more of the total group and individual aims and objectives.

For example:

A course has 4 group aims and objectives and the learner has 2 personal aims and objectives making a total of 6 for that learner. At the end of the course, if both trainer and learner agree that 5 out of the 6 total aims and objectives have been met this equates to 83% which is greater than 80% so the learner is deemed to have passed.

Ideally, the learner's own personal aims and objectives should be seen as the most important for him or her to achieve.

Achievement must be recorded on the RARPA Record of Achievement form and returned to the Quality Manager along with the RARPA evidence at the end of the course. Once this has been checked, the Quality Manager must then send a list of learners who have achieved the course to the Business Support Team in order to have it inputted onto the central system.

## **Evidence for RARPA**

Each subject area listed in the introduction must develop its own evidence form to record RARPA. In addition, supplementary evidence may be produced, for example, evidence of initial assessment.

The RARPA form and supplementary evidence must be retained by each trainer for the duration of the course and brought to each session for review and updating with the learner.

RARPA evidence will be returned by each trainer as above, along with the Record of Achievement form (Appendix 1) for the course and reviewed by the Quality Manager who will quality assure the outcomes using the RARPA evidence sampling (Appendix 2) to ensure that:

- Initial assessment has taken place including English and maths
- Stretching and challenging learning aims and objectives were agreed
- Ongoing review of aims and objectives has taken place
- Written feedback to learners is specific, developmental, and effective in supporting them to improve and make progress
- Trainers established whether the learner needs help with English or maths and offer IAG as appropriate
- There is evidence of achievement (at end of course sampling only)
- There is evidence of discussion about progression (at end of course sampling only)

While checking, the Quality Manager will identify examples of good evidence, areas for improvement and common themes that may indicate a wider staff development need. All

RARPA evidence will be held by Derwent Training for the 12 months following the last lesson.

Feedback will be given to the trainer by the Quality Manager on the following points:

- What worked well in the 5 stage process
- What could have been improved
- Action points
- Training requirements
- Date of next follow up

### **Quality assurance**

The Quality Manager will undertake regular sampling of evidence used for RARPA.

1. The Quality Manager will review evidence for a random sample of 50% of learners per course for all trainers new to using the RARPA process. This will be at the following times:
  - Mid-course or mid-year, whichever is sooner,
  - End of the course
2. The Quality Manager will review evidence from 2 randomly selected learners from each course for all trainers who are deemed proficient at using the RARPA process. This will be at the following times:
  - Mid-course or mid-year, whichever is sooner,
  - End of the course

If a trainer's observation identifies an issue with RARPA, evidence will be called in from that trainer within 2 weeks of the observation to ensure any necessary intervention is swift.

### **Whole-Centre moderation**

In February and August every year a virtual cross-centre RARPA moderation exercise will occur to ensure the quality of RARPA is consistent across all subject areas.

Each subject area will provide for moderation the following sample:

For each subject area:

- One example of good practice
- One example of satisfactory practice
- One example of an area for improvement

The Quality Manager will distribute samples to other trainers who will check and comment on the RARPA evidence using the usual RARPA sampling form (Appendix 2). All trainers will

then attend a meeting to discuss findings and agree any actions required to provide a consistent approach to RARPA across the College.

## RARPA Record of Achievement

*The aim of RARPA is to individualise the course for the learner and to provide evidence that learning has taken place in non-accredited learning*

**Course title**

**Trainer's name**

Note to trainers:

Please complete and return this Record of Achievement for your course along with your RARPA. Paperwork to ensure that achievement is recorded for your learners.

Derwent Training has determined that learners have achieved when they agree with the tutor that they have met over 80% of the combined:-

1. course aims and objectives
2. their own personal aims and objectives.

Learner's name	Start of course	Mid-course	End of course	Has the learner achieved? (Yes/no)	Trainer's initials



## RARPA evidence sampling

*The aim of RARPA is to individualise the course for the learner and to provide evidence that learning has taken place in non-accredited learning*

Course name	No. of learners on course:
Trainer's name	
Names of learners sampled:	

Mid-course/mid-year or end of year sampling (delete as appropriate)

RARPA stage	Evidence
What evidence shows the aims are appropriate to the group and individual learners? Are these sufficient?	
What evidence shows initial assessment took place to establish the learner's starting point, including assessment of maths and English?	
What evidence shows that the tutor and learner identified appropriate and challenging learning aims and objectives throughout the length of the programme?	
What evidence shows formative assessment has taken place?	
What evidence shows that the learner has reviewed their overall progress and achievement and evaluated their course?	

Is there evidence to show progression has been discussed with the learners?	
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How well did RARPA work on this programme? (best practice examples to be included in self-assessment)

What could be improved? (examples to be included in self-assessment)

SMART action points for trainer: (Line Manager to follow up during individual reviews)	Review date:

Evidence checked by:

Name:

Signature:

Designation:

Date:

**Please place this completed sampling form in the front of the course file. All RARPA evidence must be retained for 12 months following the final lesson.**