**Recognising and Recording**

**Progress and Achievement (RARPAP) Policy Statement 2023-24**

The Education and Skills Funding Agency (ESFA) AEB funding and performance management rules state: Where you are delivering non regulated learning you must ensure that you have appropriate and robust quality assurance processes in place. For instance, ‘Recognising and Recording Progress and Achievement’ (RARPA(P)) Cycle that would be acceptable to Office of Standards in Education (Ofsted) In Cheshire West and Chester we also apply these quality RARPAP standards to all community learning provision.

**Definition of RAPRAP**

RARPAP - Recognising and Recording Progress and Achievement is the process to measure the progress and achievement of learners on non-accredited learning programmes.

The application of RARPAP promotes good practice in teaching and learning, puts learners at the centre of the learning process, encourages professional development and enables effective quality assurance and quality improvement by learning providers.

The Staged Process was developed by the Learning and Skills Development Agency (LSDA) and the National Institute for Adult and Continuing Education (NIACE) and consists of the following:

1. Aims: which are appropriate to an individual learner or groups of learners

2. Initial Assessment: to establish the learner’s starting point.

3. Challenging Learning Objectives / Outcomes: identification of appropriate objectives for the learner.

4. Formative Assessment: recognition and recording of progress and achievement during the programme of learning.

5. Summative Assessment: end of programme learner self-assessment; tutor review of overall progress and achievement

The staged process has been designed to:

* Focus on and promote the needs and interests of learners;
* Take account of learners’ diverse and sometimes multiple purposes in learning;
* Allow for negotiation of the content and outcomes of learning programmes
* Encourage learners to reflect on and recognise their own progress and achievement, thus increasing their confidence;
* Promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors/trainers;
* Enable both the achievement of planned learning objectives and learning outcomes not specified at the outset to be recognised and valued;
* Promote good practice in teaching, learning and assessment
* Enhance providers’ quality assurance and improvement practices.

There are two elements to our approach to RARPAP:

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

2. **Quality assurance** processes for RARPAP using providers’ existing self-assessment and continuous improvement processes

**1. The Staged Process**

**Stage 1: Aims**

The aims and objectives of the course must be made clear to the learner, the course information sheet (CIS) should state what the course is about and what learners can progress onto after the learning programme, the course aim and progression aim should be reiterated on the Learning Log.

Good practice includes:

* Letting people have a hand in shaping the aims – participant ownership of aims will tend to increase focus and involvement.
* Encouraging people to think about experiences, knowledge or skills they may already have that may help their participation.

**Methods of recording:**

Course information sheet

Pre-course marketing / information, searchable database

ILPs, or SoW (Scheme of Work) and Session Plans

Learning Logs

**Stage 2: Initial Assessment**

Find out your learner’s starting point. What do they already know? What is their previous experience / knowledge / skills of the subject? Find out if there any issues with regards to maths and English that need to be addressed.

Good practice includes:

* Building positive approaches based on previous successes and reducing the fear factor.
* Developing activities that encourage people to talk to each other about experiences / knowledge / skills.
* Giving people a practical task early on to provide feedback on skill levels.
* Encouraging people to reflect and self assess from the outset.
* Ask people to self assess themselves against a given set of criteria.

**Methods of recording:**

Learning Log (including IA of English, maths and transferable skills)

Skills checks

ILPs, SoW (Scheme of Work) and Session Plans

**Stage 3: Challenging Learning Objectives/Outcomes**

The setting of learning objectives for individuals or groups should emerge from the initial assessment process. They need to be sufficiently challenging to encourage effort but not so challenging that they de-motivate learners.

Good practice includes:

* Using information from the initial assessment stage to set challenging learning objectives
* Involving the tutor/ assessor, the learning group and/or learners in agreeing challenging SMART learning targets. They may be identified by the tutor/assessor and/or learners as a group or individually depending on the learning context. They will tend to change over time.

**Methods of recording:**

ILPs, SoW (Scheme of Work) and Session Plans

Learning Logs

**Stage 4: Formative Assessment**

Formative assessment is about recognising and recording progress and achievement during a programme. It provides feedback to learners and tutors/assessors alike about ‘distance travelled’ and ‘value added’.

Good practice includes:

* Recording what learners are achieving from the outset.
* Encouraging learners to self assess.
* Measuring the learning in a session or series of sessions as appropriate.
* Providing learners with clear feedback so that they can improve performance.
* Reviewing individual and group progress and achievement.
* Reviewing the programme itself.

**Methods of recording:**

Learning Logs

ILPs, SoW (Scheme of Work) and Session Plans

**Stage 5: Summative Assessment**

Summative assessment is ‘the proof of the pudding’ for learners, tutors / assessors and managers of provision. It is about the review of overall progress and achievement at the end of a programme. It should indicate the ‘value added’ and ‘distance travelled’ by learners during a course or programme.

It will be related to the appropriately challenging learning objectives identified at the beginning of, and during, the course/programme, as appropriate. It may include recognition of learning outcomes not specified during the programme.

Good practice includes:

* Comparing learners’ perceptions of knowledge/skill levels at the beginning of the course with those at the end.
* Identifying future plans and progression.
* Pulling together all the measurement processes that have been used throughout the programme to provide a summative view of ‘value-added’ and ‘distance travelled’
* Using appropriate assessment tools for individuals and contexts, including: records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual/group progress and achievement, learners’ files, journals, diaries, portfolios, artwork, videos, audio recordings, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence
* Checking whether the course met learners’ initial expectations.
* Identifying additional aspects people might have gained e.g. confidence, social skills, increased employability.

**Methods of recording:**

Learning Logs

ILPs, SoW (Scheme of Work) and Session Plans

Tutor /Learner feedback forms

**Stage 6 Progression**

Where to learners progress to next following their course?

Identifying what proportion of learners progress to further learning/employment/volunteering as a result of the information advice and guidance offered and received on their course.

**Methods of recording:**

Learning Logs

ILPs, SoW (Scheme of Work) and Session Plans

Tutor /Learner feedback forms

Progression surveys

**2. Quality Assurance processes for RARPA**

The Skills and Employment team have various methodologies for recording RARPAP which all subcontractors should employ. These include:

1. Course Information Sheets

2. ILPs (individual learning plans)

3. Learning Logs:

4. learner and tutor feedback forms

5. End of course MIS summary

6. Walk through reports

7. OTLA reports

8. Peer Review monitoring records

The OCNWM Quality endorsement Licence (QEL) provides external validation based on RARPA processes of achievement in non-regulated provision and we assure quality standards by monitoring and moderating courses / course documentation termly, through Internal Quality Assurance processes.