



Recognising & Recording Progress & Achievement (RARPA)

Policy & Procedure

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Current supporting [Quality Documentation](#) can be downloaded from the Hampshire Achieves VLE.

Recognising and Recording Progress and Achievement (RARPA)

'The contents of this policy are an integral part of the Hampshire Achieves (HA) Quality Improvement Framework.'

1.0 Purpose

RARPA (Recognising and Recording Progress & Achievement) is a means of validating the outcomes of programmes which do not result in qualifications or other outcomes certified by awarding bodies. Recognising and recording progress and achievement is a staged approach to ensure that the learner is at the centre of learning and the learner's personal goals are recognised and count towards the success of their learning.

1.1 Related Policies

This policy is developed in the context of other related policies, including:

- Teaching, Learning and Assessment

2.0 Scope

Every provider and tutor delivering Adult Learning programmes (Thrives, Works, ESOL & Multiply) which fall under the criteria detailed in this document must implement the RARPA process into their practice. Evidence of RARPA will form part of the Contract Management and Quality Monitoring process.

This learner-centred, staged process aims to improve the learning process for each learner by providing a process that enables reflection of learning and progress at key points. Tutors have a key role in making the RARPA process engaging and beneficial for every learner; and to ensure that the methods used to record and recognise progress and achievement are appropriate and have value for the learner.

The criteria for RARPA applies to non-accredited learning which does not lead to any form of external accreditation (Customised Qualifications) or qualifications, irrespective of course duration. For accredited/qualification courses please see relevant sections within the [Teaching, Learning & Assessment Policy and Procedure](#) document.

3.0 The Six Stage Process of RARPA¹

Recognising and Recording Progress and Achievement is a staged approach to ensure that the learner is at the centre of learning, and the learner's goals are recognised and count towards the success of their learning. All tutors must follow RARPA and ensure they have sufficient evidence to support the first five stages.

Stage 1 Identifying Learning Aims & Objectives

The aims and objectives of the course must be made clear to the learner; the course information sheet should state what the course is about and what learners can progress onto after the learning programme. Evidence will include some or all of the following:

¹ The Staged Process was developed by the Learning and Skills Development Agency (LSDA) and the National Institute for Adult and Continuing Education (NIACE)

- Clearly stated learning aims
- Group Learning objectives
- Individual Learning Goals
- Challenging learning objectives
- Identify how this will be recorded (course info sheets/ pre-course marketing / Curriculum plan)

Stage 2 Initial Assessment

Establish the learner's starting point; what do they already know? What is their previous experience, knowledge, or skills of the subject? Identify additional needs in English and maths. Tutors must identify how the learning aims and objectives will be initially assessed which will include some or all of the following:

- Pre-course questionnaire or telephone call
- Use of HA16c for learner assessment against course learning objectives
- Bespoke initial assessment tasks

Stage 3 Challenging Learning Goals

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. Information taken from initial assessments will support your decisions of how you will implement the course. These should be clearly recorded on the curriculum plan.

Evidence will include some or all of the following:

- Agreeing targets – group and individual
- Setting SMART targets
- Revising targets

Stage 4 Recording Progress

Formative assessment is recognising and recording progress and achievement during a programme. It provides feedback to the learners and tutors alike about the 'distance travelled' and 'value added.' Which results in providing further evidence the impact of learning had for the learner.

Evidence will include some or all of the following:

- Record the progress of your learners
- Show evidence of change to curriculum plan
- Make time to provide clear written and verbal feedback;
- Keep evidence in a course file
- Encourage learners to self-assess their progress
- Review individual and group progress
- Review attendance

Stage 5 End of Programme Assessment – a review of overall progress and achievement

Summative assessment is the review of overall progress and achievement at the end of the programme and indicates the 'value added' and 'distance travelled' by learners during a course or programme. The appropriate recording

of assessment will support to demonstrate what the impact of the course had on the learners' progress and development and provide suggestions for further progression.

Evidence will include some or all of the following:

- Learner self-assessment
- Learner evaluations
- Tutor summative assessment to include written feedback on their assessed work / learning activities (ILPs)
- Evidence of achievements in course files
- Media Files e.g. Photos/video
- Written documents
- Audio
- Examples of learners' work/ products

Stage 6 Next Steps

Supporting learners to make informed choices about their next steps into further learning, volunteering, or employment by providing appropriate individual and/or group information, advice and/or guidance tailored to need and desired outcomes.

- Discuss progression and next steps
- Where applicable the advice and guidance should be documented.

For Hampshire Achieves (ATL) this information must be recorded on HA16b

4.0 Marking and Feedback

To ensure all stages of the RARPA process are met we require tutors to mark work (where appropriate), and to provide all learners with high quality feedback on any assessed work / learning activities:

- feedback can be verbal or written, through peer marking or self-assessment
- feedback should be clear on where a learner has done well and provide guidance on how a learner can improve
- feedback should include areas such as English and maths, especially grammar, spelling, and basic arithmetic (where appropriate)
- feedback should include areas where a learner can develop their skills/understanding/knowledge independently.

Marking will also enable tutors to plan future learning for groups and individuals.

5.0 RARPA toolkit and supporting document

All Adult Learning programme areas **need** to use the RARPA toolkit (HA16a, b and c).

Electronic versions of the RARPA toolkit are also available from the VLE and are particularly useful for use on remote or online courses.

EIF	RARPA stage	Toolkit
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INTENT	1. Identifying Learning Aims & Objectives	HA05 HA03
IMPLEMENTATION	2. Initial assessment	HA16a
	3. Challenging learning goals	HA16a, b, c HA 16e
IMPACT	4. Recording progress	HA16b, c
	5. End of Programme Assessment	HA16b, c
	6. Next Steps	HA16b

Alternative versions of the learner plan (HA16c) are:

- individual learning plan (HA16d) for where a more detailed plan is required
- individual learning plan (HA16e or f) SEND/ESOL version

Current supporting [Quality Documentation](#) can be downloaded from the Hampshire Achieves VLE.

Exceptions are:

- where a provider wishes to use their own resources that cover all the elements contained in the RARPA Toolkit above they will need to seek agreement from Hampshire Achieves who will require evidence of the provider's own resources being fully implemented.

6.0 Success Measures

For non-accredited learning, Hampshire Achieves has set the following criteria for its success measure for all courses.

Course achievement is to be calculated at 75% of learning objectives set.

Example 1	
The following learning objectives have been set: • 4 learning objectives	• 75% of 4 objectives = 3 objectives.
Example 2	
The following learning objectives have been set: • 4 group learning objectives • 2 individual learning goals	<ul style="list-style-type: none"> • 75% of 6 objectives = 5 objectives (rounded up to 5). • The learner needs to achieve 5 learning objectives in total, of which at least 1 must be an individual learning goal.
Example 3	
The following learning objectives have been set: • 4 group learning objectives • 4 individual learning goals	<ul style="list-style-type: none"> • 75% of 8 objectives = 6 objectives. • Therefore, the learner needs to achieve 6 learning objectives in total, of which at least 2 must come from individual learning goals

Works Learners

Learners enrolled on a Works course who complete before the scheduled course end-date due to finding work can be recorded as 'achieved', provided

that the tutor can annotate within the RARPA Toolkit to demonstrate the progression was a result of attending the course.

Early achievers must still be included in the 3-month-post-course destination tracking exercise.

7.0 Quality Assurance of the RARPA Process

The contents of this policy are an integral part of the Hampshire Achieves Quality Improvement Framework and supports the Education and Skills Funding Agency requirements which states 'Where you are not delivering a regulated qualification you must ensure that you have appropriate and robust quality assurance processes in place'.

All Adult learning providers must have robust processes in place to review and monitor RARPA as part of their programmes. Hampshire Achieves will also undertake quality assurance exercises to ensure RARPA is being effectively implemented across the delivery through for example:

- Reviews of achievement/success data
- Observations of teaching, learning and assessment
- Monitoring use of quality documentation
- Course Information sheets
- Curriculum plan
- Individual learning plans
- Scrutiny of learners' work
- Attendance and punctuality data
- Course evaluations and learner surveys
- Contract review meetings

8.0 Monitoring, Review & Audit

The quality monitoring of RARPA is completed through OTLAs, tutor course file reviews, and thematic quality reviews, PMG, SAR, and QIPs.

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. All policy and procedures will be reviewed in line with our policy schedule to determine their effectiveness, and where any changes are required, these will be applied and ratified. In addition, an annual cycle of internal policy compliance / audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations. HA will conduct comprehensive and effective monitoring of its policies, procedures, plans and practices through the collection and analysis of data.