

## Recognising and Recording Progress and Achievement Policy

Floorskills Limited recognises the importance in assessing the quality and level of achievement of its funded provision. It is important to know that learners are progressing both personally and within the wider community context as a result of the learning they have invested in and also that our tutors are able to best support them. RARPA is a process which enables us to monitor achievement and progress within non accredited learning.

RARPA stands for Recognising and Recording Progress and Achievement and 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.

This 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.
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The staged process consists of five elements.

These are:

1. Aims: appropriate to an individual learner or groups of learners  
As the learner applies for a course, aims are identified for the learner's course. These are based on the needs of the learners as assessed by the tutor, learners and families and the core aims of the course.

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Date of review July 2023

Date of next review July 2024

2. **Initial Assessment:** To establish the learner's starting point an Initial Assessment is completed either at a 1-1 induction or first-class lesson identifying their starting point, any support needs and clarifying course content.
3. **Challenging Learning Objectives/Outcomes:** Identification of appropriate objectives for the learner is an outcome of the assessment process. Depending on the length of the course appropriate medium-term objectives may be devised that link well to the long-term goals and recorded within the learners' Individual Learning Plan (ILP). These are reviewed and updated as appropriate throughout the learner's course.
4. **Formative Assessment:** Recognition and recording of progress and achievement during the programme takes place for all learners, through a range of methods. Tutors', learners, support and therapeutic staff record progress against short- and medium-term objectives. Learners are supported to record achievements using the provided paperwork but usually within their ILP.
5. **Summative Assessment:** End of programme review of overall progress and achievement. This may include recognition of learning outcomes not specified during the programme and discussion about 'next steps' for the learner.

## **Responsibilities**

All Tutors and support staff support learners in the recognition and recording of progress and achievements. Managers/teachers are responsible for monitoring elements of the RARPA framework. They give individual feedback to teachers about the quality of the implementation and completion of the RARPA elements and report on the overall success of the area through the self-assessment process. Targets for improvement at an individual and organisational level are identified through self-assessment.

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## APPENDIX 1

### **PROCEDURE**

#### **Informal Resolution**

Very often people are not aware that their behaviour is unwelcome or misunderstood and an informal discussion can lead to greater understanding and agreement that the behaviour will cease.

Complainants are therefore encouraged to try, if they feel able to do so, to resolve the problem informally by making it clear to the alleged harasser that his/her actions are unwanted and should not be repeated. This may be done verbally or in writing in which case the complainant should keep a copy of the documentation and, where possible, the times and dates of incidents should be recorded.

If the complainant feels unable to approach the alleged harasser, a work colleague, or Trade Union representative could be asked to speak to the alleged harasser on the complainant's behalf. A note should be made of the action taken and the matter notified to senior management.

An individual who is made aware that their behaviour is unacceptable should:

- Listen carefully to the complaints and the particular concerns raised;
- Respect the other person's point of view; everyone has a right to work in an environment free from harassment/intimidation;
- Understand and acknowledge that it is the other person's reaction/perception to another's behaviour that is important;
- Agree the aspects of behaviour that will change;
- Review their general conduct/behaviour at work and with workplace colleagues.

#### **Formal Resolution**

If the alleged harassment continues, the complainant feels unable or unwilling to deal with the matter informally, or the allegation is so serious as to prevent use of the informal procedure, a complaint should then be raised formally.

Normally, details of the complaint should be submitted in writing to the employee's line manager. However, if the employee feels unable to do this they should submit the complaint in writing to a more senior manager within their Department or Directorate. In exceptional circumstances, allegations may be raised directly with the relevant senior manager / Director, who will with other appropriate senior managers, arrange for the matter to be progressed in accordance with this policy and procedure.

When dealing with a complaint of harassment under the Formal Resolution Procedure, the relevant manager should:

- Take full details of the incidents in writing from the complainant and their representative (if appropriate);
- Take full details from any witnesses/other complainants who come forward and may have witnessed the alleged behaviour
- Inform the alleged harasser of the complaints against him/her, advise the alleged harasser to seek representation and invite him/her to a meeting in order that they can comment on the allegations against them.
- Keep all parties informed of expected timescales.
- Inform all parties in writing of the outcome and any action that may be required.

If the allegations and the working situation warrant it, the alleged harasser may be suspended during the investigation (in accordance with established disciplinary procedure) or transferred temporarily pending the outcome of the inquiry to another Department.

Should there be a case to answer against the alleged harasser, the manager who has dealt with the complaint will communicate this to an impartial manager who will conduct a separate disciplinary investigation. The normal disciplinary procedure for misconduct/gross misconduct should then be followed. However, the following points should be taken into account:

- The complainant will normally be required to attend the disciplinary hearing as a witness, unless there are exceptional circumstances which prevent them from doing so;
- If the complainant is required to attend, they are entitled to be accompanied by either a Trade Union representative or work colleague and have any questions directed through that person.

If the complaint is upheld at the disciplinary stage, there are a number of possible outcomes for the harasser, depending on the evidence presented and the circumstances. These could include, but are not limited to:

- Dismissal
- A formal warning
- A recommendation of redeployment of the harasser, either on a temporary or a permanent basis. This will not be on any less favourable terms and conditions of employment.
- Implementation of other sanctions as detailed in the Company's Disciplinary Policy.

- Making arrangements for both parties to work as separately as possible within the same workplace.

In addition to the above, the harasser may be required to attend any training courses as deemed necessary by the Company.

It should also be noted that the complainant may wish to move department/section depending upon the nature of the complaint and the people involved. Appropriate consideration should be given to this request and the outcome with reasons provided to the complainant.

With any allegation, the need for a thorough and objective investigation is paramount. Consequently, if through the course of the investigation evidence demonstrates that the allegation has been made frivolously, maliciously, or for personal gain, then the individual making the complaint will be subject to Disciplinary proceedings as outlined in the Company's Disciplinary Policy.

## **Appeals**

Appeals against decisions taken under the Prevention of Bullying and Harassment at Work Policy and Procedure shall be dealt with as follows:-

- Appeals against a disciplinary sanction will be dealt with in accordance with the appeals process in the Disciplinary Procedure.
- Appeals by a complainant about the outcome of any inquiry will be dealt with in accordance with the appeal process in the Grievance Policy.

## **Records**

Where the complaint is informal and resolved at this stage, no record will be kept on personal files.

Following formal investigation, where the complaint is not substantiated, no records will be retained.

Where a complaint is substantiated or partially substantiated but does not proceed to disciplinary, a letter confirming the outcome will be retained on the perpetrator's personal file and supporting documentation retained in a separate file for a period of 12 months.

Where the matter proceeds to a disciplinary hearing then the storage of records should be in accordance with the disciplinary procedure.