## Internal review template

## RARPA stage 4 recognition and recording of progress and achievement during the programme

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| Name of organisation: | Prospect Training Services | Contact details: | Sharon Jones |
| Brief overview of the organisational context and scope of the review | | | |

**What systems and processes does the organisation have in place?**

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| **Section 1: RARPA five-staged process** | | | |
| **RARPA criteria** | **Questions to ask** | **Summary of findings**  **Good practice/actions for improvement** | |
| 1. **Recognition and recording of progress and achievement during programme (formative assessment)** | | | |  |  |
| **4.4. Additional or unplanned learning and achievement is also captured and recorded effectively.** | **How do we capture additional and unplanned learning at present?**  **Does the organisation or section have clearly written down procedures for recording learner progress throughout the learner journey?**  **Are non-accredited outcomes clearly identified and action plans put in place at beginning of the programme?**  **PSD - are outcomes from each session recorded and match anything that was identified in initial assessment?**  **Are work experience placements given clear outcomes and targets for achievement by learners?**  **Are behavioural/attitude and social improvements identified and progress recorded throughout the programme?** | | Evidence on current review system does not capture this consistently. Documentation is in place to record progress weekly and monthly against all types of learning, but capturing unplanned learning and additional learning is not always in place. Work experience feedback is very generic and no clear outcomes are set at start of work experience. Softer skills and progression in those isn’t clearly identified throughout journey.  None seen - action  Some are identified on the initial application/interview form however set actions aren’t put in place to see if they have been progressed throughout the programme. Softer skills aren’t identified and recorded with clear objectives for improvement at beginning of programme. - action  Not individually but as groups on occasions – action  Not evident although some information is captured and recorded on 3 way review but no clear targets set at outset of placement - action  Not consistently shown across all aspects of programme - action |
| **4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.** | **What evidence is there to show that learner progress and achievement data is recorded and reviewed against targets in each area of their learning?**  **How do we record non accredited achievements on current paperwork?**  **Are action plans relevant to the needs of the individual learner?**  **How is feedback given to learners on all aspects of their programme?**  **How do you measure progress?** | | Reviews are undertaken every week and then all information bought together for a formal monthly review. Not all elements of learning are targeted effectively.  Although these may be targeted on reviews, no formal documentation in place which covers all elements.  Action plans aren’t in place for non-accredited learning, although may be identified on plans don’t show actions taken forward.  Formal meeting once a month and each week the tutors provide feedback on progress sheets but this is not always fed back to the learner in a timely manner.  Learners do use tick list to show where they were at, at start of programme to where they are at each month, however the outcomes need to be better defined and more individually based. |
| **Priorities for improvement identified** | | | |
| PSD sessions need to have clearly defined targets and outcomes for each individual learner.  Behavioural and attitude issues need to be tracked from start of programme and evidence provided to show improvement in class initially then move this to workplace if required.  Clear outcomes identified on all aspects of non-accredited programme elements needed.  Review procedures required.  Placement outcomes need to be planned and recorded at start of the placement. | | | |
| **Examples of good practice identified** | | | |
| Good 3 way review documentation at placement  Initial assessment paperwork is used consistently  Formal reviews are undertaken 4 weekly as well as weekly progress recorded | | | |

## Standards and criteria, evidence sources and questions

**Standard 4**: Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews.

**Possible sources of evidence**

College or section procedures for recording student progress

Learner files/portfolios

Learner review documentation

Teachers’ records

Accessible versions of records of progress in easy to read language or other media, e.g. pictures, films, etc.

**Questions which need to be asked**

Does the organisation or section have clearly written down procedures for recording learner progress throughout the learner journey?

What evidence is there to show that learner progress and achievement data is recorded and reviewed against targets in each area of their learning?

In longer courses is there an opportunity to bring together all learner reviews and make necessary changes to the learner’s programme?

Is evidence of progress easily accessed by all relevant staff?

Are different methods, formats and media used to gain information from learners and to ensure that records of progress are accessible to all learners?

What evidence is there to show that learner voice is included in review of progress?

What evidence is there to show that unplanned learner achievement is captured and recorded?

Do learner records indicate how and when they are given feedback on how well they are achieving and what they need to do to make progress?

What opportunities are there, where appropriate, for parents or carers to be involved in the review process?

What evidence is there to show that the review process brings positive changes to both teaching and learning?