

Recognising and Recording Progress and Achievement in Non- accredited Learning

Of interest to general further education colleges, sixth form colleges, colleges of art and design, agricultural colleges, higher education institutions with further education provision, specialist colleges for learners with learning difficulties and/or disabilities, independent training providers, former external institutions, adult and community learning providers, Ufi/**learndirect** and those providers funded by Jobcentre Plus.

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◎ For action

This document details the arrangements the Learning and Skills Council (LSC) is making to recognise and record progress and achievement in non-accredited learning, known as RARPA. It supports the Government's vision of a learning and skills sector that, by 2008, will have met its priorities and targets for improvement, drawing effectively on inspection findings and the annual self-assessment.

This paper outlines the actions that LSC-funded learning providers need to take in respect of implementing RARPA during 2005-06. It is of interest to senior managers and staff of all providers in the post-16 sector and Ufi/**learndirect**.

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Executive Summary

The Learning and Skills Council (LSC) has been working with the Department for Education and Skills (DfES), the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) to develop a broad and coherent set of measures of success that can properly recognise and celebrate all learners' achievements across the learning and skills sector, and gauge the success of providers.

Recognising and recording progress and achievement in non-accredited learning (RARPA) is a priority measure. It is the first to be piloted, evaluated and applied. RARPA applies to non-accredited learning and provides a way of recognising and recording learners' success in this context.

The principles of the staged process and the benefits of the approach for quality-assuring learning will influence other aspects of the developments within the New Measures agenda.

RARPA started as an initiative to raise the quality of non-accredited teaching and learning. It has developed into a priority new measure under Success for All, reflecting the significance of this work and the contribution RARPA has made to the New Measures programme.

Non-accredited learning is typically found in adult provision, often part time, and in formal and informal learning contexts. RARPA should also be applied to other areas of non-accredited learning, including learning by people with learning difficulties and/or disabilities where the primary learning goals may not be accredited outcomes, and Entry to Employment (E2E) provision, where personal and social development is a key outcome. RARPA is not intended to be applied to full-time 16-19 provision, for which other new measures are being developed and piloted for value-added and distance travelled.

RARPA supports the LSC's aims and those of its key partners, recently described in *Quality Improvement and Self-assessment* (LSC, May 2005), by providing the approach for quality-assuring non-accredited provision. The guidance requires, as a minimum, that providers' self-assessments include judgements on all areas, accredited and non-accredited, and evaluate all learners' achievements.

The key themes of RARPA are that:

- the learner is at the centre of the RARPA approach
- the purpose of introducing RARPA is to enhance the learners' experience
- the application of RARPA should be fit for purpose
- the approach, both in the staged process and the quality assurance of learning, is to be unbureaucratic
- the approach should complement and integrate with existing processes for quality assurance and learner recording
- the staged process is mapped to the new Common Inspection Framework (CIF) and should encourage effective self-assessment and evidence of effective learning processes at inspection (see paragraphs 49 to 53 below).

The actions that providers need to take are to:

- ensure the quality assurance processes, self-assessment and quality improvement planning include all provision, accredited and non-accredited
- review teaching and learning strategies for non-accredited learning to ensure that the staged process can be applied to teaching practices in a way that ensures the staged process is being applied to the benefit of learners
- review their quality assurance systems to ensure that sufficient information is collected in a suitable way to allow self-assessment decisions to be taken
- review data collection systems to ensure that these are fit for purpose and not unnecessarily bureaucratic
- develop, as necessary, self-assessment reporting processes for 2005-06 to cover all provision, accredited and non-accredited
- implement RARPA for E2E provision from September 2005.

Recognising and Recording Progress and Achievement in Non-accredited Learning

Introduction

1 This document is for action. It sets out the approach learning providers should take for identifying learners' success in, and quality-assuring, non-accredited learning.

2 Recognising and recording progress and achievement in non-accredited learning (RARPA) is an initiative to raise the quality of non-accredited teaching and learning. The RARPA approach has two aspects, the staged process, and the quality assurance arrangements necessary to form judgements about the learning, for self-assessment purposes and quality improvement.

3 RARPA has evolved from an action research base of committed practitioners and researchers to become a cornerstone of the New Measures work within the Success for All agenda. The application of RARPA 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.

4 The "Evaluation report on the RARPA pilot projects April 2003 – March 2004" (LSDA and NIACE 2004) demonstrated that there are no 'no-go areas' for RARPA. It is effective in all areas of learning, learning contexts, with all types and ages of learners and with learning activities of the shortest duration to long-term programmes.

5 The LSC has asked all providers to commit to RARPA in their three-year development plans as the approach and means for quality-assuring their non-accredited learning activities. It expects all learning, accredited and non-accredited, to be included in providers' self-assessments. These arrangements were met with unanimous agreement in the responses to the *RARPA Progress Paper* (LSC 2004, LSC 2005).

6 Learning that does not lead to external accreditation represents a small but significant part of the provision delivered across the learning and skills sector. Such learning is often highly valued by learners and may represent a significant step in their personal journeys. These courses are typically part time and non-vocational. They can also take place in work-based learning, for example, Entry to Employment (E2E) programmes (which currently have approximately 30,000 learners participating) and in Centres of Vocational Excellence (CoVEs).

7 Non-accredited learning is a vital part of lifelong learning, including first steps learning, personal and community development learning, opportunities for older learners and specialist provision for learners with learning difficulties and/or disabilities. These courses are crucial for encouraging those who would not otherwise participate to get involved, enjoy learning and progress.

8 The term non-accredited learning is used to describe formal and non-formal provision that does not lead directly to any form of external accreditation, award or qualification. Non-accredited

learning opportunities are offered in the further education sector, where they are currently funded as 'other provision'. Non-accredited learning is also offered by adult and community learning and voluntary sector providers; through partners of providers; through workforce development; E2E programmes; through Ufi/**learndirect**; and in specialist colleges for learners with learning difficulties and/or disabilities.

Background

Success for All

9 The learning and skills sector has a vital role to play in creating a well-qualified and highly skilled population, and in encouraging a culture of lifelong learning.

10 Success for All is the long-term reform strategy to develop the high-quality, demand-led, responsive colleges and providers we need in the learning and skills sector.

11 Success for All was launched in November 2002. It has five main themes:

- meeting needs and improving choice
- putting teaching, training and learning at the heart of what we do
- developing the leaders, teachers, trainers and support staff of the future
- developing a framework for quality and success
- accelerating quality improvement.

12 RARPA contributes to the fourth and fifth themes. More information can be found at the Success for All website (www.dfes.gov.uk/successforall/index.cfm).

New measures

13 The LSC has been working with the Department for Education and Skills (DfES), the Office for Standards in Education (Ofsted) and the Adult Learning Inspectorate (ALI) to develop a broad and coherent set of measures that can properly recognise and celebrate learners' achievements across the learning and skills sector, and measure the success of providers.

14 The purpose of the new measures is to improve the ways in which we make judgements about success in the sector and ensure that we focus on what really matters, which is to provide excellent teaching and learning for learners, local communities and employers.

15 The National Institute of Adult Continuing Education (NIACE) and the Learning and Skills Development Agency (LSDA) have recently evaluated the work of piloting RARPA in non-accredited provision. The evaluation reveals that the RARPA approach is widely accepted as a model of effective practice in teaching and learning. It can also enhance existing quality assurance arrangements within institutions, without creating additional bureaucracy.

16 The LSC is now considering extending the RARPA approach in order to measure distance travelled for learners who are outside the scope of the statistical methods being developed for 16-19 year olds. The RARPA extension project (REX) will take this work forward. More information about REX is available in *New Measures of Success Quality Information Pack*, available on the LSC website from July 2005.

Mix and balance of provision

17 The LSC is keen to work in partnership with all learning providers in developing local, regional and national strategies for managing the mix and balance of provision in the learning and skills sector in order to ensure that priorities and targets are met.

18 The LSC has a duty to secure proper and reasonable provision to meet the needs of all learners. In practice, this means achieving an appropriate balance between provision that directly contributes to the LSC's Public Service Agreement (PSA) targets and identified priorities, and provision that indirectly supports its targets and priorities through learner achievement and progression. In achieving this balance, local LSCs will need to ensure that, in addition to target-bearing provision, due account is taken of what learners and employers both want and need, including sufficient provision that:

- encourages young people and adults back into learning or acts as a stepping-stone into further learning, leading to qualifications or units of qualifications
- at Level 3 and above, is linked to regional skills priorities and individual learner need.

19 This may include a proportion of learning activity defined as 'other provision' and which may be either internally certificated (that is, non-accredited) or externally certificated awards and qualifications which are outside the National Qualification Framework (NQF).

20 Current developments are taking forward the Foundation Learning Tier (FLT), which will bring cohesion and clarity to all provision that sits below Level 2. The RARPA principles will underpin the FLT from inception, with the intention of bringing agreed non-accredited provision, such as E2E, within the proposed frameworks.

21 RARPA is the means by which the success of the learning experience in non-accredited learning is captured and then contributes to the learning provider's self-assessment, ensuring that all learning, accredited and non-accredited, is valued and evaluated. All learning can then contribute to the overarching judgement about the 'effectiveness of all provision' expected under the new Common Inspection Framework.

Quality improvement and self-assessment

22 Primary responsibility for improving the quality of provision rests with the provider. This was made clear in the White Paper, Learning to Succeed (June 1999).

23 Providers are required to complete an annual self-assessment report that evaluates all aspects of their provision, accredited and non-accredited. This will derive from their continuous process of self-assessment.

24 The chief purpose of self-assessment is to support the provider's work on quality improvement and to measure progress against its mission and goals. The use by other organisations, though important, is secondary. A single self-assessment serving several purposes will reduce bureaucracy and will enable providers to devote more of their resources and energies to meeting the needs of learners, employers and communities, and to improving quality.

25 RARPA contributes to effective self-assessment by ensuring that:

- non-accredited learning is included in the process and is evaluated
- quality improvements are identified
- overall judgements of the effectiveness of provision and the capacity to make further improvements are based on all learning, accredited and non-accredited.

Three-year development plans, the annual planning review and self-assessment

26 In 2003, through Success for All, the LSC introduced a new framework for quality and success. This focuses on ensuring that individual providers

are able to meet the demands of learners, employers and local communities for learning and skills, through the provision of high-quality learning and training programmes that maximise learners' success.

The annual planning review and agreement of three-year development plans with the providers are at the heart of this new framework. This informs the LSC's approach to quality improvement, which will centre upon constructive and searching dialogue with providers, informed by their self-assessment and other evidence, during the annual planning review.

27 All providers agree a three-year development plan with their local LSC that sets out how they will contribute to:

- meeting the local needs of employers
- widening participation
- their commitment to improving learners' success.

For areas of provision where learners' achievements are less clearly defined, the LSC has developed the RARPA approach.

28 Local LSCs will review annually with providers the implementation of their three-year development plans and progress towards achieving the headline performance measures. The starting point for the review will be the provider's own assessment of its progress and the extent to which it has successfully managed the risks to delivery identified in the plan. The review will draw on the self-assessment report and its quality improvement plan in addition to other evidence, such as the individualised learner record (ILR) data that the provider returns to the LSC, performance against national, regional and local benchmarks for learner success rates, and inspection findings. The LSC will only agree a development plan that clearly identifies factors that will lead to improvements in quality or sustain high quality.

RARPA Approach

29 The RARPA approach consists of the application of the staged process to non-accredited provision, plus the quality assurance arrangements of the learning provider to ensure that the staged process is applied consistently and effectively and contributes to self-assessment.

30 The staged process will also:

- be open to flexibility in interpretation and application, to take account of local needs

- and circumstances and the particular features of the learning programme
- require the minimum level of formal documentation in line with the LSC's commitments to avoiding unnecessary bureaucracy
- operate alongside and support the implementation of the new CIF
- be compatible with the LSC's funding arrangements
- provide a nationally consistent and responsive approach to recognising and recording progress and achievement in non-accredited learning.

31 The arrangements to support the consistent and effective application of this process will be an integral part of the quality assurance processes of the provider. Providers will be able to make reference to these arrangements in their self-assessment reports to demonstrate that the RARPA approach is in place.

32 The approach that has been developed by LSDA, NIACE and the LSC acknowledges the paramount importance of the diverse needs, purposes and interests of learners in a wide range of learning contexts. It seeks to address the requirements and interests of other stakeholders, particularly providers and the LSC.

33 The elements of the staged process are set out below. Providers' internal systems should also make specific provision for learners' evaluation of their learning experience, and feedback from learners that contributes to and informs providers' judgements for self-assessment, three-year development plans and their strategies for continuous improvement, including programme design.

34 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 or 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.

The staged process

35 Providers will also be expected to ensure that learners' views are taken into account in the planning of future provision.

Table 1: The staged process.

| Element | Evidence |
|---|--|
| 1 Aim(s) appropriate to an individual learner or groups of learners | Clearly stated aim(s) for all programmes |
| 2 Initial assessment to establish the learner's starting point | Record of outcomes of process of establishing learners' starting points |
| 3 Identification of appropriately challenging learning objectives (initial, renegotiated and revised) | Clearly stated and suitably challenging objectives for all programmes and, wherever feasible, individually for each learner |
| 4 Recognition and recording of progress and achievement during programme (formative assessment) , including tutor feedback to learners, learner reflection, progress reviews | Examples of appropriate evidence includes: Records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence |
| 5 End-of-programme learner self-assessment, tutor summative assessment, review of overall progress and achievement in relation to appropriately challenging learning objectives identified at the beginning or during the programme. It may include recognition of learning outcomes not specified during the programme | Examples of appropriate evidence includes: Records of learner self-assessment, group and peer assessment, tutor records of assessment activities and individual or group progress and achievement. Learners' files, journals, diaries, portfolios, artwork, videos, audiotapes, performances, exhibitions and displays, individual or group learner testimony, artefacts, photographs and other forms of evidence |

Key themes

36 The key themes of RARPA are that:

- the learner is at the centre of the RARPA approach
- the purpose of introducing RARPA is to enhance the learners' experience
- the application of RARPA should be fit for purpose
- the approach, both in the staged process and the quality assurance of learning, is to be unbureaucratic
- the approach should complement and integrate with existing processes for quality assurance and learner recording

- the staged process is mapped to the New Common Inspection Framework and should encourage effective self-assessment and evidence of effective learning processes at inspection.

Reducing bureaucracy

37 Providers are encouraged to avoid additional bureaucracy when implementing RARPA. Existing systems for recording learner outcomes, end-of-programme review and evaluation, and self-assessment may need to be reviewed. The key goal is minimising formal documentation whilst ensuring it is fit for purpose.

Fit for purpose

38 Short events and practical sport and recreational activities require a different level of recording of aims and progress. This can be simple and straightforward.

The quality of such programmes can be assured by sampling tutor records, teaching and learning observation records or other suitable approaches that will provide the assurance the learning provider feels is appropriate to these programmes.

Learner is at the centre and enhance the learners' experience

39 The evaluation of the pilot projects clearly demonstrated that RARPA benefits learners and enhances learning. By focusing on the learner, the staged process engages tutors in an ongoing dialogue about the learner's learning and ensures that the personal aims and motivation of the learner can be accommodated by the learning programme. Non-accredited learning does not normally have the formal syllabus content or assessment criteria of accredited learning. This has to be provided by the tutor and supported by the learning provider. The personal reasons the learner has for participating in the learning activity become central to their progress and successful outcomes to learning. The staged process caters for this and also for identifying learning outcomes that were not expected at the start of the programme and which, when recorded, also indicate that the learner has had a successful learning experience.

Complement and integrate with existing processes

40 RARPA should not create additional systems or recording. Providers are already expected to collect sufficient information about the learning they offer, accredited and non-accredited, to inform their self-assessment and quality improvement activities. Inspection findings indicate that whilst many providers are in this position, there are still unsatisfactory contributory grades for quality assurance, and weaknesses in quality improvement. Where this is the case, providers need to improve their quality assurance processes to the position the LSC and inspectorates expect them to have reached, ensuring that all learning is valued and evaluated. Further information can be found in Quality Improvement and Self-assessment (LSC, 2005) (www.lsc.gov.uk/National/Documents/ReadingRoom/default.htm).

New Common Inspection Framework

41 Under the new Common Inspection Framework (CIF), inspection will place more emphasis on checking the capacity of providers to accurately assure the quality of their provision and improve or maintain standards. The self-assessment report and quality improvement plan will be key evidence for this.

42 Under the new inspection arrangements, two new overall judgements will be made:

- 'the overall effectiveness of the provision, including any extended services, and its main strengths and weaknesses'
- 'the capacity to make further improvements.'

43 Providers need to ensure that their self-assessment reports and mechanisms for recording learners' progress and success are comprehensive, consistent and effective. The application of RARPA will help to achieve this.

44 Further information about RARPA and the new Common Inspection Framework can be found in paragraphs 49 to 53.

The Application of RARPA

45 The RARPA approach will be introduced across LSC-funded non-accredited provision from September 2005. From this date, providers receiving LSC funds for non-accredited provision will be expected to have in place a plan for implementing RARPA across such provision during 2005-06. This will be summarised through a statement about the implementation of RARPA in providers' three-year development plans.

46 2005-06 is an embedding year for RARPA. Providers are not expected to have fully implemented the approach in September 2005 but to develop their processes so that the self-assessment report for 2005-06 covers all learning, accredited and non-accredited, and that RARPA then forms part of the normal quality cycle for the provider.

47 From September 2006, all providers receiving LSC funding will be expected to apply the RARPA approach in full to non-accredited provision.

48 The actions that providers need to take are to:

- ensure the quality assurance processes, self-assessment and quality improvement planning include all provision, accredited and non-accredited
- review teaching and learning strategies for non-accredited learning to ensure that the staged process can be applied to teaching practices in a way that ensures the staged process is being applied to the benefit of learners

- review their quality assurance systems to ensure that sufficient information is collected in a suitable way to allow self-assessment decisions to be taken
- review their data collection systems to ensure that these are fit for purpose and not unnecessarily bureaucratic
- develop, as necessary, self-assessment reporting processes for 2005-06 to cover all provision, accredited and non-accredited
- implement RARPA for E2E provision from September 2005.

RARPA and the New Common Inspection Framework

49 The staged process was mapped to the old Common Inspection Framework and has been re-mapped to the new CIF. Table 2 indicates how the key questions relate to the staged process.

50 Diagram 1 below summarises the key questions that providers need to consider in their self-assessment and that will be asked of them at inspection.

Diagram 1: The Common Inspection Framework for Education and Training from 2005

The key questions inspectors must ask every provider of education and training are:

Overall effectiveness:

- How effective and efficient are the provision and related services in meeting the full range of learners' needs and why?
the overall effectiveness of the provision, including any extended services, and its main strengths and weaknesses
- What steps need to be taken to improve the provision further?
the capacity to make further improvements

Achievement and standards:

- 1 How well do learners achieve?

The quality of provision:

- 2 How effective are teaching, training and learning?
- 3 How well do programmes and activities meet the needs and interests of learners?
- 4 How well are learners guided and supported?

Leadership and management:

- 5 How effective are leadership and management in raising achievement and supporting all learners?

51 The application of RARPA will make a positive contribution to the overall effectiveness of provision by demonstrating that a provider recognises, records and evaluates all learning and is capable of identifying and planning improvements.

52 Table 2 maps each stage of the staged process to CIF questions 1-4.

Table 2: RARPA staged process mapped to CIF.

| Element of staged process | Mapping to old CIF questions | Mapping to new CIF questions |
|---|--|--|
| 1 Aims appropriate to an individual learner or groups of learners (clearly stated learning aims) | 1 How well do learners achieve? 5 How well do programmes and courses meet the needs and interests of learners? | 3 How well do programmes and activities meet the needs and interests of learners? |
| 2 Initial assessment to establish the learner's starting point | 4 How effective are the assessment and monitoring of learners' progress? 1 How well do learners achieve? 2 How effective are teaching, training and learning? | 1 How well do learners achieve? 2 How effective are teaching, training and learning? 4 How well are learners guided and supported? |
| 3 Identification of appropriately challenging learning objectives: initial, renegotiated and revised | 2 How effective are teaching, training and learning? 4 How effective are the assessment and monitoring of learners' progress? 5 How well do programmes and courses meet the needs and interests of learners? | 1 How well do learners achieve? 2 How effective are teaching, training and learning? 3 How well do programmes and activities meet the needs and interests of learners? |
| 4 Recognition and recording of progress and achievement during programme (formative assessment): tutor feedback to learners, learner reflection, progress reviews | 1 How well do learners achieve? 4 How effective are the assessment and monitoring of learners' progress? | 1 How well do learners achieve? 2 How effective are teaching, training and learning? |
| 5 End-of-programme learner self-assessment; tutor summative assessment; review of overall progress and achievement | 1 How well do learners achieve? 4 How effective are the assessment and monitoring of learners' progress? | 1 How well do learners achieve? 2 How effective are teaching, training and learning? 4 How well are learners guided and supported? |

53 RARPA will make a positive contribution to the overall judgement of the effectiveness of the provision and the judgement on the capacity to make further improvements. The application of RARPA demonstrates a provider does recognise, record and evaluate all learning and is capable of identifying and planning improvements.

Support for RARPA

54 The experience that has been developed by a range of providers and individuals who have contributed to the development of RARPA is going to made available across the sector in a number of ways.

The Effective Practice Web Resource

55 The LSC, together with colleagues in LSDA and NIACE, have been visiting providers who have been applying RARPA to collect examples of effective practice and to make these available through a thematically linked website that allows descriptions of resources and downloads. The Effective Practice Web Resource (EPWR) will carry materials and examples of application that are taken from existing providers' current practice.

56 The expectation is that these materials should act as stimulus to other practitioners and encourage the development of their own practice.

57 It is hoped that as more practice develops, providers will be willing to put forward their own examples on a benchmark challenge basis ("I think what we do is actually better than the example on the EPWR"). Submitted materials will be reviewed and if approved by the EPWR management group will be added to the website.

58 'Skeleton' professional development modules will also be made available through the EPWR to assist providers with the induction of new staff to RARPA and for including RARPA in continuing professional development for existing staff. The modules will represent the 'bare bones' of a development activity that organisations can 'flesh out' to suit their context and identity.

59 The EPWR will be live in July 2005.

RARPA champions

60 Organisations and individuals who have already implemented RARPA, in most cases as part of the pilot projects, were invited to act as RARPA champions to share their experience and insight and to encourage the development of effective practice.

61 The champions' role is to provide a source of strategic advice and guidance for the management teams of providers. They are not staff trainers or general consultants. Their role is to explain what works best in implementing RARPA and where to access further information.

NIACE

62 NIACE is a key partner in RARPA and is represented on the RARPA Steering Group that

manages the RARPA developments and the Adult Progression and Achievement Group, which oversees the work of RARPA and other new measures in adult learning.

63 NIACE regional development officers will be available to help support local LSCs in the application of RARPA.

64 Where there are network arrangements or where networks are being established, with local LSCs' support and encouragement, these can also be supported.

LSDA

65 LSDA is also a key partner in RARPA and is represented on the RARPA Steering Group and the Adult Progression and Achievement Group. LSDA has also provided a lot of the practical support and facilitation for the work that has gone into the RARPA initiative.

66 LSDA, with NIACE, have conducted much of the research that underpins RARPA and the identification of effective practice in the pilot projects.

67 Further research activities are planned to further identify and report on effective practice and to make this available through the EPWR. Areas to be investigated will include longitudinal studies to help identify the management and organisational factors that can be demonstrated to be effective in implementing and managing RARPA and more activity looking at work-based learning and in particular E2E programmes.

68 Currently work is being carried out on RARPA in settings for learners with learning difficulties and/or disabilities, including specialist colleges, and the findings from this will be made available in due course by the LSC.

LSC

69 Local LSCs can provide information and help through normal operational contacts. The LSC national office can be contacted about RARPA through a dedicated email address (RARPA@lsc.gov.uk), though general queries will be referred to local LSCs wherever possible.

70 The LSC is planning to provide some development activities specifically for E2E providers to support the implementation of RARPA for these programmes.

71 General information about RARPA, the EPWR, publications and links to other useful sites and partner organisations can be found at the LSC website (www.lsc.gov.uk/RARPA).

Notes

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