

## Tool 3: RARPA – Recognizing and recording progress and achievement<sup>1</sup>

Compared to the other instruments presented in the AVE EXEMPLO toolkit, the RARPA method is the most comprehensive instrument as it includes elements of the above described tools. It perfectly suits for in-house development of professional competences of companies' staff. RARPA combines competence assessment with a formative learning-centred method and strict orientation of learning processes towards strategic goals of companies, namely SME. RARPA addresses many of the issues pertinent to the assessment of informally acquired competences. The five staged process reflects both, the companies and the individuals' objectives.

<b>(Main) objective(s)</b>	Combining the learning-centred RARPA Portfolio method with the orientation of learning processes towards strategic goals of companies, namely SMEs: in-house development of professional competences
<b>Method</b>	Combination of self-evaluation and evaluation by others. Formative approach: Combining <b>assessment</b> and skills/competences <b>development</b>
<b>Features</b>	The procedure is carried out as a “Staged Process” comprising five stages: Stage 1: Setting aims appropriate to individual learners or groups of learners. Consideration of company aims and individual aims. Stage 2: Initial assessment to establish the learner’s starting point and training needs. Stage 3: Identification of appropriately challenging learning objectives Stage 4: Recognition and recording of progress and achievement during programme (formative assessment): tutor feedback to learners, learner reflection, progress reviews Stage 5: End of programme learner self-assessment; tutor summative assessment; review of all progress and achievement.  A final account of the training success will be given by both the trainer and the employees. Competence development will be documented by a portfolio.
<b>Persons involved</b>	Employees, managers, team leaders from the enterprise
<b>Expenditure of time</b>	6 days distributed over a period of half a year
<b>Experiences / Rating</b>	Essential elements of sustainable competence development are the provision of opportunities for practical application of learning contents at the workplace. When it comes to accounting learning processes the emphasis, rather than on gaps and deficits, should be placed on the documentation of progress and pointing out of opportunities for further development.

<sup>1</sup> The RARPA method was developed in the United Kingdom on initiative of the state organisation Learning and Skills Council, refined by a number of training providers and adapted to meet a wide range of prerequisites and requirements. Devised by EEF West Midlands Technology Centre the RARPA method was presented within the framework of the exemplo partnership and subjected joint further development.

## Tool 3: RARPA<sup>2</sup> –

### Planning, instructing, evaluating and building skills development at companies

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<sup>2</sup> **R**ecognising and **R**ecording **P**rogress and **A**chievement in non accredited learning (provided by EEF)

## I. *Planning, instructing, evaluating and building skills development at companies:* **Step-by-step**

The following presents an overview of the individual *phases* of the skills development process at a company.

The respective *checklist* or form that supports the process in each phase is listed in the right column. (⇒ II.)

Phase		Tool(s)
<b>1</b>	<b>Analyse the future skills needs of the company and of individual areas</b> <b>Correspondingly determine learning aims for teams and individuals</b>	<b>Checklist 1:</b> <b><i>SWOT analysis</i></b>
<b>2</b>	<b>Determine the current status of competencies.</b> <b>Further training needs analysis</b> <b>"Who needs training in what?"</b>	<b>Checklist 2:</b> <b><i>Training Needs Analysis Grid</i></b>
<b>2.1</b>	Procedure: Break down the work (of the group) into individual activities: <b><i>Task analysis</i></b> Method: Observation, discussion. Define key points, record necessary equipment/requirements for each work step	<b>2A:</b> <b><i>Task analysis</i></b>
<b>2.2</b>	Find out: <i>How well can what person / the team as a whole perform the individual tasks at present?</i> Enter in the grid (scale, e.g. 0-4)	<b>2B:</b> <b><i>Skills analysis: status quo</i></b>
<b>2.3</b>	Determine what level is aimed for by whom each time	
<b>2.4</b>	Estimate the gap between the required level to perform the tasks and the status quo. Determine the main emphases of the individual training needs, taking into account the frequency and importance of the tasks to be performed	<b>2C:</b> <b><i>Skills development needs</i></b>
<b>3</b>	<b>Identify suitable and suitably challenging learning aims and tasks; plan and implement training</b>	<b>Checklist 3:</b> <b><i>Training plan</i></b>
<b>3.1</b>	<b>Design a training plan:</b> <b><i>Who is to train whom – in what and when?</i></b>  <b><i>Who?</i></b> In SME's: group leaders, experienced coworkers who may have more knowledge in special areas than group leaders; instructors, however, need training themselves (⇒ checklist 5)	- For the team - Individual training plan

	<p><b>Whom?</b> Inclusion and communication with the learners when agreeing upon learning aims and skills to be acquired: <b>What?</b> – <b>When?</b> Coordinate learning with the requirements of the work routine at the company, workplace Estimate and monitor the <i>cost</i> of the training measures!</p> <p><b>3.2 Design of the training</b></p> <p>Starting point: Determine what each individual should be able to do after the training. It is important not to simply define testable knowledge as a training success, but to include practical know-how at work in the evaluation (behavioural objectives whose attainment can be observed and measured).</p> <p>Based on the breakdown of jobs into individual (sub-)tasks, a form is created for each work (sub-)task that shows the activities to be performed, the crucial points, the corresponding basic knowledge and the respective quality criteria for good work and gives a visual picture of them through sketches or photos.</p> <p><b>3.3. Deliver the training</b></p> <p>Instruction of employees at the workplace by experienced coworkers or other company instructors</p>	<p><b>Checklist 4:</b> <i>Standard Operation Sheet</i></p> <p><b>Checklist 5:</b> <i>Tasks of Instructors</i></p>
<p><b>4</b></p>	<p><b>Documentation and monitoring of learning progress</b></p> <p>Learning success is checked – when the learning success can be measured in number of pieces or time, for example, by learning success curves of visualisation and motivation. Trainees keep a log of their progress themselves. On the form for recording progress in skills development, the determined progress is documented by the trainee and the trainer and signed by both.</p>	<p><b>Checklist 6:</b> <i>Form for recording progress in skills development</i></p>
<p><b>5</b></p>	<p><b>Final evaluation -</b> <b>Showing future possibilities and needs for further development</b></p> <p>Overview of learning progress: - Self-evaluation by the learners and assessment whether the contents and form of the training have benefited them, whether they can implement what they have learned at their workplace etc. - Assessment by the instructors The <i>Skills Matrix</i>, a simplified version of the Training Needs Analysis Grid, is publicized and gives an overview of who is currently able to perform what tasks. It is important to update the documented training status of the individuals / the group at regular intervals and above all to show future possibilities for further development. Recognition of skills development with (in-house) certificates etc. increases motivation.</p>	<p><b>Checklist 7:</b> <i>Skills Matrix</i></p>

## II. *Planning, instructing, evaluating and building skills development at companies:*

### **Checklists and forms to support the process**

<b>Checklist 1: What competencies will the company need in the future?</b>	<b>1</b>
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Answering the following questions helps companies to understand their own strengths, weaknesses, opportunities and threats (SWOT) in relation to future challenges.

This basis can be used to determine the training needs of the company and its staff for future challenges and to agree upon corresponding training aims and contents.

	<i>Here we know:</i>	<i>Here we do not know enough yet: further information needs</i>
Where will the company be in five years, how will it be positioned in the market?		
What will have changed in comparison to today?		
Will the company expand or rather shrink?		
(How) will the structure of the company change?		
(How) will the ownership structure of the company change?		
What will change in respect to international business activity and globalisation?		
How and in what respect will the markets change to which the business activity of the company is oriented?		
How and in what direction will the products and services offered by the company develop?		
What production technologies and processes will probably change?		
How many old, reliable executives will the company still be able to fall back on?		
What changes in the staff structure are expected?		
What basic external conditions of the company business activities such as e.g. legal regulations, quality criteria, standards and certificates will change in a foreseeable way?		

**Checklist 2: Training Needs Analysis Grid -  
2 A: Who does what work tasks?**

**2A**

**1st step:** Work(place) analysis: Breakdown of the activities at the workplace into individual work steps and tasks

**2nd step:** Determine what tasks each employee (in the team) has to perform in his or her work

**Note:** The Training Needs Analysis Grid is completed in the following steps!

**Example:**

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Johnny Walker							
Francois Hardy							
Karol Walesa							
Johan Johansson							
Umberto Sico							
Mark Mustermann							
Michel Michelsen							

***For example***


























*The work of warehouse workers could be broken down into the tasks of folding, assembling, packing, storing, outgoing goods / consignment sales ... and possibly further tasks as well.*

**Checklist 2: Training Needs Analysis Grid -  
2 B: Who can do what task(s) how well?**

**2B**

**3rd step:** Determine what and how many tasks each individual can do how well and how many employees in the group are able to perform the individual tasks.

**Important:** Supplement self-evaluation with external evaluation, e.g. by group leaders.

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
<i>Johnny Walker</i>							
<i>Francois Hardy</i>							
<i>Karol Walesa</i>							
<i>Johan Johansson</i>							
<i>Umberto Sico</i>							
<i>Mark Mustermann</i>							
<i>Michel Michelsen</i>							
<i>Actual: Employees performing the task</i>	<b>5</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>6</b>		



= cannot do the task well, training necessary / planned



= can do the task with supervision



= can do the task almost completely



= can do the task completely; can supervise others

<b>Checklist 2: Training Needs Analysis Grid - 2 C: Who has what skills development needs?</b>	<b>2C</b>
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**4th step:** Determine skills needs of the group / of individuals.

**Note:** Best done by group leader, involvement of the team important.

Everybody does not have to be able to do everything - and not all tasks are equally important!

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
<i>Johnny Walker</i>							
<i>Francois Hardy</i>							
<i>Karol Walesa</i>							
...							
<i>Actual:</i> Employees performing the task	<b>5</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>6</b>		
<i>Target:</i> Number of employees who <i>should</i> be able to do the task							
Difference (= training needs)							

Difficulty							1 to 5
Frequency	Daily	Weekly	Weekly	Monthly	Daily		

### Checklist 3: Training plan

3

#### 5th step: Create individual or group training plan

The plan is put in writing and publicized to make it more binding

- Important:**
- It is possible that one person will be found to have training needs for several tasks.
  - Time coordination between the instructor and the learners is important - and not always easy.
  - Do not focus on gaps in the work routine that might never occur, but proceed according to the arranged plan!
  - Training of the trainers or instructors! ⇒ Checklist 5:

#### Example of a group training plan

Name	Department	Training needs identified	Trainer	Time required	Start date	Date completed	Budget cost	Actual cost	Signature (superior or group leader)
Johnny Walker									
Francois Hardy									
Karol Walesa									
Johan Johansson									
Umberto Sico									



Mark Mustermann									
Michel Michelsen									

**Checklist 4: Standard Operation Sheet**

**4**

– *An example from the area of occupational safety:*

	<i>Job</i> – e.g. replace belt	<i>Area</i> – e.g. machine XYZ	<i>Written by</i> N.N.		<i>Date</i>
<b>No.</b>	<b>Major step(s)</b>	<b>Key point</b>	<b>Reason for key point</b> - Safety - Quality	<b>Underpinning knowledge</b>	<b>Sketch or photo</b>
<b>1</b>	Check that the power is off	Isolation sign in place	Electrical danger	Basic electrical safety	
<b>2</b>	Remove cover and place aside	Check for damage	Bent cover can damage belt		
<b>3</b>	Remove old belt	Use no. 5 spanner	Use correctly-sized spanner to prevent damage/injury	Basic hand tool safety	
<b>4</b>	...	...	...	...	
<p><b>Personal protective equipment to be worn</b></p> <p>General Eye Ear</p>					



Hand  
Nose/mouth

**Checklist 5: Tasks of trainers / instructors**

**5**

Decide what occupational background knowledge is required for each workplace	
Coordinate training times and premises with the requirements of work routines at the company	
Make sure that all required training materials and aids are available	
Ensure that learners do not feel under pressure and learn without fear	
Activate previous knowledge and existing skills and abilities	
Arouse or support interest in learning	
Make the necessity of learning information in the proper context - of the workplace, factory, company – clear to the learners	
Demonstrate the work routine to be learned	
Demonstrate again the work routine to be learned and explain what is done step by step	
Perform the work routine together with the learners	
Have the learners perform the work independently	
Give the learners feedback and encourage them	
Allow the learners to practically implement what they have learned in order to test and practically experience the crucial points	
Ask the learners in order to ensure that they have correctly understood everything.	
Encourage the learners to ask questions.	
Determine, record and give a visual picture of the learning progress.	

**Important:** Give the learners sufficient opportunities to practically apply and check what they have learned!

**Checklist 6: Form for recording progress in skills development**

**6**

**Example** of a form for recording progress in skills development

<b>Employee:</b> <i>Johnny Walker</i>		<b>Job:</b> <i>Unloading steel</i>		<b>Area:</b> <i>Goods inward</i>	
	<i>Insert date in the respective column</i>			Completion	
<b>Competency</b> <b>Task</b>	<b>Instructed</b>	<b>Assisted</b>	<b>Competent</b> to perform the task independently	Employee signature and date	Instructor signature and date
Wear correct safety clothing					
Use crane controls correctly					
Carry out emergency stop on control					
....					

**Important:** Visualising progress is important for the learning process and the motivation of the learners. Feedback should be given continuously by the trainer and within the group. Some jobs are measurable in terms of time or output; in this case, learning progress can be displayed in the form of a learning curve. Test pieces of work or other (written) material can also be used to document progress in skills development.



**Individual training plan – an example**

Name		Department / company division		Job, workplace, activity	
				Date completed	Notes












## Checklist 7: Skills Matrix

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A Skills Matrix is a simplified version of the Training Needs Analysis. This makes the current ability of employees to perform individual jobs transparent and gives a visual picture of skills development needs. However, a Skills Matrix is only a momentary snapshot; it can only show specific needs for further development in relation to the *continuous skills development* of employees as a process.

**Important:**

- Determine and document *future* training needs as well
- Document special abilities and skills of employees that have appeared in the course of training

Tasks Name	Task 1	Task 2	Task 3	Task 4	Task 5	Task n	Notes
Johnny Walker							
Francois Hardy							
Karol Walesa							
...							
Actual: Employees performing the task	<b>5</b>	<b>5</b>	<b>6</b>	<b>4</b>	<b>6</b>		
Target: Number of employees who <i>should</i> be able to do the task							
Difference (= training needs)							