

RARPA

RECOGNISING AND RECORDING
PROGRESS AND ACHIEVEMENT
IN INFORMAL LEARNING



The Women's Workshop
Cardiff Training Centre Ltd

A Framework for Women with Mental Health Issues

developed by

The Women's Workshop, Cardiff Training Centre



Valuing Learning Strengthening Communities
Equal Development Partnership Project
July 2005 - April 2007



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



**The Women's Workshop would like to thank the
Strategic Equality & Diversity Unit of the Welsh Assembly Government
and the
European Social Fund (EQUAL)
for providing the necessary funding for this project.**

Contents

Section	Page(s)
1. Overview	2
2. The RARPA Framework	3
3. The Course	4-5
4. The RARPA 5-Stage Process	6-11
5. Learner Evaluation	12-13
6. Conclusion	14

1. Overview

This project formed part of the work of a Cardiff based, voluntary sector led European funded EQUAL development partnership called 'Valuing Learning Strengthening Communities' The project's aim was to test new quality assurance frameworks that enabled the recognition of the array of informal learning that takes place within voluntary and community settings. The partnership members were

The Women's Workshop, Cardiff Training Centre

NIACE Dysgu Cymru (National Institute of Adult Education)-Lead partner

WEA (Worker's Educational Association)

Fairbridge de Cymru

Voluntary Action Cardiff

South Riverside Development Centre

This report details the systems used and experiences of the **Women's Workshop** in designing a quality assurance framework that was suited for learning specifically designed for women with mental health issues.

2. The RARPA Framework

In England a 5-stage framework had been developed jointly by NIACE, LSDA (Learning & Skills Development Agency) and LSC (Learning & Skills Council) known as RARPA (Recognising and Recording of Progress and Achievement) The RARPA system is a learner-focused system of recognising both anticipated and unanticipated learning outcomes. It takes account of the diverse and multiple reasons why an individual engages in learning and allows for negotiation of the content and learning outcomes. The approach enables the learners to be involved with the planning, design and delivery of their learning.

From September 2005 RARPA is being implemented and embedded across LSC-funded provision in England as the 'New Measure of Success' for non-accredited learning. As RARPA now applies to all non-accredited learning in England it has to be included in future self-assessments and in scoping for inspection.

The process itself is split into five elements: -

1. **Course aims** to be clearly stated
2. **Initial assessment** is made to establish the learner's starting point
3. **Challenging learning objectives** are identified, revised and renegotiated
4. **Recognising and recording progress and achievement** during the course (formative assessment), i.e. **checking progress** together with progress reviews and the giving of **feedback**
5. **Overall review of progress and achievement** (summative assessment)

The Women's Workshop determined that this approach would be the most suitable to create their own personalised framework.

The objective of this report is to describe the processes and methods that were used to assess the learning and teaching using the RARPA five-staged process. Where appropriate, detailed statistical appendices are included to assist a thorough analysis of how RARPA benefited the learners, the organisation and the project. This report also draws conclusions on the effectiveness of RARPA in meeting the specific needs of women with mental health issues and details whether it suitably fits the purpose of evidencing the progression of learners.

3. The Course

At the outset the Women's Workshop consulted with a number of both statutory and voluntary sector agencies that worked in the mental health sector. This consultation was to influence the design, structure, content of the initial course delivery and ensured that agencies would feel comfortable referring the women to the provision.

The aim of the course was to re-introduce the women to education through an informal, but structured course that included a variety of curriculum areas. The design of the course was built upon the assumption that some of the barriers to education would be poor self-confidence and/or self-esteem.

Course publicity leaflets were professionally printed and distributed to a variety of external health agencies. The recruitment/outreach officer also visited and made presentations to the various support agencies working in Cardiff and the Vale.

The women were referred from a variety of front line service agencies including; *Community Mental Health Teams, Housing Associations (Taff Housing & Llamau), Cardiff Women's Aid, AWETU, Barnados, 4Winds (User led service) Shaw Trust, CADT (Cardiff Alcohol & Drug Team), DIP (Drug Intervention Project), Wallich Clifford Homeless Project, Community Addiction Unit, Careers Wales and the Want 2 Work project*

The first group of learners started in October 2005 and the last group completed in March 2007. Within this period, 8 groups of women attended, which gave a total of 45 women. The women had various mild to moderate mental health diagnoses including; clinical depression, bi-polar disorder, OCD. These were also compounded with drug/alcohol dependency, eating disorders and histories of domestic abuse or bullying

Each group attended for two days per week 10am to 2.30pm for 12 weeks. Both childcare and travel expenses were available to all learners and for those not able to travel on public transport, taxis were made available.

The course was designed to address the issues of poor self-confidence and self esteem from three different but complementary angles. This approach became known as "**Find it, Feel it, Tell it**".

- The learners "**found it**" by studying how the world around them affected their own thought processes e.g. women's image in the media and how it affects their own self-image. The learners were encouraged to research one self-determined issue in depth. The goal was for the women to realise they had a voice in society and that their opinions mattered.
- In "**feel it**" the learners underwent a targeted, subtle and challenging exploration of their own self-confidence. The aim of "feel it" was to recognise that there might be other ways of being, feeling, acting and that they have a choice; that they are the determinant of their life and not others. The teaching approach of "feel it" was primarily cognitive and behavioural.

- The overall aim of “tell it” was to increase the learner’s skills and confidence through improved communication. The learners underwent a variety of practical exercises where they practiced their communication skills. This raised awareness of how to be assertive and avoid passive behaviours that may damage their esteem.

Two additional curriculum areas were delivered ‘voice coaching’ and ‘creative writing’. These were not delivered over the entire course but were nevertheless a significant part of the course’s early success.

- In voice coaching the learners practiced effective speaking techniques, how to project and gain confidence in using their voice.
- In creative writing sessions, the learners were encouraged to have confidence in their writing abilities, no matter what their basic skills levels. The course covered poetry, prose and short stories.

As a result of formative assessments and evaluations, changes to this initial formula were made for the final stages of the project to meet the needs of the learners and in response to the substantial body of research indicating that physical activity can be an effective treatment for people experiencing mild to moderate mental illness.

A health & fitness module was included for the last group of women. The overriding aim of the module was for the learners to consider the link between their physical and mental health. It examined the extent of the problem of physical inactivity upon an individual’s health; the women’s current activity levels; the barriers they faced in being physically active and looked for solutions to these barriers on an individual basis. The module was extremely successful, with the women immediately recognising the correlation between their physical and mental well-being and recognising they could take control of aspects of their life.

Quote from a learner regarding the Health & Fitness module from a learner with depression and agoraphobia.

“I enjoy using my pedometer. It makes me aware of what I am doing. I’m aware I was very inactive, now I try to keep moving as much as I can. I go upstairs to the toilet instead of using the downstairs toilet and I walk around the back garden. For me that’s progress.”

4. RARPA five-staged process

4.1 The Process

The recording of learner's progress and achievement is a fundamental element of good teaching practice. The Women's Workshop wanted to demonstrate that quality teaching and learning were taking place even within an informal learning setting.

Until the formal introduction of RARPA, many of the milestones achieved by the learners were experienced but not actually recorded. All tutors had their individual teaching and assessment methods but for the purposes of RARPA this had to be addressed and formalised without eroding the informal nature of the course delivery. The organisation felt it was important to appoint a person to drive forward the design and implementation of the in-house systems; a part-time RARPA co-ordinator was appointed that would manage and collaborate on the design of the in-house systems and cascade staff development training to all tutors involved in the project.

Initially some tutors were concerned that the recording of progress and achievement would lead to an increase in paper-based recording processes and bureaucracy. It was therefore important that this process was integrated within the teaching and learning activities and not seen as an external administrative requirement. It was vital to ensure that tutors understood that the systems were not intended to be simply an exercise in bureaucratic form filling.

4.2 Gathering Evidence

The project team experimented with the creation of paper documents to assist in evidence collection at all stages during the 5-step process of RARPA. These included Individual Learning Plans, diaries, worksheets and journals. However, paper based recording methods did not always meet the needs of the project, because

- ❑ Basic skills levels of the learners varied
- ❑ Low levels of confidence resulted in resistance from some learners to produce "written" work
- ❑ Certain team building activities were not conducive to paper-based assessments.
- ❑ Discussion was a key teaching method and capturing it for evidence of progression was challenging
- ❑ Placing a heavy paper-based load on the learner may appear tedious and be deemed as interfering with spontaneous learning.

Clearly an innovative approach was needed to meet the diverse needs of the learners, the course, the organisation and the EQUAL Development Partnership.

4.3 The Women's Workshop approach to RARPA

In this section we consider the systems that were initiated to meet the requirements of each stage:

Stage 1 “Course aims to be clearly stated”

To achieve the aims and objectives of the project, all course modules set overall aims and objectives. This was somewhat semi-structured in nature at the outset; however this was addressed and improved on with the introduction of RARPA and assistance of the RARPA co-ordinator. Each tutor was required to provide lesson plans or schemes of work that stated the aims and objectives of each session. This was not meant to be an overly administrative task; however it proved to be a challenge for some staff and the RARPA coordinator delivered support and individual training. The goal was to ensure an open book, whole course approach to the course’s development and delivery and ultimately meet the standards required by statutory quality assurance organisations such as ESTYN. The formalising of aims and objectives were not meant to detract from the informal and flexible nature of the delivery, but to provide a framework for learners, tutors and the project as a whole.

Stage 2 “Initial assessment to establish the learner’s starting point”

In the early stages of the project, learners had an individual interview with the recruitment officer, which included the completion of an application form. The application form did not provide a section for highlighting specific learning requirements, but brief informal notes were kept regarding any disclosed learning support needs plus any specific diagnosis disclosed.

In the latter stages of the project this system was supplemented with the addition of an improved Individual Learning Plan (ILP) system (**Appendix 1**)

Initially the project team decided that the learners with mental health issues would not undertake formal basic skills assessments. However judgements were made at interview stage and any relevant information pertaining to basic skills needs was recorded on the ILP and the detail was disseminated to the tutors. This did change when the project expanded its target groups to women with English as a second language in January 2007 and both English and numeracy assessments were introduced for this group.

Stage 3 “Challenging objectives are identified, revised and renegotiated”

The Individual Learning Plan (ILP) was given a high profile within the system, with time built into each learner’s timetable for ILP sessions. The personal tutor administered the ILP at the beginning, middle and end of the 12-week course. Learners were required to set both short-term and long-term goals and also set specific goals relating to issues of self-confidence. These were set, revised and re-written as appropriate during the course. All course tutors were informed of the learner’s stated goals. This information informed the content and /or delivery of the course so as to increase the opportunity for achievement of stated goals.

Obviously not only goals were discussed during a learner’s individual session. Many issues were raised that were outside the course delivery. The personal tutor had to deal with these sensitively and any issues that were deemed to be significant (with agreement of the individual learner) were shared with the appropriate project staff.

Stage 4 “Recognising and recording progress and achievement during the course (formative assessment)”

Each course module had its unique aspects, which required targeted methods of assessment for evidencing purposes. It was essential not to destroy the openness and informality of the course. With this in mind, the following methods of assessment were used to meet stage 4 of the RARPA process: -

Worksheets

Regular use of good quality worksheets was a cornerstone of most sessions. The documents generated were easily kept in the learner’s portfolios and provided classic evidence of engagement in the session.

Written Work

The creative writing module stood as exemplar in this area for assessment purposes; the learner’s work was kept at all stages, from conception through to the finished piece. Learners had varying levels of educational experience and this module provided effective assessment for learners at all levels.

Tutor Feedback

It was discussed in depth how the project could most appropriately capture learning moments, from the spontaneous light-bulb moments, to a clear demonstration that a stated goal had been or achieved. Even unstated goals that were not recorded on the ILPs but came out of group discussion were being met spontaneously – the challenge was to invest in a system that captured and evidenced this progression.

It was determined that only tutor feedback could provide validation that such moments had been noted and were significant in the learning journey. The tutors were requested to provide written feedback on the learner’s progression at both the mid and end stage ILP session. This information could establish whether a learner’s stated goal had been achieved or in fact if other significant progress had been made. This was possibly the most onerous task for individual tutors and required the payment of additional hours in order to complete the task. Even so it was still difficult to collate all feedback in time for an individual’s timetabled ILP session. This situation would certainly be exacerbated if the group size was increased.

Evidencing Discussions

A significant teaching strategy was class discussion, but capturing this for evidence proved to be challenging. Video evidencing was discussed but dismissed as not appropriate in the curriculum areas delivered, but could be in other more ‘practical’ subject areas. A combination of tutor feedback and the learners’ reflective journals were the chosen methods for capturing learning through discussion.

Journals

Each learner was invited to keep a confidential reflective journal. 10 minutes was allocated at the end of every session for the recording of their thoughts of the day. The learners were free to use self-expression but naturally seemed

to record their learning points. The learners were also encouraged to complete their journals outside course attendance. This increased the possibility of recording issues that had been raised, considered and realised post-session. The journals: -

- Enabled the learners to record their own journey
- Provided an aide memoir when completing end of course evaluations
- Gave the learners an opportunity to practice their writing skills
- Provided evidence for the purposes of meeting the RARPA requirements

The journals met with great approval by staff and learners and were taken very seriously. The content of the journal was strictly confidential but was occasionally discussed within teaching sessions.

Rickter©Scale Assessment

Two tutors undertook Rickter© Scale practitioner training in 2006. (www.rickter.com). The Rickter© Scale is a deep, thought provoking self-diagnostic tool for individuals. It was quickly identified that the nature of the tool dictated it be used with caution, professionalism and care, especially in the context of the personal profiles of the learners. Learners were therefore asked to volunteer for this assessment. The tool received positive feedback from both learners and staff but its use was brief due to the time taken to implement the full assessment process with this particular learner group. The assessment process is a 40-minute interview followed by the recording of the results within a web based information management system, taking a total of two hours per learner assessment. For maximum benefit and tracking of progress, the assessment tool should be used at the beginning, middle and end of a course. This would have equated to six hours per student within the 80-hour course. The course framework made Rickter© unworkable in the context of this project. One individual's results are included in **Appendix 2**, and it can be seen the learner has shown remarkable progress even within a short 6-week period.

It is stressed that Rickter© is not a counselling tool, although it could be used as an aid to counselling. It is further stressed that due to the power of the tool, only trained professionals are licensed to use it.

From the project's brief use of the Rickter© Scale, these are some of its perceived strengths: -

- It is easy for the learner to understand
- Good software provides back up documents that detail the changes experienced
- It provides good quality information for the organisation
- It works well at raising awareness of issues that could affect the learning journey for the learner
- It gives the learner full responsibility for their own goal setting

Learner Session Evaluations

A four-step session evaluation system was implemented. The evaluations progressed in level of depth and complexity as the course progressed. However each tutor could exercise judgement as to the level presented to the learners; choosing to progress linearly from 1 to 4 or jumping to a higher level as appropriate.

It was not necessary for the learners to complete these forms for each session; once again, tutor discretion was required. All forms were held by the tutor and used to validate the success of a session or justify the need for change.

Extra Curricular Activities

A number of extra curricular activities took place during the project. Some were intended to be fun, out of the classroom, social occasions, others were more an integral part of the project. All were valuable opportunities to record evidence of change and growth through learning. These are a small selection:-

The Recording Studio

Learners were taken to a professional recording studio to record a spoken version of their creative writing work onto a CD. This successfully linked a number of the course modules together: creative writing, voice coaching, and communication skills.

The Spa Day

This was essentially a social occasion where the learners enjoyed the facilities of a local spa for the afternoon. However, on an educational level it provided an opportunity for the learners to have the confidence to experience something new.

The Millennium Centre

Learners had a tour of the Wales Millennium Centre, Cardiff and also attended an evening performance. The learners had reservations about undertaking this activity, as it was an evening concert and clearly out of their "comfort" zone. It was interesting to note that 75% of learners had never been inside the Centre even though they all resided in Cardiff

Transnational Conference, City Hall, Cardiff November 2006

The learners were invited by the Development Partnership to run their own workshop at the conference. The learners were involved at every stage of the workshop, from the initial conception of the idea/format, through to the delivery and evaluation of the activity. The workshop was called 'Learning for Health', with the emphasis on the value of learning for learners facing mental health challenges. It was an outstanding success both for the participants and learners.

Workshop participant comments:-

"I've been listening to a fine bunch of women and a wonderful organisation with good results"

"The amazing progress in front of me"

All the events formed part of a drive to encourage the learners to develop their social skills and realise their own self worth, as well as providing evidence within the adopted RARPA system. The project aimed to include one extra activity per group of learners, however not all members of the group attended the activities, either through choice or individual circumstance. As the project neared its end more opportunities for extra curricula activities occurred as joint events were held with the Partnership members and the Welsh European Funding Office.

Stage 5 “Overall review of progress and achievement”

As stated at Stage 4 tutors were required to complete feedback forms that commented on a learner’s progress against their individual goals. The overall feedback forms were completed in the penultimate week of the course and passed to the personal tutor. The personal tutor fed these comments back to the learner during the final ILP session.

In addition, there were two stand-alone end of course evaluation forms that all learners completed for all sections of the course. It has been raised that this can seem arduous for the trainee. However, there seems little value in not asking for specific feedback on all aspects of the learning programme.

5 Learner Evaluation

Session Evaluations

Most, but not all, of the sessions were individually evaluated by the learners. A specific set of four session evaluations sheets were designed specifically for the purpose.

The overwhelming feedback received stated clearly that the aims and objectives of the course and modules were being met. See **Appendix 3** for graphical representation of the end of session evaluations results.

In all cases, the statistics clearly show that the core aims of the project were being met. Learners continually rated the course as “fun”, “enjoyable”, “stimulating”, “thought provoking” and “interesting”. To enrich this evidence, here are some of the additional comments recorded by the learners on the evaluation documents: -

- I will start to enjoy reading
- I felt relaxed for the first time in ages
- The session made me more open minded
- I could discuss World issues like poverty and feel my opinion mattered
- I have more understanding of disability and will be kinder
- When I started the course I felt a failure, now I feel more able to try my best
- I have to learn to say no
- I think I make my own stress
- I must be more aware of the way I am

End of session results were discussed informally within the project team and were further debated during the more formal setting of project team meetings. Where areas for improvement could be identified, changes were made. The curriculum evolved using these evaluations. The result was an organic course that adapted to the needs of the learners while always remaining faithful to the overall ethos of the project.

Summative Evaluations

An analysis of the end of course evaluations indicates that overall learners enjoyed their time at The Women’s Workshop and felt it helped them re-engage with education as a source of motivation and were inspired to carry on the journey that began with the first steps they had made.

The following are examples of the responses recorded on the evaluation documents.

In answer to **“the most important part of the course for me was...”**

- Realising I matter
- Enjoying it
- Keeping coming until the end
- Regaining my confidence

- Meeting new friends
- Finding out that I am not stupid
- Not being nervous all the time
- Feeling valued

In answer to “the course made me think about...” over 30% of learners stated that they were going to think about doing more courses. To this end a few learners are already engaged with other courses within The Women’s Workshop and some are known to have enrolled to further their creative writing skills at other educational centres.

In general the level of the course was set correctly. Only 3% of learners felt the course was too easy with 4% feeling it was too hard. The Women’s Workshop was keen to be responsive and looked into this feedback. It was discovered that undisclosed learning needs contributed to the comments made.

Over 87% of learners commented that the course was motivating whilst 90% felt it fun. It would have been interesting to include an end of course evaluation system to be completed by teaching staff. This could then have been compared with the learner responses and provided valuable data for the development of future courses.

6. Conclusion

The course encompassed a number of curriculum areas aimed at reacquainting learners to the benefits of education in an informal learning environment. It was recognised that a number of potential barriers may have prevented the successful achievements of the course objectives. The course was therefore structured in such a way as to overcome such problems. This structure was changed over the lifetime of the project by responding to learner need and additional research into methods of combating mental ill health. The success of the health & fitness module has inspired the organisation to expand this provision and invest in a fully equipped fitness suite that will be available to all learners. The Rickter© assessment will be used again within a new project for only a selection of learners to provide quantitative evidence for evaluation purposes.

The requirement to introduce an appropriate system of assessment for this non-accredited course, led to the adoption of an existing quality framework the 5-stage RARPA process. The RARPA 5-stage process became fundamental to the delivery and assessment of learning progress within the project. It imposed a level of discipline on a previously loosely structured course, despite some initial reservations. The adoption of RARPA ensured that written evidence of achievement, through worksheets, tutor feedback forms, learner journals and individual learning plans provided a quality framework for the confirmation of learner's goals. It was not always straightforward to blend the formal written requirements seamlessly within the less formal, learner-led ethos of the project. However, staff and learners alike ultimately accepted the staged introduction of the various formal recording systems.

The variety of additional, extra-curricular activities demonstrated additional evidence of the development and commitment towards learning by the various groups. The sheer variety ensured learners retained interest whilst building knowledge and confidence in subtle ways.

The feedback from learners suggested a high level of enthusiasm, progress and sense of achievement. This has been achieved whilst ensuring that the course has successfully embraced the requirements of the RARPA system.

There are lessons to be learned for future delivery; in that there are time and financial implications when implementing quality assurance systems. It is essential to have someone committed and experienced to drive the process forward and that sufficient time is allowed for both learners and tutors to actively engage with the process.

Appendix 1



INDIVIDUAL LEARNING PLAN

Trainee's Name _____ Date of initial interview _____

FOR STAFF USE ONLY			
Does this trainee require assistance with Basic Skills?	YES	NO	UNSURE
Please provide more information as appropriate			

FOR STAFF USE ONLY			
Does this trainee have any individual learning support needs/requirements?	YES	NO	UNSURE
Please provide more information as appropriate			

ILP/ Tutorial meetings records			
Purpose of meeting e.g. ILP 1st meeting	Date	Trainee's Signature	Staff member's Signature

We realise what a huge step it is for an adult to take on a course and we want to make sure your time with us is well spent. You are being asked to think about what you want to get out of the course. This will help us include things in the course that will interest you and be helpful to you.

This form is called an "Individual Learning Plan". This learning plan will help YOU decide how to get the most out of your time at The Women's Workshop. Your first step is to think about the things on this form but DO NOT complete it until you are with Sadie. Bring this back with you to the course induction where Sadie will help you fill it in.

Good Luck
The Value Team ☺

What are the things you want to get from the course? We have suggested a few ideas below but there is plenty of space for you to write your own also. Please tick the ones that are for you	
These are your "SHORT-term Goals"	
Goal	Tick here for YES
Attend class each week	
Be able to talk to other trainees	
Be comfortable with the other trainees	

Now write down here the most important SHORT-term Goal	
Goal	What might stop you getting this? We might be able to help you.

Lets take this Short-term Goal and make a plan on how to achieve it.

Short-term Goal	How can you make this happen?	Like to do this by (date)	Date achieved	Feedback

What are the things you want AFTER the course? We have suggested a few ideas below but there is plenty of space for you to write your own also. Please tick the ones that are for you

These are your "LONG-term Goals"

Goal	Tick here for YES
Apply for a job	
Get a job	
Do more courses	
Get some hobbies or interests	

Now write down here the most important LONG-term Goal	
Goal	What might stop you getting this? We might be able to help you.

Lets take this Long-term Goal and make a plan on how to achieve it.

Long-term Goal	How can you make this happen?	Like to do this by (date)	Date achieved	Feedback

Confidence Building

We all need a little more confidence from time to time. This is why confidence building is one of the most important things about the course. Would you like more confidence? Again, there is plenty of room for you to say what is important to YOU.

Which of these areas do you feel you need extra confidence in?	
Would like to be able to.....	Tick here for YES
Start talking to someone you do not know	
Say no	
Make a complaint	
Speak in front of a group	
Travel alone	

Now write down here the most important area you would like to see improved	
Would like to be able to.....	What might stop you getting this? We might be able to help you.

Lets look at this more closely and make a plan on how to get there.

Confidence Needed in.....	How can you make this happen?	Like to do this by (date)	Date achieved	Feedback

END OF COURSE REVIEW

To be completed at the end of the course

What do you feel you have gained from the course?
Did you achieve any of the short-term goals you set your self?
Did you achieve any of the long-term goals you set yourself?
What is your next Goal?
What new skills have you got?
Tell us a story about how you confidence levels are now?
What next? Would you like to know about more courses at The Workshop? Would you like our help putting you in touch with other people for any reason (jobs/training etc).

Well done, you will be missed. You've done brilliantly. Good Luck 😊

Appendix 2

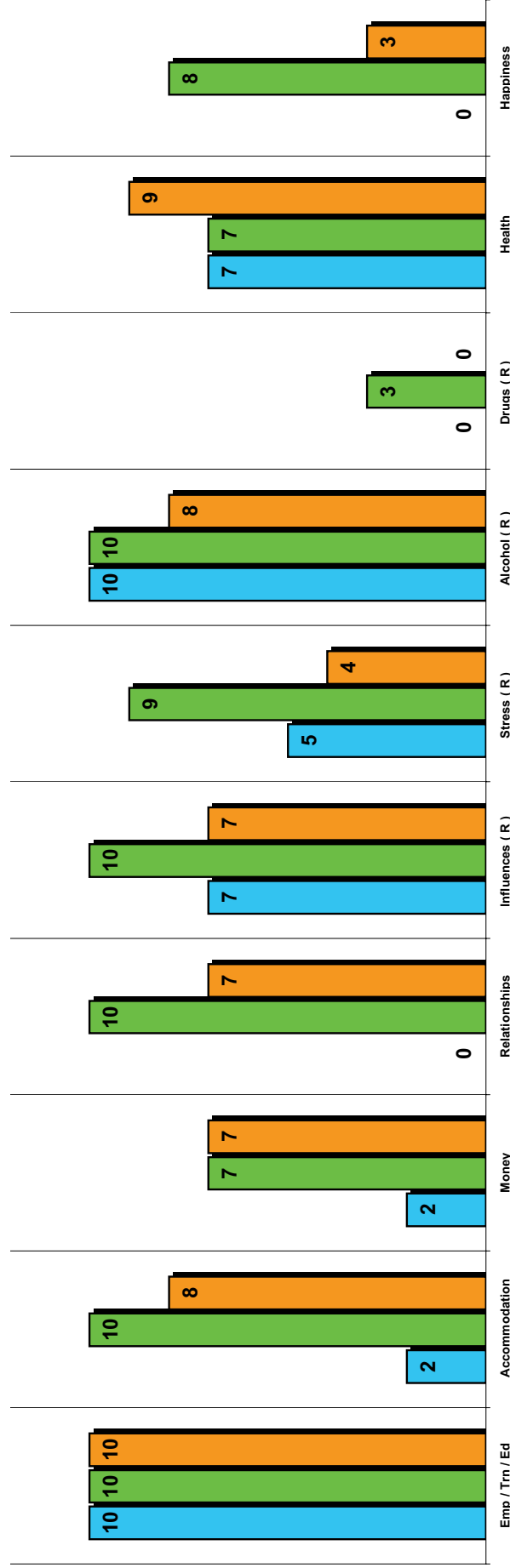
The Rickter Company Ltd

THE RICKTER SCALE®

0 1 2 3 4 5 6 7 8 9 10

Individual's Movement & 'Distance Travelled' ~ Review 1

NAME:	A TRAINEE	BASELINE PROFILE ~ DATE:	10-Sep-06
PROJECT:	Women's Workshop - Value 6	REVIEW PROFILE ~ DATE:	14-Dec-06



■ Present State
 ■ Desired State
 ■ Review 1

Total Baseline Profile - Present State:	43
Total Baseline Profile - Desired State	84
Total Review Profile No 1:	63
Individual's Movement:	20
% 'Distance Travelled' towards Desired State:	49%

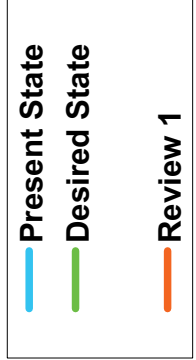
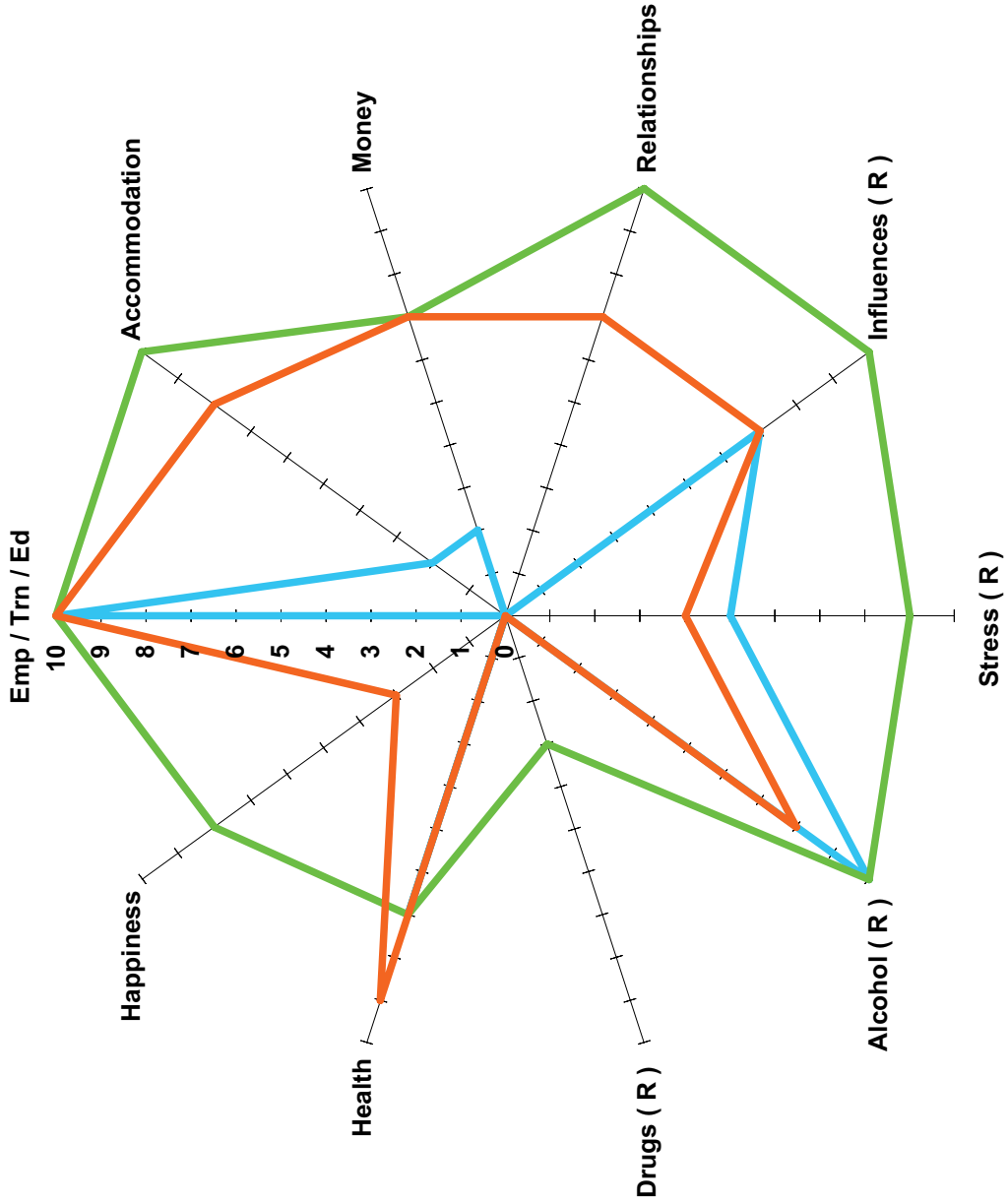
Wheel Graph ~ Review 1

NAME:

A TRAINEE

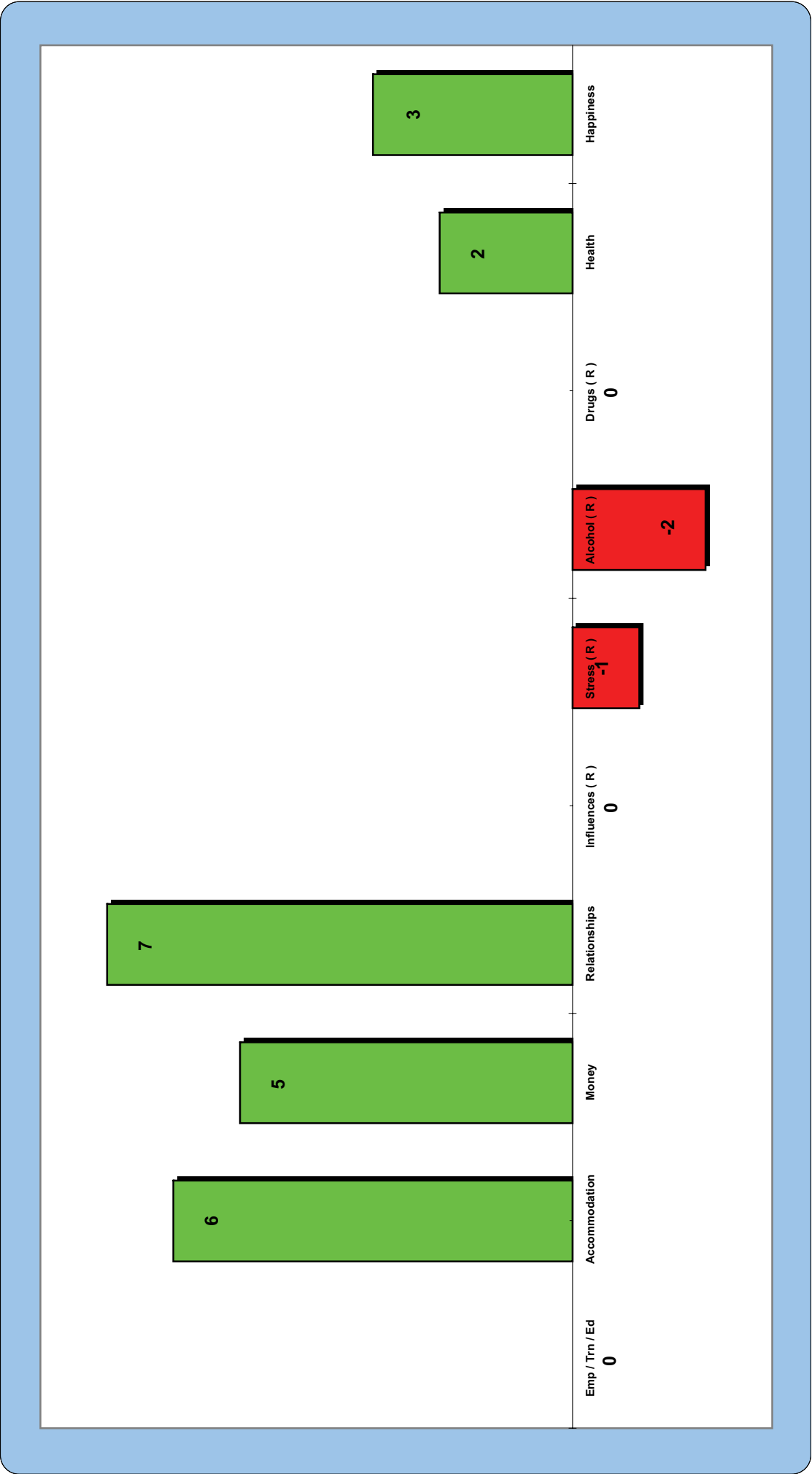
LOCATION:

Women's Workshop - Value 6



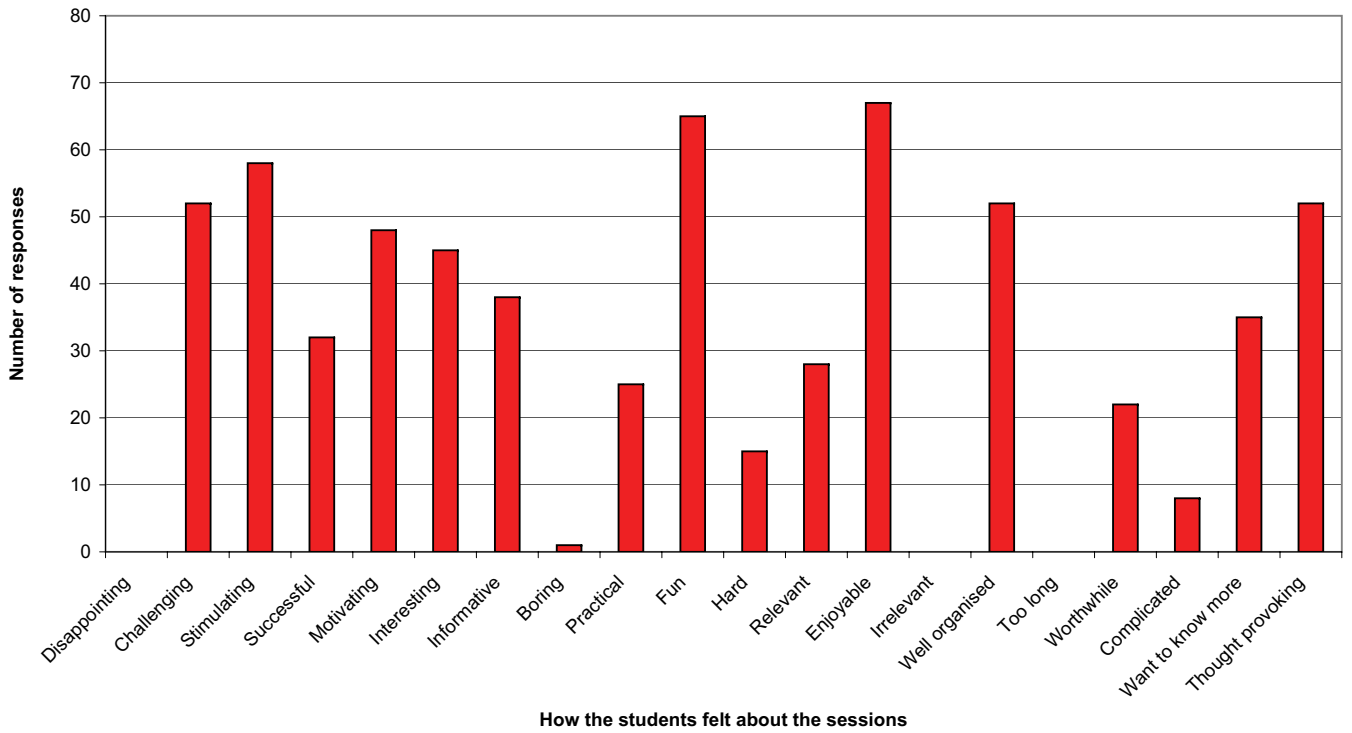
Individual's Movement ~ Review Profile No 1

NAME:	A TRAINEE	BASELINE PROFILE ~ DATE:	10-Sep-06
PROJECT:	Women's Workshop - Value 6	REVIEW PROFILE ~ DATE:	14-Dec-06

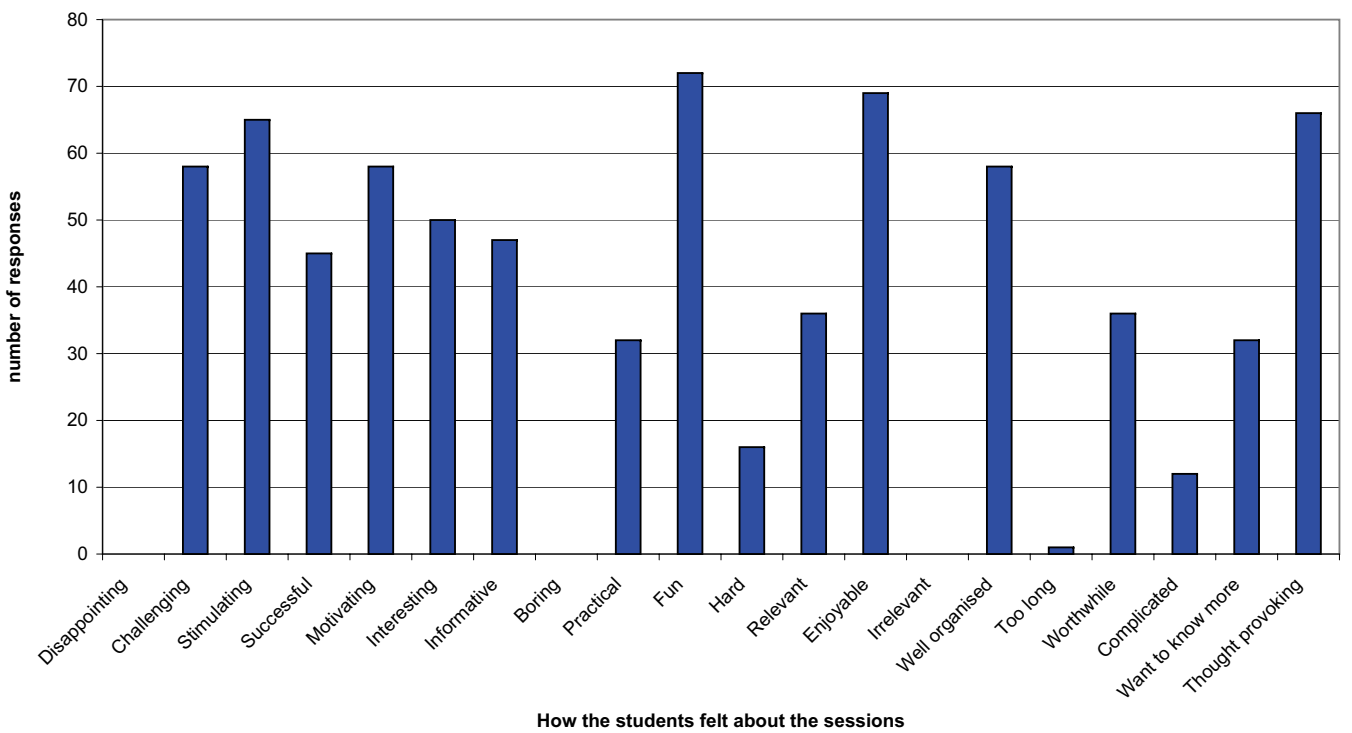


Appendix 3

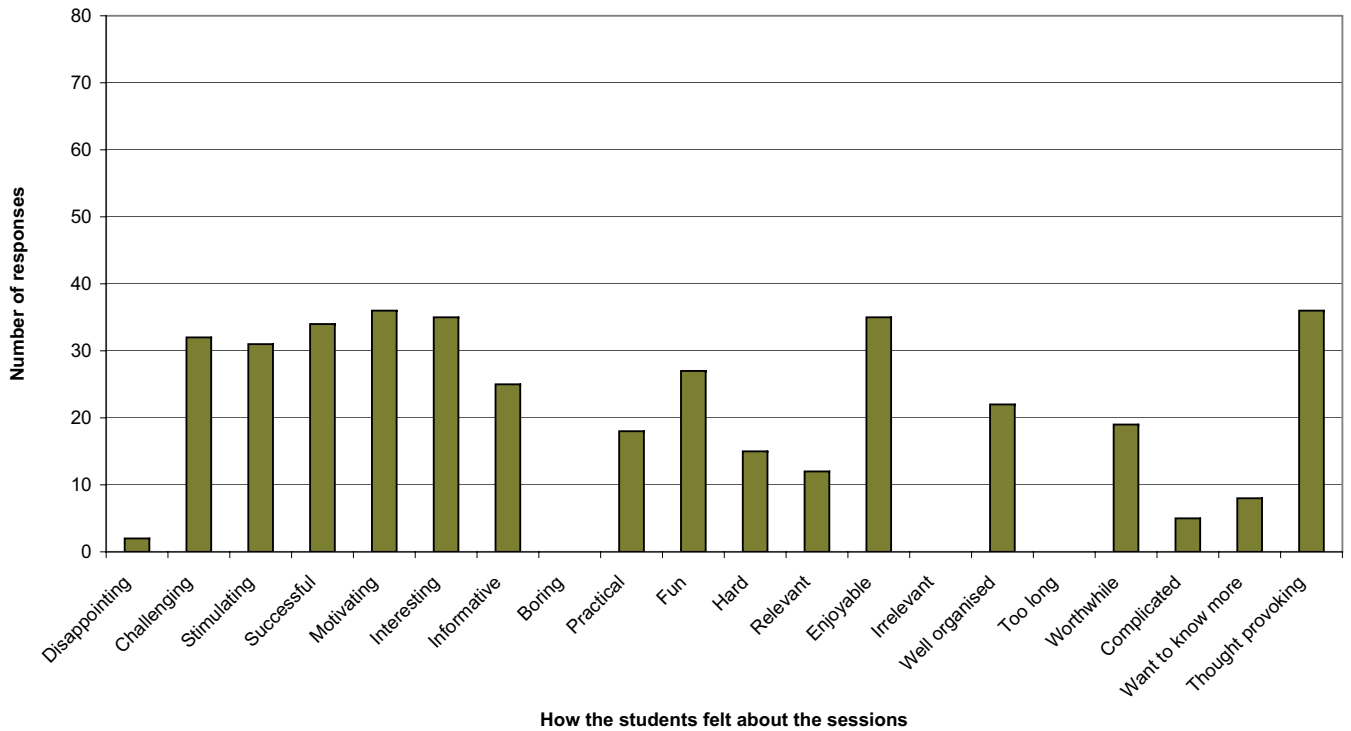
An analysis of the end of session evaluations for "Find It"



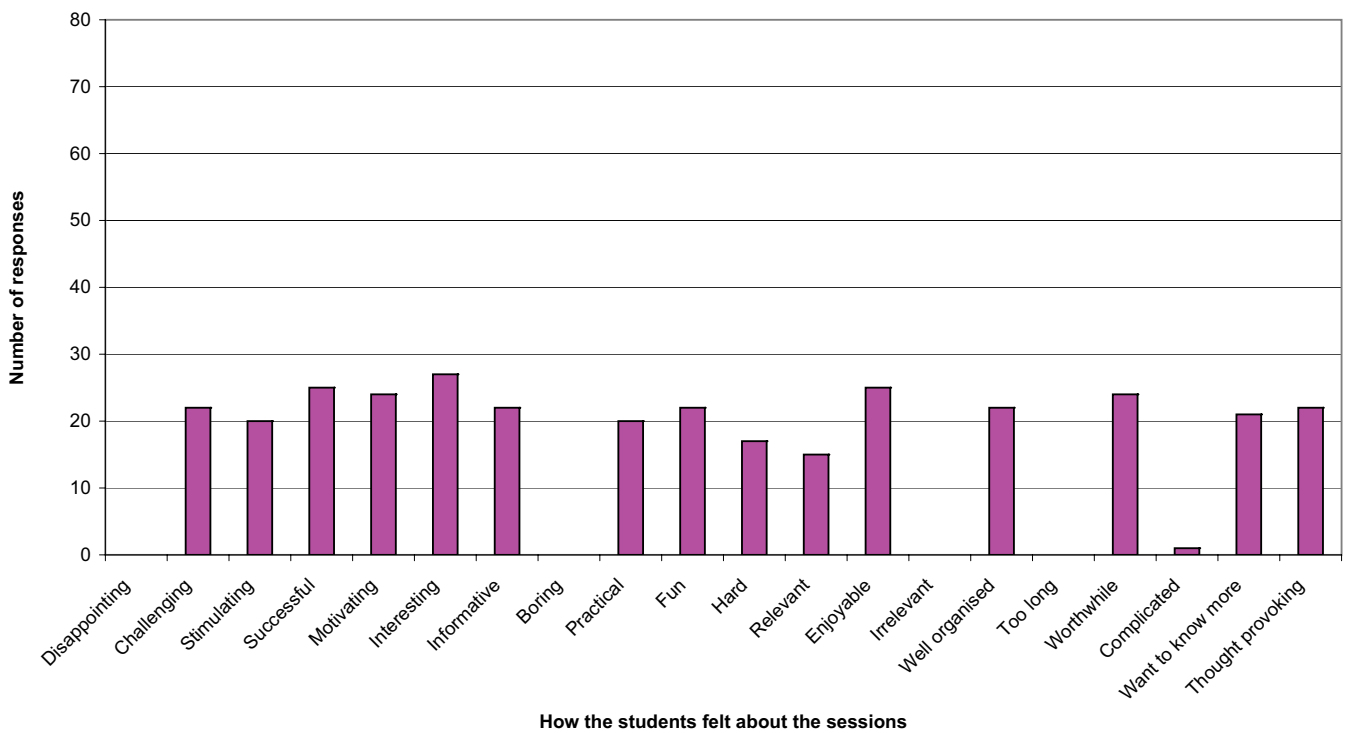
An analysis of the end of session evaluations for "Feel It"



An analysis of the end of session evaluations for "Tell It"



An analysis of the end of session evaluations for "Creative Writing"



Notes

Inside Back Cover
Blank



**The Women's Workshop
Cardiff Training Centre Ltd**

Clarence House
Clarence Road
Cardiff CF10 5FB

Tel: (029) 2049 3351
Fax: (029) 2048 2122

e-Mail: info@womensworkshop.org.uk