SCLS RARPA Policy

2020/2021

Date reviewed: 8th April 2020
Next review date: April 2021

What is RARPA?

RARPA is the process of **R**ecognising **a**nd **R**ecording **P**rogression and **A**chievement

All learning programmes, regardless of the length of the course, should have all the stages of the RARPA process in place. Learners must be fully involved at all stages and should record their progress in their individual learning plan (ILP). All learners must have and complete an ILP. SCLS uses 3 types of individual learning plans to recognise and record progress and achievement:

-My Individual Learning Plan- for 5+ weeks courses.

-My Course Plan- for ESOL learners and learners with low literacy skills.

-Workshop ILP- for one day workshops

Tutors must ensure that they are using the correct document for their courses

All ILPs should contain the following aspects linking to stages 2-5 of the RARPA process (Stage 1 is about stating the Course aims and outcomes in the Course Information Sheet):

1. **Initial assessment/ Starting points**

   Tutors must identify the learners starting point and any barriers to learning from a number of sources. Formal initial and diagnostic assessments, examples of learners' written work, previous qualifications, previous experiences and information contained on the enrolment form, etc.

   2. Learning Goals & Targets - Subject Specific & Personal Targets

   At the start of a course tutors should negotiate challenging learning goals and targets for the learner. These are a combination of **course** and **personal** goals. They are negotiated and agreed at the start of the course and recorded in the learners' ILP to be reviewed throughout the course.

   During the course, tutors and learners review progress towards their goals weekly and identify when course and personal goals have been achieved- learners who achieve goals earlier than anticipated should be set further realistic targets to ensure that the learners are challenged appropriately and continue to make progress.

   At the end of the course tutors must indicate if a learner has achieved 100% of the agreed **course** and **personal** goals. Only learners who have achieved 100% would be deemed to have passed. The tutor must ensure that they have clearly referenced evidence that the learner has achieved the goals by way of work completed by the learner and confirmation in the learners' ILP.

   Goals and targets need to be *SMART* (specific, measurable, achievable, relevant and time bound.). It is the tutor's responsibility to ensure that the learner's goals written in the ILP meet these criteria.

3. Progress Review

Learners need to review and reflect on their learning and progress at the end of each session to develop their learning skills and to evaluate their own progress. ILPs contain a section for learners to record their learning and for the tutor to provide developmental written feedback - supporting, advising and setting new goals.

This section is to be used for reflection on progress against subject targets and personal goals. A review and renegotiation of learning targets should take place at least once during the course especially when a learner is completing their learning quicker than expected or is struggling to meet their initial targets.

4. End of Course Review

Towards the end of the course learners should review their overall progress and consider their possible progression opportunities. Tutors must support learners to assess their progress against positive progression outcomes.
Course Impact questions and course evaluation should be completed and results collected by the tutor to be recorded on the MI system.

5. Moderation process

All Community Learning programmes are subject to internal moderation as part of our Internal Quality Assurance Process for Teaching and Learning.

Internal moderation activities include:

- Sampling of learners' work and ILPs during the course
- Sampling of learners' files and ILPs on completion of course

The purpose of the moderation activity is to ensure:

- The RARPA process is being followed consistently
- There is a standard approach to recording progression and achievement in non-accredited learning
- Learner achievement is recorded appropriately as confirmed by the evidence in their files/other evidence
- There is consistency in the quality of assessment
- Feedback to learners is clear and appropriate and enables learners to progress.
- Record-keeping mechanisms are maintained
- Good practice is recognised and shared

The sample of learner work to be internally moderated should:

- Be adequate in size to ensure that a judgement can be made in terms of consistency. The target set by the Quality team is to moderate at least 25% of course files.
- Include a random element to maintain rigour
- Cover the full range of attainment
- Identify problems or borderline learners
- Be representative of the whole programme in terms of tutors and courses.

Tutors should ensure that ILPs are completed fully along with any supporting evidence which confirms the achievements of the learners' personal and course targets. This will be used by the quality team to moderate the tutor's decision when sampling courses.

On completion of each course, tutors must complete the Moderation document which indicates which learners have achieved 100% of their learning aims, and which learners did not achieve. This document also identifies learners' destination for the MIS team to input in the TERMS system.

During the moderation if there is a lack of evidence supporting the tutor's decision the MI system will be adjusted to reflect the new moderated decision.
The quality team will also discuss their findings with the tutor and provide an action plan to improve future judgements by the tutor. This will be closely monitored by the Curriculum Managers and the Quality Manager who will put relevant support in place for tutors.

The RARPA Stages

Stage 1

- CLEARLY STATING COURSE AIMS
- State course aims and outcomes in the **Course Information Sheet** which must be given to learners at enrolment.
- IAG/Induction: Give thorough induction- use **checklist in ILPs**
- Ensure this is the correct course for the learner

Stage 2

- ESTABLISHING STARTING POINTS
- Conduct Initial Assessment (English, maths and course specific)
- Complete Learner Profile
- Revise **SoW with findings from initial assessment**

Stage 3

- SETTING CHALLENGING SMART GOALS AND TARGETS
- Identify personal goals and set clear and challenging course targets with each learner.
- Use information gathered in the previous stage to set targets that are appropriate according to the learner starting points and apirations.
- Learners personal goals do not need to be specific to the subject be related to the positive progression outcomes on the Impact questions.

Stage 4

- TEACHING, LEARNING AND FORMATIVE ASSESSMENT
- Use a range of teaching and learrning activities and strategies that are well planned and sequenced so taht learners build up on previous learning and develop the new knowledge and skills they need.
- Use technology to enhance learning
- Use a range of assessment strategies to include learner reflection and self-assessment which identifies the "distance travelled"
- Review learning and give developmental feedback both verbally and written

Stage 5

- END OF COURSE SUMMATIVE ASSESSMENT, IAG and PROGRESSION
- Use summative assessment to evidence achievement of personal goals and course targets.
- Support learners in identifying what positive impact the course has made on them by discussing the Impact Questions (back of ILP)
- Conduct end of course review (back of ILP)
- Support learners to make informed choices about their next steps. Provide information, advice and guidance for opportunities on completion of their course. .