

RARPA Policy

Recognising and Recording Progression and Achievement

Author & Owner

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What is RARPA?

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

It is a tried and tested approach to ensuring the quality of non-accredited learning programmes and learning opportunities within a programme that is in addition to a specific qualification. For many learners with special educational needs, qualifications and accreditation are not appropriate options to support good life outcomes. Learning programmes must be tailored to the individual. When delivered well and quality assured, RARPA provides a structure through which learners can achieve their personalised outcomes and reach their potential.

There are five stages to the RARPA process. The stages follow a process that is familiar within all types of learning programme:

- STAGE 1. Aims of the learning programme
- STAGE 2. Initial assessment
- STAGE 3. Objective setting
- STAGE 4. Formative review of learning
- STAGE 5. Summative assessment of achievement.

The process is specifically developed to support the personalisation of learning goals and measuring achievement at an individual level. For both short and long learning programmes the RARPA process follows the same stages.

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 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, EHCP, transition documents, observations using initial assessment document, initial assessment forms such as picture of me, examples of learner's work, previous qualifications, previous experiences and information contained on the enrolment form.

2. Learning Goals & 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. If the learner has an EHCP the personal goals should be linked to the longer term outcomes in section E and be in line with Preparing for Adulthood. They

are negotiated and agreed at the start of the course and recorded in the learners' ILP (Learner Journey) to be reviewed throughout the course.

The targets must be set at the start for the full planned delivery hours (relative to the funding bracket) with acknowledgement of the hours required at learner level to achieve those targets.

During the course, tutors, and learners review progress towards their goals regularly during tutor time 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 stretched and challenged appropriately and continue to make progress.

At the end of the course tutors must indicate if a learner has achieved the agreed course and personal goals. Only learners who have progressed and achieved 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 learner's 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 (Learner journeys) 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 a term, 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 evaluation should be completed and results collected by the tutor to be recorded on the final ILP (Learner Journey)

5. Moderation process

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

Internal moderation activities include:

- Sampling of learners' work and ILPs (learner journey) during the course
- Regular learning walks
- Sampling of learners' files and ILPs (learner journey) 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, course outcomes and short-term targets linked to EHCP outcomes. 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 their learning aims, and which learners did not achieve or make any progress against targets.

Stage 1	Clearly stating course aims: • State course aims and outcomes in the course information sheet which should be given to learners at enrolment. • IAG/Induction: Give thorough induction using checklist in ILPs. • Ensure this is the correct course for the learner.
Stage 2	Establish starting points (English, Maths, EHCP outcomes and course specific): • Complete learner profile. • Revise lesson planning 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. • If learner has an EHCP, ensure targets enable progression to outcomes in section E and are linked to the preparing for adulthood outcomes. • Use information gathered in the previous stage to set targets that are appropriate according to the learner starting points and aspirations with consideration for the planned delivery hours. • Learner personal goals need to be specific to the subject and be related to positive progression outcomes.
Stage 4	Teaching, Learning and Formative Assessment: • Use a range of teaching and learning activities and strategies that are well planned and sequenced so that

	learners build up on previous learning and develop the new knowledge and skills they need. • 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. • Regular communication with parents and carers must take place. • Review of EHCP
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 in the ILP. • Conduct end of course review. • Final moderation. • Support learners to make informed choices about their next steps. • Provide IAG for opportunities on completion of their course.

Useful links:

[What is RARPA? | Special Educational Needs and Disability \(excellencegateway.org.uk\)](#)
[RARPA Guide | Excellence Gateway](#)

Appendix 1

Funding rules

For funding purposes this is referred to as non-regulated learning. The Funding rules stipulated when non-regulated funding can and cannot be claimed. Further guidance is here: [Guidance and regulation](#). They must have been defined as being appropriate based on locally driven delivery agreements reflecting both community and skills needs, marketing and prospectus records.

145. Where you deliver non-regulated learning, you must ensure it is eligible for funding. Such learning could include:

- 145.1. independent living skills or engagement learning supporting adults to operate confidently and effectively in life and work
- 145.2. locally commissioned and/or locally developed basic knowledge and skills needed to access technical qualifications
- 145.3. employability and labour market re-entry
- 145.4. locally commissioned and/or locally devised technical education short courses (also known as taster sessions)
- 145.5. community learning courses
- 145.6. basic digital skills courses, including where learners are unable to undertake digital skills qualification specified in the digital entitlement (paragraphs 157 to 160)

146. The eligibility principles we apply to non-regulated learning are as follows:

- 146.1. it must not be provision linked to UK visa requirements
- 146.2. it must not be provision linked to occupational regulation unless there is an agreed concession in place
- 146.3. it must not be restricted to being delivered to employees of only one employer
- 146.4. it must not be learning, for example, 'induction to college', that should be part of a learner's experience
- 146.5. it must not be a non-regulated version of a regulated qualification

146.6. it must not be above notional level 2 (that is, at notional levels 3 or 4)

146.7. at notional level 2 it must focus on technical provision