

Adult & Community Learning Handbook - Appendix F

How the ILP records and informs RARPAP

STAGE 4 - End of programme review and progression- **IMPACT**

- End-of programme learner self- assessment, tutor summative assessment, review of overall progress and achievement in relation to learning objectives.
- Plan for progression. Staff support learners' progression to further learning, volunteering and/or employment relevant to their personal circumstances.

The ILP records:

- a) Achievement and reflections
- b) Further learning targets
- c) Review progression options

The ILP records:

- a) Precise learning targets
- b) Details appropriate learning
- c) Steers learning towards achievement of long term goals

STAGE 3 - Recognition and recording of progress whilst on course/s- **IMPACT**

- Recognises what has been learnt, including progress in literacy, language and numeracy
- Recognises what still needs to be learnt and how
- Provides feedback to learners in ways that help them improve

The ILP records:

- a) Learners' starting points
- b) Short term personalised aims
- c) Long term goals and aspirations
- d) Progression routes

The ILP records:

- a) Current achievement levels
- b) The need for assessment against personalised targets
- c) Long term goals and aspirations
- d) Progression routes

STAGE 1 - Aims appropriate to learners- **INTENT**

- IAG process informs signposting to appropriate course/s
- A quick assessment to establish abilities and needs in literacy, language and numeracy

STAGE 2 - Initial assessment- **IMPLEMENTATION**

- Begins the process for identifying abilities, interests, aspirations and needs
- Informs learners' starting points on course/s
- Can include completion of initial assessment/s in ILPs