Adult Learning Kirklees RARPA Guidance Summary

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RARPA is an acronym for Recognising and Recording Progress and Achievement. The RARPA process is used to ensure high quality learning on non-accredited provision. The majority of adult and community learning in Kirklees is non-accredited and as such we use the RARPA framework to ensure quality standards across all provision. Accredited provision has formal exams or certificates and clear criteria to assess against. RARPA is the framework to assess against for non-accredited provision.

RARPA 9 Stages

1. Aims appropriate to individuals have been set and agreed.
2. Initial assessment establishes each learner's starting point.
3. Appropriately challenging learning objectives negotiated and agreed (these may be revised during learner journey).
4. Recognition and recording of progress and achievement during programme, formative feedback, learner reflection and self-assessment.
5. End of programme review of overall progress and achievement – summative assessment.

6. Plan for progression. Staff support learners; progression to next stops, relevant to their personal circumstances.
7. Consistent application of 6 stage process.
8. Effective quality assurance and improvement process in place.
9. Effective performance management and professional development in relation to RARPA.

There are 2 elements to the RARPA approach:

- The first 5 stages provide a means of recognising and recording progress and achievement against each stage.
- The next 4 stages are the systems in place to quality assure the RARPA process to ensure it is effective.

What does good quality non-accredited learning look like?

- Clearly stated, progression-focused learning aims, appropriate to an individual learner or groups of learners.
- Initial assessment to establish learners' starting points.
- Identification of appropriately challenging learning objectives: initial, renegotiated, and revised.
- Creative, active, outward-looking teaching and learning programmes.
- Recognition and recording of progress and achievement during programme.
- End-of-programme learner self-assessment; teacher summative assessment; review of overall progress (distance travelled) and achievement.
- Evidence of clearly defined outcomes and positive progressions being achieved.

The partnership approach to RARPA

- Communication which aids mutual understanding of RARPA.
- Collective understanding of RARPA and its importance (how and why).
- Consistent approach to RARPA across the partnership.
- Confidence in non- accredited provision and RARPA.

In Kirklees, our providers work in partnership to support high quality delivery across the district. RARPA is evidenced through the ILP/ Individual Learning Plan. RARPA pass rates are determined at 80% and above against the course learning aims. This ensures stretch and challenge as the course should not be too easy to pass and it is also reflective of accredited courses where there are clear thresholds for grades achieved. RARPA systems are quality assured internally by provider managers with their tutors and externally by the ALK team and Quality Manager. Moderation of RARPA takes place across the partnership at least twice per year and involves a sample of provider course evidence files. External scrutiny of RARPA is carried out by external observers as part of the quality assurance process where possible. Providers share RARPA good practice and new ideas at provider meetings and through peer visits. RARPA is used as a tool for continuous quality improvement towards outstanding provision that meets the needs of all learners.

RARPA: The What, Where, When & How

Aims appropriate to an individual learner or groups of learners and clearly stated learning aims.
The tutor makes sure that learning aims are an integral part of session planning and that learning programmes are tailored to meet the needs of each learner. The learner understands what they are trying to achieve and why.

Initial assessment to establish the learner's starting point.
The tutor uses a range of tools to establish each learner's starting point including EHCPs, profiles, diagnostic assessment of English, maths and other skills. The learner is involved in the initial assessment process and helps to identify their starting points in collaboration with the tutor and/or other professionals.

Identification of appropriately challenging learning objectives: initial renegotiated and revised.
The tutor routinely shares objectives and outcomes in all sessions, making sure that they are understood by the learner. The learner is aware of the range of possible learning outcomes and can determine, renegotiate and revise objectives in relation to success criteria.

Recognition and recording of progress and achievement during programme (formative assessment).
Tutor works with learner to secure progress and achievement in specific aspects of the curriculum and makes links to personal aims set at the start and renegotiated along the learning journey. Tutor supports the learner to record progress and achievement. The learner routinely reviews their progress against the learning objectives and record their progress in the ILP or similar document.

End of programme learner self-assessment.
Tutor provides learner with summative feedback and helps learner determine next steps and progression routes available to them. Learner independently identifies their achievements against the criteria they have collaboratively agreed.

RARPA Bookmark

What is RARPA?
RARPA is an acronym for Recognising and Recording Progress and Achievement.

RARPA is a learner centred, staged process, aimed at providing a high-quality learning experience for every learner.

The staged process facilitates reflection on learning at key points in the learner's programme. Methods used to recognise and record progress and achievement should be appropriate to the learner and have value to him/her.

There are two elements to the RARPA approach:

The staged approach has five stages which provide a means of recognising and recording progress and achievement at each of the stages.

Systems are in place within the organisation to **quality assure the RARPA process.**

Stages of RARPA

1. Who am I? Where am I going? (Clear Aims – appropriate to individual.)
2. What do I need to do on my course? (Initial Assessment – establishes each learner's starting point.)
3. How am I going to get there? (Appropriately challenging learning outcomes.)
4. How am I doing? (Formative assessment includes tutor feedback, learner reflection and self-assessment.)
5. How did I do and what next? (Summative assessment – final stage is about reviewing overall progress and achievement and planning for next stages.)

Quality Assurance

1. Staff implement RARPA process effectively across the organisation.
2. Effective quality assurance system is in place for review and improvement of RARPA process.

Effective performance management and professional development in relation to RARPA.