

# YORK Learning

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## RARPA POLICY

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## RPA Policy

York Learning recognises the importance in assessing the quality and level of achievement of its funded provision. It is important to know that learners are progressing both personally and within the wider community context as a result of the learning they have invested in and also that our tutors are able to best support them. RARPA is a process which enables us to monitor achievement and progress within non accredited learning.

RARPA stands for Recognising and Recording Progress and Achievement and is a staged approach to ensure that the learner is at the centre of learning and the learner's goals are recognised and count towards the success of their learning.

This staged process has been designed to:

- Focus on and promote the needs and interests of learners;
- Take account of learners' diverse and sometimes multiple purposes in learning;
- Allow for negotiation of the content and outcomes of learning programmes
- Encourage learners to reflect on and recognise their own progress and achievement, thus increasing their confidence;
- Promote and support informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors/trainers;
- Enable both the achievement of planned learning objectives and learning outcomes not specified at the outset to be recognised and valued;
- Promote good practice in teaching, learning and assessment
- Enhance providers' quality assurance and improvement practices.

**The staged process consists of five elements.** These are:

1. Aims: appropriate to an individual learner or groups of learners

As the learner applies for a course, aims are identified for the learner's course. These are based on the needs of the learners as assessed by the tutor, learners and families and the core aims of the course.

## 2. Initial Assessment:

To establish the learner's starting point an Initial Assessment is completed either at a 1-1 induction or first class lesson identifying their starting point, any support needs and clarifying course content.

## 3. Challenging Learning Objectives/Outcomes:

Identification of appropriate objectives for the learner is an outcome of the assessment process. Depending on the length of the course appropriate medium term objectives may be devised that link well to the long term goals and recorded within the learners' Individual Learning Plan (ILP). These are reviewed and updated as appropriate throughout the learner's course.

## 4. Formative Assessment:

Recognition and recording of progress and achievement during the programme takes place for all learners, through a range of methods. Tutors', learners, support and therapeutic staff record progress against short and medium term objectives. Learners are supported to record achievements using the provided paperwork but usually within their ILP.

## 5. Summative Assessment:

End of programme review of overall progress and achievement. This may include recognition of learning outcomes not specified during the programme and discussion about 'next steps' for the learner.

### Responsibilities

All Tutors and support staff support learners in the recognition and recording of progress and achievements. Managers/teachers are responsible for monitoring elements of the RARPA framework. They give individual feedback to teachers about the quality of the implementation and completion of the RARPA elements and report on the overall success of the area through the self-assessment process. Targets for improvement at an individual and organisational level are identified through self-assessment.