



GUIDANCE ON HOW TO QUALITY ASSURE RARPA IN PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES

Updated July 2015

For further and adult education and training providers

The
Education
& Training
Foundation

**HIGH QUALITY
NON-ACCREDITED PERSONALISED LEARNING**
For learners with Special Educational Needs and Disabilities

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1. How to use the guidance

Who is this guidance for?

This guide is for managers of provision for learners with special educational needs and disability, (referred to as learners with learning difficulties throughout this document), and those responsible for quality assurance in Further Education (FE), Adult Community Learning (ACL), Work-based Learning and Independent Specialist Colleges (ISCs). It offers a process and resources to enable providers to quality assure their non-accredited provision using RARPA (**R**ecognising **a**nd **R**ecording **P**rogress and **A**chievement) in a robust way, with the same degree of rigour as accredited provision. The approach can be readily embedded within organisations' existing quality assurance cycles and has been mapped against the Common Inspection Framework (CIF) – see Annex A.

This guidance may also be of interest to teachers using RARPA. While it has been developed and tested on provision for learners with learning difficulties, the process may also be used for any learning programmes and groups of learners, although some of the criteria may require minor modification.

How is the guidance organised?

This guidance has six sections:

1.	How to use the guidance	outlines what the guide contains and how to use it explains how and why the guidance was developed and why it is important
2.	The standards, criteria and evidence to quality assure RARPA	sets out in a table eight standards and associated criteria against which to assure quality and suggests sources of evidence
3.	The quality assurance process: internal and external	describes the purpose of and process for the internal review and external check by peer review offers guidance to both provider and peer reviewer on preparing for, carrying out and reporting on an external check details possible evidence sources, questions to be asked and examples derived from practice, useful in both internal and external review provides templates for recording findings from the internal review and external check by peer review
4.	Resources	provides useful references, tools and links
5.	Glossary	explains how terms have been used in this document

6.	Annexes	<p>Annex A: RARPA standards and evidence mapped to the Common Inspection Framework 2015</p> <p>Annex B: A model for the quality assurance approach</p> <p>Annex C: Action plan proforma for reviewing your own RARPA processes in line with the quality standards and criteria</p> <p>Annex D: Internal review template for the RARPA Standards and Criteria Evidence sources</p> <p>Annex E: External check by peer review report form</p> <p>Annex F: Evidence Sources</p> <p>Annex G: Acknowledgements</p>
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What is RARPA?

RARPA stands for '**R**ecognising and **R**ecording **P**rogress and **A**chievement'. The RARPA process is a five-staged approach developed to quality assure provision in the learning and skills sector that focuses on individual learner achievement rather than external accreditation. This guidance focuses on how to quality assure the RARPA process and does not provide information on how to implement RARPA. Further information is provided in the resources section.

Some providers use the acronym RARPA and staff understand what it means across the organisation. Others prefer not to use the acronym and use the descriptions of the stages. It does not matter which approach you choose to take, but for peer reviewers carrying out an external check, it is important to establish the appropriate terminology to use.

Why use this guidance?

This guidance is important because it offers providers a tried and tested means of quality assuring non-accredited provision for learners with learning difficulties. The current freedom to choose the most appropriate ways of recognising achievement has led to a shift from accredited to non-accredited learning programmes. This is a welcome move for learners with disabilities and learning difficulties, allowing them the flexibility to follow an individualised learning programme. However, at times, there has been concern that some programmes for learners with learning difficulties that are not subject to the external scrutiny and verification processes of awarding bodies, have not been of sufficiently high quality. Following the quality assurance procedures laid down in this Guidance will provide all stakeholders with the assurance that their non-accredited learning is adhering to rigorous and tested standards.

Following the principles laid down in the RARPA Guidance will also enable practitioners to fulfil their duties under the Children and Families Act (2014). The Special Educational Needs and Disability (SEND) Code of Practice which accompanies the Act speaks of

how students with Education and Health Care Plans (EHC plans) should have the outcomes which have been identified in these plans responded to at college by 'coherent study programmes' which prepare them for the 'best possible outcomes in adult life'. It is recognised that it is not appropriate for all students with EHC plans to follow an accredited programme and that:

for students who are not taking qualifications, their study programme should focus on high quality work experience, and on non-qualification activity which prepares them well for employment, independent living, being healthy adults and participating in society. (SEND Code of Practice 2015 8.30)

Applying the RARPA process across these Study Programmes will not only assure students and providers that quality standards are being adhered to but will also enable Local Authorities, who are responsible for drawing up and monitoring a student's EHC plan, to evaluate the extent to which student outcomes are being met.

Application of the RARPA process is also an essential criterion for some funding of non-accredited learning programmes. The Skills Funding Agency Rules 2014/2015 state that:

For any non-regulated provision we fund in the categories above, you must:

[70.1] apply the recognising and recording progression and achievement (RARPA) standards and keep the necessary evidence within each learning agreement; and

[70.2] provide the learner with a clear record of their achievement. This can be in the form of a certificate.

Finally, the RARPA process enables providers to comply with certain standards laid down in the most recent Common Inspection Framework (for details of how RARPA standards match with the CIF see Annex A) and also ensures that providers are adhering to the ETF Professional Standard and Workforce Development Guidance 2015 which emphasises the importance of teachers 'involving learners in their assessment process.'

How was the guidance developed?

In 2012, a research project was conducted to develop and test out some approaches to quality assuring the RARPA process in a range of settings for learners with learning difficulties and/or disabilities. This guidance has been generated from that project which was undertaken by the Association of National Specialist Colleges (Natspec) and funded by the Learning and Skills Improvement Service (LSIS). It involved nine providers from Further Education, Adult Community Learning and Independent Specialist College settings that were selected on the basis that they had good provision and used RARPA effectively.

The project utilised action research and case study methods. The providers, supported by an advisory group, devised a set of RARPA quality standards, criteria and evidence indicators applicable in a range of settings. The standards were mapped against the CIF. Project participants developed and tested a process for internal review and external moderation of RARPA against these criteria. Providers then conducted an internal review of their provision against the standards, criteria and evidence indicators. After the reviews were completed, they received external moderation visits by a

consultant and by a peer reviewer. Each provider also conducted a peer review of another participant organisation. The project report, '*Developing criteria and approaches to quality assure RARPA in provision for learners with learning difficulties*' (LSIS, 2013) can be found on <http://www.excellencegateway.org.uk/node/26660>

This initial research project was followed by two subsequent ETF funded projects. In the first (2013/2014) fifty RARPA Sector Leaders were trained across the nine regions. They carried out an internal review of their own procedures and also carried out moderation visits with another provider. Working in small groups they also created a raft of RARPA resources which were evaluated and tested, then placed on the Excellence Gateway website <http://send.excellencegateway.org.uk/rarpa-resources>

In 2014/2015, nine Regional Co-ordinators, selected from the first cohort of Sector Leaders, received training and then trained and supported a further 87 Sector Leaders, including 22 from work-based learning who evaluated the approach and advised on relevance and adaptations required for the WBL context. The new Sector Leaders created additional materials which have been added to the Excellence Gateway RARPA resource bank. Also, the information shared by the work-based learning Sector Leaders has been incorporated within the updating of this Guidance to ensure it is relevant for all sectors.

A further development of this phase of the project was the development and implementation of the external element of the quality assurance process. The project team, working with CETT SEND Leads (Centres for Excellence in Teacher Training, Special Educational Needs and Disability Leads), developed a process to externally check the internal quality assurance of RARPA and trained the Sector Leaders to undertake peer reviews as part of this process.

Getting started

First assess your state of readiness to implement the quality assurance process outlined in this guidance.

Does your organisation use the five stages of the RARPA process effectively in non-accredited provision and is it well established across the organisation? If so, familiarise yourself with the standards, criteria and sources of evidence in section 2 and the recommended process in section 3. When you are ready to conduct an internal review and are familiar with the process recommended, use the internal review reporting template in section 3. Contact your regional standards management coordinator (currently the regional CETT SEND lead) to find out about the external check process in your region and how to join a regional peer review triangle. You may also wish to read about the external check process in section 3.

Is your organisation at an early stage of development in embedding the RARPA process across non-accredited provision in all relevant sections of your organisation? Or is it in place in some sections, but not others? If so, you may wish to look to review the extent to which the RARPA process is implemented in your organisation. Based on the outcomes, it might be appropriate to provide further information and training to support some, or all, staff to implement the five-staged process. At this stage, it is appropriate to concentrate your review on Section 1 of the standards and criteria and to establish which standards and criteria are in place, in which parts of the organisation and where further development is needed. Once any gaps have been addressed and

the RARPA process is established, then follow the process outlined in the paragraph above.

2. The standards, criteria and evidence to quality assure RARPA

There are eight standards with associated criteria and evidence organised in a table with two sections. The first section consists of the five elements of the RARPA staged process and the second section covers the organisational systems required to quality assure RARPA.

Section 1: The RARPA five-staged process

1. Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)
2. Initial assessment to establish the learner's starting point
3. Identification of appropriately challenging learning objectives: initial, renegotiated and revised
4. Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews
5. End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement

Section 2: Organisational systems to quality assure RARPA

6. Staff implement the RARPA process effectively across the organisation
7. There is an effective quality assurance system for the review and improvement of the provision using the RARPA process. (This includes criteria in four subsections: the organisation's quality improvement cycle; internal moderation; internal review, and external check by peer review.)
8. There is effective performance management and professional development in relation to RARPA

The standards and criteria are designed to be inclusive and applicable to any context, however, the level and extent to which they apply will differ considerably according to context. For example, the initial assessment process for a two-hour, ten-week programme will inevitably be completely different from the in-depth, diagnostic assessment process required for a full-time two- or three-year programme. The application of the standards and criteria will need to be considered in relation to the context. There might not always be evidence for or judgements against every criterion since they may not be realistic or relevant to a particular context.

The evidence column offers a range of suggested indicators that are intended to be indicative rather than comprehensive.

A template for recording information on how to use the standards, criteria and evidence and examples derived from practice is provided in section 3.

Standards, criteria and evidence to quality assure RARPA

Section 1: RARPA five-staged process		
RARPA elements	Criteria	Evidence
1 Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)	<p>1.1 Information advice and guidance processes support learners to make informed, realistic choices. Learners' own views and aspirations are taken into account in identifying appropriate provision and the aims clearly articulate learners' long-term goals and aspirations.</p> <p>1.2 The intended programme is suitably challenging for every learner.</p> <p>1.3 The learning outcomes will enable learners to develop the personal, social and employability skills they have identified to support them to get to their desired destination.</p> <p>1.4 Provision reflects local and national demand, and is responsive to learners' needs.</p>	<p>Clearly stated aim(s) for all programmes IAG documentation Course outlines Learning programme descriptions in prospectus, website, course leaflets Curriculum frameworks Descriptions of tasters, link courses Learner records Discussion with course tutors, IAG workers, learners</p>
2 Initial assessment to establish the learner's starting point	<p>2.1 Learners' views, aspirations, assessment of their own needs and choices are central to, and clearly identifiable in, the initial assessment process.</p> <p>2.2. Initial assessment is fit for purpose in the context of the learning programme and the learners and may include:</p> <ul style="list-style-type: none"> • learners' approximate level of knowledge and skills; • achievements, qualifications and accreditation gained; • previous experience; • existing skills and transfer of skills; • learners' additional support needs which may include health, communication and personal care needs; and • learners' preferred ways of learning: teaching, learning and assessment strategies and approaches. <p>2.3 Learners are aware of, and have access to, appropriate information and guidance as required.</p> <p>2.4 The initial assessment process is reviewed and practice improved in response to learners' needs, achievement and feedback. Consequently,</p>	<p><i>[Process and level of detail will vary according to the nature and duration of the learning programme. Records may include learners' self-assessment of prior learning and/or learning and support needs]</i></p> <p>Procedures for initial assessment Link course, transition programme documents Learner records Records of initial assessment Record of outcomes of process of establishing learners' starting points Discussions with section managers, course tutors, teachers, learning support assistants, learners</p>

	learners' achievements are demonstrably enhanced.	
3 Identification of appropriately challenging learning objectives: initial, renegotiated and revised	<p>3.1 Initial assessment informs programme planning and the setting of challenging objectives.</p> <p>3.2 Objectives are person-centred, expressed in 'learner-friendly' terms, are meaningful and relevant to real life and will help learners move towards their destinations. On longer programmes, they include short-, medium- and long-term targets.</p> <p>3.3. There is a person with clearly defined responsibility and/or clear lines of responsibility for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.</p> <p>3.4 Learners have the opportunity to renegotiate learning objectives and to agree additional personal outcomes reflecting their interests, motivation and needs.</p> <p>3.5 Learners are able to apply knowledge gained or demonstrate the skills they have learnt in different contexts.</p>	<p>Clearly stated, suitably challenging, objectives for all programmes and, wherever appropriate, for each learner</p> <p><i>[The level of challenge which is appropriate will vary according to initial assessment of learners' needs, aspirations and starting points. Learning objectives may be amended during the learning programme, for example, as a result of formative assessment]</i></p> <p>Learner files including electronic records ILP including learner reviews Teachers' records, including session plans Discussions with section managers, course tutors, teachers, learning support assistants and learners</p>
4 Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews	<p>4.1 There is a robust process across the organisation to gather and use data effectively to support the learner, throughout the learner journey.</p> <p>4.2 Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders.</p> <p>4.3 Creative ways are used to listen to the learner voice, including, where appropriate, circles of support.</p> <p>4.4. Additional or unplanned learning and achievement is also captured and recorded effectively.</p> <p>4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.</p> <p>4.6 Regular progress reviews take place throughout the programme and in response to changing needs. Reviews reflect and check on progress and make necessary changes. Where appropriate a supporter such as an</p>	<p>College or section procedures for recording student progress</p> <p>Learner files/portfolios</p> <p>Learner review documentation</p> <p>Teachers' records</p> <p>Accessible versions of records of progress in easy to read language or other media, for example, pictures, films, etc</p> <p><i>[Research indicates that learners prefer the term 'feedback' and that learners' capacity for reflection and informed self-assessment would be enhanced by</i></p>

	<p>advocate, parent or carer is involved in the review process.</p> <p>4.7 Progress reviews demonstrably improve teachers' practice.</p> <p>4.8 Progress reviews demonstrably enhance learners' achievements.</p> <p>4.9 Learners' feedback demonstrably impacts on teaching and learning.</p>	<p><i>more dialogue with teachers and the sharing of criteria and norms used to evaluate progress and achievement]</i></p>
<p>5 End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement</p>	<p>5.1 Summative assessment and review processes are undertaken with learners, and where appropriate a nominated person, so they have joint ownership of the process.</p> <p>5.2 The end-of-programme review process is learner-centred and inclusive, and uses creative methods and media where appropriate.</p> <p>5.3 Teacher summative assessment reflects learners' targets, provides an overall review of progress and evidence of achievements that are meaningful to learners and other stakeholders.</p> <p>5.4 Achievements are celebrated.</p> <p>5.5 There is evidence that learning programmes:</p> <ul style="list-style-type: none"> • have met learners' aspirations; • enable learners to develop the personal, social and employability skills to become more independent in everyday life. <p>5.6 On full-time programmes there is an effective 'handover' to destination providers.</p> <p>5.7 For all learners, documents are prepared for destination providers on time, are owned by learners and are passed on with their permission.</p> <p>5.8 Feedback from learners' reviews informs future planning.</p> <p>5.9 Destination data is gathered, reviewed and used to inform the SAR.</p> <p>5.10 The outcomes of this stage of the RARPA process are rigorously reviewed and actions are taken to improve practice and improve learners' progress, achievements and progression.</p>	<p>Records of learner self-assessment, group and peer assessment; Teacher records of assessment activities and individual/group progress and achievement Learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, artefacts, photographs Individual or group learner testimony Records of performances, exhibitions and displays Certificates Transition documentation SAR and any other internal moderation and course review documentation Discussions with learners, course tutors, teachers, curriculum and quality managers</p> <p><i>[Evidence is likely to comprise qualitative and quantitative information and to demonstrate planned learning outcomes and learning gains identified subsequently]</i></p>

Section 2: Organisational Systems to Quality Assure RARPA

Standard	Criteria	Evidence
6 Staff implement the RARPA process effectively across the organisation	<p>6.1 Teaching staff, learning support staff and other relevant interdisciplinary staff and volunteers, have access to information and training to use RARPA. They have a shared understanding of:</p> <ul style="list-style-type: none"> the nature, purpose and importance of RARPA; RARPA five-stage process; setting individual targets that support progression; data and information recording system requirements; quality assurance arrangements for RARPA. <p>They are active and engaged at all five stages.</p> <p>6.2 Implementation of the RARPA process is consistent across the organisation.</p>	<p>Staff handbooks/ guidelines</p> <p>Staff induction checklist</p> <p>Team meeting records</p> <p>Staff team training records</p> <p>Teacher files including evaluations</p> <p>Learner folders</p> <p>Discussions with course tutors, teachers, including part-time staff, learning support assistants, staff development managers</p>
7 There is an effective quality assurance system for the review and improvement of the provision using the RARPA process	<p>7.1 A clear quality cycle is in place that includes all elements of RARPA, all aspects of provision and all staff. It is learner-centred, and embedded with the organisation's overall quality improvement system.</p>	<p>Organisational quality cycle</p> <p>QA calendar for individual programme area(s)</p> <p>Discussion with course tutors, section, curriculum and quality managers</p>
	<p>7.2 There are internal methods for moderating the effectiveness of RARPA:</p> <p>7.2.1 Internal moderators are identified, trained and keep moderation records.</p> <p>7.2.2 Cross-sector/department/subject moderation takes place regarding provision for learners with learning difficulties and disabilities and shows that RARPA is implemented consistently.</p> <p>7.2.3 The consistency of the performance of the internal moderators is</p>	<p>Internal moderation procedures and records</p> <p>List of internal moderators, records of moderator training</p> <p>Minutes of moderator planning meetings</p> <p>Records showing cross-moderation focus of moderation/sampling plan</p> <p>Action points from moderations</p> <p>Feedback to individual staff</p> <p>Standardisation meeting records with</p>

	<p>moderated across the organisation, any inconsistencies are noted, and appropriate action is taken to address them.</p> <p>7.2.4 Internal moderation results in action plans that clearly identify underperformance, outlines steps required to improve and best practice that should be shared.</p>	<p>action points</p> <p>Action plans showing regular monitoring, with timescale for completion</p> <p>SAR or course/programme review/improvement plan</p> <p>Discussion with course, programme, quality managers, internal moderators, teachers</p>
	<p>7.3 Provider self-assessment review of the RARPA process is both rigorous and consistent and the Quality Improvement Plan (QIP) leads to improvement.</p> <p>7.3.1 The Self-Assessment Report (SAR) process for provision using RARPA involves all staff. It is rigorous and the evaluations are appropriately detailed and accurate.</p> <p>7.3.2 Learners, parents and carers and employers are meaningfully and creatively involved in providing evidence, where appropriate.</p> <p>7.3.3 Data on learners' performance, progress and progression is analysed, evaluated and used to inform the SAR).</p> <p>7.3.4 QIPs covering RARPA are challenging and identify targets for improvement and professional development. Their implementation and impact are monitored and evaluated.</p>	<p>SAR or course/programme sub-SAR, review, improvement plan</p> <p>Records of Programme Review meetings</p> <p>Learner/stakeholder satisfaction information</p> <p>MIS data, qualitative information collected at course/programme level</p> <p>QIP</p> <p>Discussion with course, programme, quality managers, teachers</p>
	<p>7.4 There are external methods for verifying the effectiveness of RARPA</p> <p>7.4.1 External checkers review internal moderation records for rigour and consistency. They review samples of learners' work and evidence of progress.</p> <p>7.4.2 External checkers review the annual quality cycle for evidence that RARPA is embedded effectively within all aspects of quality assurance and improvement.</p> <p>7.4.3 External checkers verify that the SAR identifies appropriate areas for improvement, including professional development.</p> <p>7.4.4 External sources are used to verify quality assurance and</p>	<p>External check records</p> <p>Learners' work and records</p> <p>Annual quality cycle documents</p> <p>SAR, course/programme area sub-SAR, QIP and action plans</p> <p>OTL records</p> <p>Inspection reports</p> <p>PRD Reports</p>

	<p>improvement processes. The outcomes from, for example, peer review and development (PRD) groups (as opposed to the RARPA external check peer review), inspection, consultant support, 'health checks', EFQM and other quality kite marks, result in improvement actions that are implemented, monitored and reviewed.</p>	<p>Consultancy reports</p> <p>Health checks</p> <p>Quality marks</p> <p>Discussion with section/programme quality managers</p>
<p>8. There is effective performance management and professional development in relation to RARPA</p>	<p>8.1 The implementation of the RARPA process and teaching, learning and assessment are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.</p> <p>8.2 Rigorous improvement targets are set for individuals, departments and the whole organisation. These are regularly monitored and reviewed in accordance with the organisation's self-assessment process.</p> <p>8.3 The CPD programme is clearly linked to improvement plans, is comprehensive, timely, uses appropriate methods such as: shadowing; mentoring; coaching; dialogue; support and training when needed and leads to demonstrable improvements in performance.</p> <p>8.4 Best practice is shared within a coherent programme of professional development. Staff teams have opportunities for development, discussion and sharing best practice about RARPA.</p> <p>8.5 Adequate resources are provided to ensure that improvements to performance can be made.</p>	<p>OTL records and action plans</p> <p>Performance review/ appraisal/supervision records</p> <p>Individual and departmental training plans and records</p> <p>Organisational CPD procedures and record</p> <p>Team meeting records</p> <p>Staff development session records</p> <p>Discussions with groups of teaching/learning support staff</p>

3. The quality assurance process: internal moderation, internal review and external check by peer review

This section describes the process for quality assurance that consists of both internal and external aspects. The section:

- outlines the main components of the process, which should be integrated within providers' quality assurance cycles;
- provides templates to record information;
- lists each of the standards and its associated criteria and for each describes possible sources of information, questions which need to be asked and examples of good practice;
- concludes with a series of issues to consider for providers and for external checkers, with a checklist on the quality of evidence and sampling.

The process has three main activities:

- Internal moderation (or review) of learners' achievements (and other areas such as assessment and target setting);
- Internal review which is a comprehensive review by the provider themselves of the extent to which the standards and criteria in the previous section are adhered to in provision which uses RARPA; and
- External check through a process of peer review.

This process is derived from the model for quality assurance developed during the original project (see Annex B).

3.1 Internal quality assurance

The internal procedures (internal moderation of learners achievements and a comprehensive internal review) are designed to ensure that RARPA is implemented consistently, according to the RARPA standards and criteria provided in this guidance.

The internal review must be comprehensive and provide evidence that shows how all the standards and criteria appropriate to that context are being met. This can be a time-consuming process to complete effectively and it is recommended that providers initially conduct a comprehensive review at the end of the year or incorporate the process within their existing self-assessment review process. In subsequent years, the review may be undertaken at key points throughout the year. For example, review of learner initial assessments to establish their starting points may take place at the appropriate point during the first term of the programme. The standards, criteria and evidence document above should be used to support the provider's own internal review of their RARPA process and associated quality assurance.

A simple list of evidence does not on its own necessarily constitute good practice. In order to support internal (and external) reviewers in ascertaining the extent to which RARPA is working effectively, in the section below are included indications of evidence needed to support each standard, questions which providers might usefully ask of themselves, and some examples of good practice, compiled from examples observed

during the various phases of this project. **These examples are certainly not definitive and the level of evidence required will vary according to whether the organisation is providing full- or part-time or long or short courses. They are there simply to suggest some pointers as to what might constitute effective practice.**

Findings from the internal review can be recorded on the internal review report template provided as Annex D.

3.2 External quality assurance

The external check is an important part of the overall quality assurance process. It is intended to:

- provide an objective check on a provider's own internal review (and the judgements they have made) in relation to the application and quality assurance of the RARPA process;
- help identify good practice and areas for improvement in implementing and quality assuring RARPA, as a means of supporting improvement for the individual provider and for the sector generally;
- help the sector develop effective practice in reviewing their own use of RARPA, through consistent use of the RARPA standards and criteria; and,
- give confidence to external bodies, for example, commissioners, funders, inspectors (and to the provider themselves) in the quality of a provider's non-accredited provision, through use of an objective review.

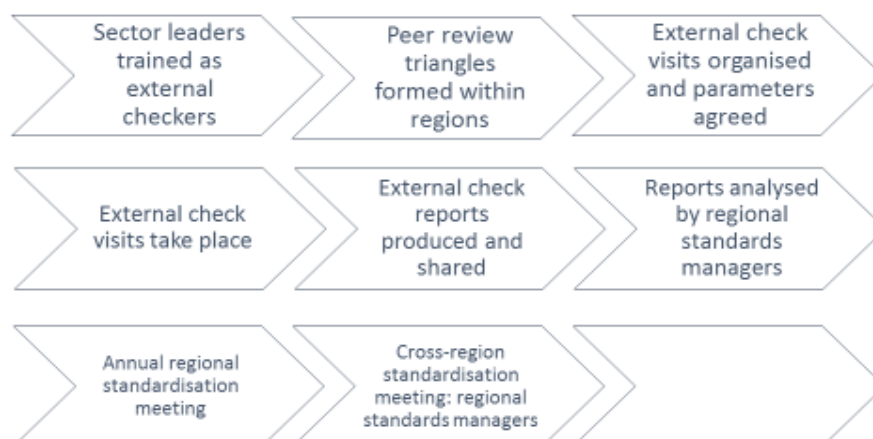
The external check is an eight-staged process coordinated by regional standards management organisations (currently the CETTs). Each regional standards management organisation is responsible for:

- training individual provider representatives (or sector leaders) as external checkers;
- establishing peer review triangles within their regions;
- analysing the reports produced by sector leaders in their region;
- holding an annual regional standards management meeting, attended by sector leaders; and,
- holding an annual cross-region standards management meeting, attended by the coordinators from the regional standards management organisations (currently the CETT SEND leads).

Each sector leader is responsible for:

- attending a training session on carrying out an external check by peer review;
- peer reviewing another organisation's RARPA process and quality assurance mechanisms;
- ensuring their own RARPA process and quality assurance mechanisms are externally checked by a peer reviewer;
- writing up an external check report and sharing this with the provider reviewed and their regional standards management coordinator; and,
- attending an annual regional standards management meeting.

The external check process



Preparing for and undertaking an external check: guidance for reviewer and provider

External moderation visits require careful planning on the part of both the provider and the reviewer. They normally take place over a day or so, are of necessity intensive and involve considered sampling of evidence sufficient to demonstrate that the RARPA criteria have been met. It is important to remember that the external reviewer is not expected to replicate the processes undertaken for their own internal review, but instead to check the provider's judgements using the evidence available.

Preparing for an external check (provider)

Planning for the day: arrange to speak to your peer reviewer in advance to set the date for the visit. Agree the scope of the visit and the review and sampling activities that will take place and discuss and prepare a programme and arrangements for the day.

Prepare practicalities: such as a parking space and making a room or space available for your peer reviewer for the visit.

Prepare relevant documentation: such as teacher/course/learner files, work to be sampled, and any other documentation such as that related to internal moderation, and make it available for your peer reviewer. (If there are multiple sites, arrange for agreed relevant documentation and people to be available at a central venue.) Consider how you will present the information to your peer reviewer, for example, by providing a file with examples that show how the standards and criteria have been met. Ensure that confidentiality and data protection have been addressed, for example, by anonymising sensitive personal information and/or obtaining relevant permissions.

Brief colleagues and learners on what to expect during the external check by peer review processes. Any learners who may be involved with the visit should have the process explained to them and any issues they raise should have been discussed with the tutor or course team before being raised with the peer reviewer.

Preparing for an external check (reviewer)

Identify the named person who will be your main contact and set up the day for you: the title will vary according to organisation but this is likely to be the person responsible for provision for learners with learning difficulties.

Familiarise yourself with the information provided in the standards and criteria, evidence sources, questions and examples of practice below. You will have used the same information for your internal review so you should feel fairly confident in applying it now to another organisation's provision.

Planning for the day: arrange to speak to your contact in advance to agree the arrangements for the day including some of the issues identified below. Prior to your visit you will need to have agreed with your contact a plan of the day which allows for you to have discussions, see some provision and also examine relevant documentation.

Identify the scope of your review – likely to include all learning programmes for learners with learning difficulties which use RARPA accreditation (NB although these programmes might follow the RARPA framework, staff teaching on them might not be familiar with the term RARPA so ensure that you use descriptive terminology rather than jargon). The provider being reviewed may ask that the focus of the external check is on some, rather than all, of the criteria, depending on the scope of their internal review. You should be guided by the provider as to which criteria are in scope for your external check. Over time, it is anticipated that all criteria will be subject to internal and external review.

Identify your likely sources of evidence: evidence does not include purely written evidence. While documents are an important source of evidence (section internal review and moderation reports provide a crucial starting point), they should also be complemented by discussions with staff and learners, including discussions in class, in order to ascertain, for example, whether the level of learning objectives being given to learners is correct.

Identify who you will need to meet/see: you are most likely to need to speak with the overall programme manager and also the organisation's or department's quality manager. But it is also valuable to have brief discussions with course tutors/teachers, learning support assistants and learners. Discuss with the person planning your visit your criteria for selecting sessions that you might informally observe, if that is part of your plan for the visit.

Sampling of evidence: in the time available, you will not be able to see all, or even, depending on the size of the provision, the majority of learner and teaching files. You need to arrange in advance an appropriate size for your samples. The sample size must be appropriate to context. For example, you first need to decide how many courses or programmes you can cover and how many learner files you need to see for each course or programme examined, usually around three folders for each learning programme examined. You may wish to specify, for example, that you would like to see examples of the work of one high-achieving learner, one average learner and one learner who currently is not on track to achieve the goals set.

You may find the following useful in deciding your approach to sampling:

- Will the sample be sufficient in size to ensure that a judgement can be made in terms of consistency?
- Does it include a random element?
- Does it cover the full range of attainment?
- Does it sample all teachers, curriculum areas and courses (or group of courses)?
- Is it representative of the whole range of curriculum areas, learning programmes, modes of delivery and teachers in scope for the review?
- Will the sample enable you to:
 - check all the RARPA stages for a given learner to ensure that assessment is appropriate, consistent and complete?
 - check specific learning outcomes across a number of learners to ensure that assessment is consistent for all learners?
 - confirm that standards are maintained across courses, curriculum areas, teachers, sites, and over time?

Identify evidence you might usefully see in advance: given the short time available for the external check, it is very useful to see certain pieces of evidence in advance, in particular providers' own internal self-assessment reviews and internal review outcomes or reports and a brief description that sets the context for the provision. Other reports from external sources might also be seen in advance such as informal peer review or inspection reports.

Address any issues arising out of confidentiality and data protection

requirements: ensure that you are familiar with the legal requirements for data protection and that you comply with the organisation's confidentiality and data protection policies. For example, you should ensure that confidential individual staff performance review/appraisal documentation is anonymised and/or that appropriate permissions have been sought to share information.

On the day (reviewer)

Interrogate the evidence: Use the suggested questions included in the 'Standards and Criteria, Evidence Sources, Questions and Examples of Practice' section below to make sense of the evidence with which you have been provided.

Consider the quality of the evidence:

- Was there a variety of diverse, **appropriate** evidence sources?
- Was the evidence presented **valid** – relevant to standards and criteria?
- Was learner evidence **authentic** – produced by the learner?
- Was evidence **reliable** – a consistent reflection of a learner's performance over time?
- Was the evidence **sufficient** to meet the standards and support the judgements?
- Did the evidence support the internal judgements?

Record your findings: make notes throughout the day of evidence gathered against the standards and criteria in the eight areas listed on the recording form.

Discuss your findings at the end of the visit with your main contact and agree improvement actions which will go into your report. Agree a date by which you will

return the completed external check report and a mechanism for discussing the content if desired.

Writing your external check report

- Complete all fields in the report form. Mark as 'not reviewed', any sections that are not covered by the scope of the review.
- In the overview section, make a note of the scope of the review.
- For each of the eight RARPA standards in scope:
 - give a clear indication of your findings;
 - highlight areas of good practice;
 - suggest actions for improvement;
 - confirm whether any previously agreed actions for improvement have been carried out;
 - record any areas where there was insufficient evidence to form a decision; and,
 - flag up any areas where the evidence reviewed did not support the provider's self-assessment.

Finally, make a note of any specific learning *you* have gained from the review which will be of value in *your* organisation.

The form should then be returned to your contact in the organisation reviewed, inviting them to check through the report to ensure it is accurate and asking them to sign to agree the findings. You may find it helpful to arrange a telephone conversation to discuss any issues arising.

Once the report has been agreed, send a copy to your regional standards management coordinator (currently the CETT SEND lead).

The external check report template is included as Annex E. It is also available, along with two anonymised examples of completed reports, on the SEND Exhibition website. The two examples were produced in an early phase of the RARPA quality assurance project, so they refer to slightly different criteria and the terminology in the form may vary a little from that used in the up-to-date version. They are included to help you consider how you might write up your findings rather than as examples of best practice.

Standards and criteria, evidence sources, questions and examples of practice

Standard: 1. Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)

Criteria:

- 1.1 Information advice and guidance processes support learners to make informed, realistic choices. Learners' own views and aspirations are taken into account in identifying appropriate provision and the aims clearly articulate learners' long term goals and aspirations.
- 1.2 The intended programme is suitably challenging for every learner.
- 1.3 The learning outcomes will enable learners to develop the personal, social and employability skills they have identified to support them to get to their desired destination.
- 1.4 Provision reflects local and national demand, and is responsive to learners' needs.

Possible sources of evidence

Clearly stated aim(s) for all programmes

IAG documentation

Course outlines

Learning programme descriptions in prospectus, website, course leaflets

Curriculum frameworks

Descriptions of tasters, link courses

Learner records

Discussion with course tutors, IAG workers, learners

Questions which need to be asked

- What is the evidence that learners' own views and aspirations have been taken into account in planning particular learning programmes?
- Is course information clearly expressed, is it available in different formats and how well is it distributed to a variety of different locations in order to reach as wide a range of potential learners as possible?
- Do course descriptions show both aims and outcomes of the learning programme including subject specific aims and also wider social and personal learning aims?
- What evidence is there to show that the provider takes steps to enable prospective learners and their families to find out more about learning programmes?

- What evidence is there that you give learners the right information so they choose the right courses for them?
- What evidence is there that the provider ensures that learning programmes are sufficiently challenging for all learners?
- What evidence is there that providers' learning programmes are what learners and employers need and that they have changed what they offer in response to local and national demand?

Some examples of practice

The college holds open days and works closely with stakeholders to ensure that its programme aims and mission are clear to all. Every potential learner undergoes a thorough pre-entry assessment carried out by the personal development team who then forward findings to key individuals such as parents, school, DR to ensure that a suitable programme of study can be identified. Learning outcomes are matched to personal social and employability (where appropriate) skills by careful selection of one of three relevant programmes: sensory, pathways to independence, vocational/work related. Learner aspirations are matched with abilities and where career options are not appropriate, skills that allow personal fulfilment within the student's chosen area can be developed. (Independent Specialist College)

The provision is publicised through a series of open days and advice sessions held across the city at intervals during the year, and attended by a wide range of providers. The college has a stall where staff can give individual advice to potential applicants about courses, travel to college, support available and so on. Those wanting to find out more are welcomed at college to look around and meet staff and students. (Part-time courses at Adult and Community Learning Provider)

During home visit meetings we will discuss the learner's interests and aims and how we may be able to work together to support the achievement of aspirations. These may be short or longer term. We hold learning agreement meetings to ensure we are working effectively and so that we may encourage support from any other agencies working with the learner when not in college and promote a consistent approach. We work with parents and carers who may need support to locate additional services or support for days when the learner is not in education or perhaps at weekends and evenings if this is felt it would be beneficial. (General Further Education College)

It is clear that curriculum development is responsive to learner aspirations. For example, in response to learners' feedback indicating that they would like to work in the future, the Curriculum Development Manager (CDM) developed "Future Factor". This course is intended to provide relevant training for adult learners, many of whom have never previously had this opportunity, with an ultimate aim of enabling some learners to make the successful transition into real work. The CDM approached a large national retailer, ASDA, with a view to securing experience for learners in the workplace. (Adult Education Provider)

Some learners were referred to us to undertake courses that they were not interested in and were worried about their benefits being stopped. We now have a system where we have a long chat with every applicant and we find out what they really want to do and what training they need to do it. We put them on the right course for them or refer them on elsewhere if we can't meet their needs. As a result we now have much higher levels of success and far less non-attendance and disruption. Over time we've found out which courses are needed and make sure that we offer them. We also work very closely with employers and put on the courses they need for their staff. (Work-Based Learning Provider)

An employer provider described how the Learning Centre offered employees a route back into a sometimes life-changing educational journey. Many of the employees who attended had missed out on education first time round. The first activity for the Learning Representative was to find out learners' reasons for enrolling, what their expectations were and what they hoped to achieve. These have included:

- A better quality of life;*
- A chance to fulfil their potential without being limited by any disability or special needs;*
- An opportunity to improve skills and knowledge and sharing with others;*
- A chance to learn new skills, change of environment, enjoyment and interaction;*
- An experience and a chance to learn something new;*
- An opportunity to improve health and state of mind;*
- Self-satisfaction and socialising; and,*
- A chance to keep abreast with the world around us.*

The Learning Representative has a key role to play in informing and supporting learners at the workplace. Learners may need help to think through and decide what they want to learn and do. In the initial discussion the Learning Representative has to motivate and encourage them to have the confidence to take the first steps towards fulfilling their goals and ambitions. S/he may also signpost them to opportunities and to others who can help them. The Learning Representative's approach is by interviewing learners, listening and asking questions

S/he is able to explore learners' ideas and goals. S/he helps identify and analyse their learning needs, and checks out any practical problems that will get in the way of learning. He can then broker and set up learning opportunities while offering continuing support, mentoring and coaching. The outcomes of learning will enable learners to develop the personal, social and employability skills they have identified to support them to get to their desired destination. (Work-Based Learning Provider)

Standard 2: Initial assessment to establish a learner's starting point

Criteria:

2.1 Learners' views, aspirations, assessment of their own needs and choices are central, to and clearly identifiable in, the initial assessment process.

2.2 Initial assessment is fit for purpose in the context of the learning programmes and

learners it may include:

- learners' approximate level of knowledge and skills;
- achievements, qualifications and accreditation gained;
- previous experience;
- existing skills and transfer of skills;
- learners' additional support needs which may include health, communication and personal care needs;
- learners' preferred way of learning: teaching, learning and assessment strategies and approaches.

2.3 Learners are aware of and have access to appropriate information and guidance as required.

2.4 The initial assessment process is reviewed and practice improved in response to learners' needs, achievement and feedback. Consequently, learners' achievements are demonstrably enhanced.

Possible sources of evidence

Procedures for initial assessment

Outlines of link courses or transition programme documents

Learner files

Records of learner initial assessment

Record of outcomes of process of establishing learners' starting points

Discussions with section manager, course tutors, teachers, learning support assistants, learners

Questions which need to be asked

1. What evidence is there to ensure that learners' own views are central to the initial assessment process?
2. What evidence is there to show that providers have elicited evidence from a wide variety of relevant sources (parents/carers, schools, employers, other people who work with the learner, etc.) in order to gather together as full a picture as possible of the learner to inform initial assessment?
3. What evidence is there that information collected is sufficient and comprehensive, and appropriate to context?
4. What evidence is there that the assessment of literacy, numeracy and IT relates directly to the skills learners need to be successful on their courses?
5. What methods have providers used to find out learners' preferred ways of learning and how have they made use of this information in designing teaching strategies?

6. What is the procedure for making decisions on a learner's additional support requirements?
7. What evidence is there that all relevant staff have been involved in initial assessment and, on longer programmes, been allocated time to discuss their information in depth in order to elicit the learner's starting point?
8. Is there a standardised format for recording which enables a range of different information to be collated and recorded in a clear and accessible way?
9. What evidence is there that the format is accessible to, and can be discussed with, the learner and then shared amongst all those who will be working with the learner?
10. Are initial assessment records available online (where appropriate) so that they can be easily shared and updated by any staff involved with the learner?
11. Is the initial assessment fully discussed with the learner and a copy of it available in the learner's own file?
12. What evidence is there that the outcomes of the assessment process are used to inform planning?
13. What evidence is there that the initial assessment process is reviewed and changes made to improve practice?

Examples of practice

Initial Assessment to establish the learner's starting point begins at the start of the student's transition planning process when they are 14. Potential students for college courses are identified and staff are invited by schools to attend transition review meetings. Wherever practicable, staff are supported to be released to attend transition review meetings. The College is therefore able to draw on the considerable experience of staff and their knowledge of the students and their needs to inform the Personalised Curriculum and the support that will be required, so that it can be planned and put in place when the student starts at college. Staff also make time to go into school to see students in their classroom so that they can identify and assess which aspects of the learning environment work effectively and can be transferred to a college setting. The College is also able to make contact with other support and therapeutic agencies so that there is an almost seamless transition into college. Assessment documentation is designed to explore students' likes and dislikes, preferred communication methods, care needs, therapeutic inputs and previous achievements in order to ensure that target setting is appropriate. Establishing effective relationships with parents is also seen as a key strategy, as their role is critical in ensuring that support is given to students' learning outside college and that what is learnt is transferred to other environments and skills are retained. (General Further Education College)

Initial assessment is combined with induction in order to highlight/identify functional skills support. A comprehensive assessment report is compiled on each individual and this is monitored on an ongoing basis by subject tutors, personal tutor and head of department. Subject-specific starting points are also identified and recorded; a

programme planner exists for each student. In housekeeping and hospitality, for example, initial assessment is recorded using a variety of media such as written work, video and voice recorder. (Independent Specialist College)

Potential students can begin having visit days to the college after their 14+ Review two years before they might take up a place. At this stage they can also book in to have an Assessment Day which gives them a chance to get to know the college better and college staff the opportunity to observe them within a college setting. Results of this assessment are written up by a Cross-College Assessment Team and evidence is supplemented by reports from schools, meetings with parents/carers and sometimes by school visits.

Students who are likely to move on to the college are then invited to a four-day residential assessment halfway through the spring term where they are taught and supported by college teachers and facilitators and also observed by other teachers and facilitators who take notes based on detailed student observation.

All of the information gleaned from these days along with other assessments, for example medical reports, risk assessment, etc, are held in a very detailed folder which then goes on to inform the Baseline Assessment which takes place when students start college. New students join the college a week before existing students. This week and subsequent weeks up to around half-term form their Baseline Assessment Programme. When all information has been synthesised into a Baseline Assessment Report there is an ILP meeting, and individual learning goals are identified. Parents/carers are invited in after this meeting to a Baseline Review. (Independent Specialist College)

Tutors are supported to complete detailed initial assessment through a range of means. They have access to a Virtual Learning Environment with a range of pro formas and guidelines to support initial assessment. Some tutors prefer to record their observations on individuals whilst taking part in everyday tasks and pre-set activities. Other tutors prefer to use checklists and pre-set recording documents to assess learners. This may include the Pre-Entry Curriculum and the Achievement Continuum. Guidelines recommend that a learner's subject skills, literacy, numeracy and communication skills and personal skills are assessed during this initial period.

One tutor assesses learners' literacy, numeracy and communication skills through a visit to the centre canteen. Learners used a menu to choose a drink, identify the price and select the appropriate coins. Asking for a drink or pointing at a symbolised list of choices enabled the tutor to gain an initial assessment of expressive skills and preferred method of communication. Again, where possible, learners complete their own assessments, using their words or a simple checklist of skills. (Part-time courses at an Adult and Community Learning Centre)

A training provider's Study Programme demonstrated excellent induction practice, where IAG was conducted by qualified careers advisors who ask appropriate questions regarding aspirations and realistic career goals. The careers advisors ascertained the learner's current level and discussed with the new learner any educational needs or disabilities which may affect learning. (The initial interview form was amended in February 2015 to incorporate a referral to the specialist staff member should the learner demonstrate four or more signifiers, on the BKSB Quick

Checks, question 10 highlighted, or has a s139a (soon to be the EHCPs) – this results in learners needs being identified early in the programme. Special Educational needs and Disabilities can be addressed before the learner begins the Study Programme and this can positively influence the learning experience by ensuring appropriate support is in place. (Work-Based Learning Provider)

A large training provider working predominantly in the care sector identified from their review that their initial assessment process was not fit for purpose. They also found:

- staff use of the initial assessment was inconsistent, they did not use the diagnostic assessment which could improve the target setting as planning for learners, as specific areas would be known at the start of the programme;*
- inconsistency was evident from questionnaire responses and file checks to see if the Initial Assessments (IA) and Diagnostics had been completed, that the IA and Diagnostics had been incorporated and planned in the Individual Learning Plan (ILP) and that there was evidence of maths and English planned for during the apprenticeship;*
- although managers were aware of the systems, they did not always know how they should work or if they were used correctly by staff; and*
- learners found the initial assessment repetitive and disliked it.*

As a result the provider has changed the assessment tools they use. The next steps planned include:

- a new company-wide process designed to ensure the IA and Diagnostics are used to their full potential;*
- closer monitoring of planning for maths and English by the IQAs in their Quality Assurance Reviews;*
- a training resource has been developed and is to be rolled out across all staff; and*
- the RARPA cycle will be completed, findings implemented and subsequent outcomes incorporated within the QIP and SAR. (Work-Based Learning Provider)*

Standard 3: Identification of appropriately challenging learning objectives: initial, renegotiated and revised.

Criteria:

3.1 Initial assessment informs programme planning and the setting of challenging objectives.

3.2 Objectives are person-centred, expressed in 'learner-friendly' terms, are meaningful and relevant to real life and will help learners move towards their destinations. On longer programmes, they include short-, medium- and long-term targets.

3.3 There is a person with clearly defined responsibility and/or clear lines of responsibility for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.

3.4 Learners have the opportunity to renegotiate learning objectives and to agree additional personal outcomes reflecting their interests, motivation and needs.

3.5 Learners are able to apply knowledge gained or demonstrate the skills they have learnt in different contexts.

Possible sources of evidence

Learner files or portfolios including electronic records

ILPs including learner reviews

Teachers' records, including individual session plans

Discussion with section organisers, course tutors, tutors, learning support assistant and learners

Observation of practice

Questions which need to be asked

1. How well do learner files and learner records indicate a clear link between initial assessment, the setting of learning goals and the learner's long-term aspirations?
2. How well do learner files and learner records give clear indications of individual learning objectives?
3. What evidence is there that learners understand their learning objectives?
4. What examples are there of objectives being changed as learners progress or when objectives have been found not to be sufficiently challenging?
5. What evidence is there that learner objectives are sufficiently challenging for, and relevant to, individual learners?
6. What procedures are in place to ensure that learner objectives are available for all staff who work with the learner, and that all staff have the opportunity to comment on them or amend them?
7. What evidence is there to show that there are clear lines of responsibility for setting up, reviewing and renegotiating learner objectives?
8. On longer programmes is there evidence that learner objectives include long-, medium- and short-term goals?
9. How well do learner files and discussions with learners indicate that learners have been central to deciding on their objectives and on changing them if they feel this is appropriate?
10. What evidence is there to show that learners have opportunities to apply the knowledge and skills gained at work, in real life and in a range of different contexts?

Examples of practice

Individual review meetings are held during week six or seven of the autumn term, to discuss and agree appropriately challenging learning objectives. Each student invites the key people who will support them to reach their goal of greater independence – for example a parent or carer, social worker, personal support worker or community support worker. All will be involved in talking through and agreeing appropriate goals to work on. The emphasis is on putting building blocks in place so that additional skills can be developed. For example:

‘travel to college independently by bus’ can later be extended to ‘travel to work experience independently by bus, learning an additional route’.

‘Make eye contact and say “Good Morning” to learning centre staff before asking for what I need’ can be extended to ‘Look up and greet customers who come to the Reception Desk’ on work experience.

Goals set are recorded on the faculty shared drive, a secure area accessed by staff which allows information to be shared easily. Learners have their goals in the front of all work folders, in whatever format the individual finds easiest to read. For example plain text, symbol supported text, text with pictorial prompts, and so on. Goals are reproduced on the students’ individualised review sheets, and progress is reviewed and recorded at the end of most sessions. The college is currently redesigning student goal sheets with a start and finish date against each goal, so that in-course revision of learning goals can be monitored. (General Further Education College)

Broad Primary Learning Goals are set under three key headings – Self Care and Support; Autonomy and Participation. These are set in collaboration with students and recorded, like all other information, online using Databridge. These overarching Learning Goals are broken down into annual targets and tracked through short-term individual targets. Targets fall into two types – specific subject targets and cross-provision targets. Databridge enables all college staff to be aware of these targets, and co-ordination across the college is ensured by Personal Learning Mentors who have a cross-college role covering both teaching and non-teaching areas. Targets are constantly being reviewed and changed where appropriate with changes recorded on Databridge. Instances of incidental learning are also recorded on Databridge. (Independent Specialist College)

Personal tutors and module tutors work together to ensure that IA records are considered when setting objectives. Team meetings are held to review the setting of objectives and learning support assistants meet each half term to also monitor progress. Three key targets are set per session and every seven weeks tutors and learners will review overall targets to ensure that progress is being made. Service managers also monitor progress. (General Further Education College)

A training provider carried out an internal review with a clear focus. The review was to identify whether SMART targets were set at reviews and to identify whether they were

challenging, initial, renegotiated and revised for individual learners across the whole of the organisation.

The provider decided that the staff team who were on the in-house management development programme would conduct the review. They held an initial meeting where they discussed the action plan and what activities they would use to undertake the staff evaluation and internal review. At this meeting the group completed various self-evaluation activities from the RARPA website including the dashboard activity, the survey monkey questionnaire and 'the quality health check'. The group agreed to visit all of their units. They were to undertake a file check, look at learner's individual learning plans and, where they could, speak to students. A follow up meeting was arranged a month later where staff fed back on their findings and an action plan was developed from this.

The provider reported that the main findings from the staff self-evaluation dashboard 5 stages of RARPA were that we were between the '3' mark for all five stages – mostly evident in my practice and '4' mark – consistently in my practice but not always evidenced. In the 'Quality health check questionnaire' we took the average and this gave us a score of 96 'on the cusp! It could go either way for your provision'. The main finding from the review of learners' individual learning plans was that RARPA was not embedded throughout the whole organisation. There was limited renegotiation of learning objectives, there was some SMART target setting but this was not consistent. There were units where there was no input from functional skills tutors and so targets were not set regarding maths, English and ICT. It was also identified that careers aims were not always set and they were not revisited at reviews. It also identified that the management team were not undertaking file checks on a regular basis. (Work-Based Learning Provider)

Standard 4: Recognition and recording of progress and achievement during programme (formative assessment): teacher feedback to learners, learner reflection, progress reviews.

Criteria:

- 4.1 There is a robust process across the organisation to gather and use data effectively to support the learner, throughout the learner journey.
- 4.2 Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders.
- 4.3 Creative ways are used to listen to the learner voice including, where appropriate, circles of support.
- 4.4 Additional or unplanned learning and achievement is also captured and recorded effectively.
- 4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.
- 4.6 Regular progress reviews take place throughout the programme and in response to changing needs to reflect and check on progress and make necessary changes.

Where appropriate support such as an advocate, carer or parent is involved in the review process.

4.7 Progress reviews demonstrably improve teachers' practice.

4.8 Progress reviews demonstrably enhance learners' achievements.

4.9 Learners' feedback demonstrably impacts on teaching and learning.

Possible sources of evidence

College or section procedures for recording student progress

Learner files/portfolios

Learner review documentation

Teachers' records

Accessible versions of records of progress in easy to read language or other media, for example. pictures, films, etc

Questions which need to be asked

1. Does the organisation or section have clearly written down procedures for recording learner progress throughout the learner journey?
2. What evidence is there to show that learner progress and achievement data is recorded and reviewed against targets in each area of their learning?
3. What evidence is there that learners record their own progress and learning?
4. In longer courses, is there an opportunity to bring together all learner reviews and make necessary changes to the learner's programme?
5. How easily is evidence of progress accessed by all relevant staff?
6. How effectively are different methods, formats and media used to gain information from learners and to ensure that records of progress are accessible to all learners?
7. What evidence is there to show that the learner voice is included in the review of progress?
8. What evidence is there to show that unplanned learner achievement is captured and recorded?
9. How well do learner records indicate how and when they are given feedback on how well they are achieving and what they need to do to make progress?

10. What opportunities are there, where appropriate, for parents or carers to be involved in the review process?
11. Where learners are in employment and/or on work placements, how are employers involved in the review process?
12. What evidence is there to show that the review process brings positive changes to both teaching, learning and assessment?

Examples of practice

The College's Moodle System (secure website) is used to track progression and achievement throughout the year. Staff are expected to make comments against learner targets on a daily basis – both on the electronic individual learning plan (E-ILP) and on a written Diary Sheet which is sent home to a learner's parents and carers as a record of their learning and care each day. Learners also have tracking sheets where an assessment of their learning along the Learning Continuum is made. This data can be aggregated to show where learners are progressing along the continuum and be used to discuss which learning environments are more successful than others, for example, a learner is showing interest in art but is working with supported participation in music. Lecturers can then be involved in discussing the reasons for this and supported to implement different learning strategies or share their good practice within the team.

Written reports are submitted three times a year – after initial assessment, formative assessment and summative assessment at the end of the college year. Each member of lecturing staff writes a report showing what is working for the learner or what might need to change for the learner and what will happen next. The Course Team Leader then uses these reports to write an overall Progress Report. These reports are shared with parents/carers and other involved professionals. Learners will all have a Person Centred Learning Review after formative assessment and the reports will be sent out in advance so people attending can ask any questions or give any feedback on the reports. (General Further Education College)

The E-portfolio system is a creative way of demonstrating evidence of the achievements of learners in one central place that is easily accessible to learners and stakeholders. E-portfolios consist of a range of written, photographic and film representation of learners' achievements and they have been particularly effective in conveying the progress of learners within annual review meetings where parents have been able to 'see first-hand' what their young person has been working towards and can see 'real' evidence of this. This is proving to be a far more powerful tool than written reports. (Independent Specialist College)

The session plan used in specialist classes for adults with learning disabilities requires tutors to identify specific outcomes each learner should achieve in each session. At the end of each session tutors record their observations and learners are asked to state their opinion of the learning that has taken place, either through a scribe or their own written comments. Support workers and learning support staff are used to encourage learners to reflect on the learning rather than the activity that has taken place. Tutors

use communication aids to support this process. Makaton signs, symbols and aids such as Big Macs are used to support learners to give a positive or negative response to a question or when shown an object of reference linked to the activity which has taken place. (Adult Education Provider)

A training provider carried out a review of work experience within the Study Programme for all learners, including Higher Needs Funded Learners. They looked at all stages of the process, and then focused on formative assessment (RARPA stage 4). A RARPA working party team collated existing resources and practice in centres. This included: Work Experience Observation Forms; Work Experience Logs; Learner portfolios; Review Forms; Learner Evaluations; Reflective Journals; Minutes Learner Voice Forum; and Observations of Learner Reviews. Information about the RARPA Review was cascaded by the RARPA working party members at: Op's Meeting, Team Meeting, Learner Voice Forum and IAG Forum.

The review identified that while the organisation has good practice in place in most stages of the RARPA process, there was weakness in RARPA Stage 4.

In summary, good practice identified:

- Learners contributed to the decision-making for their work placement and with support, they researched potential employers and were very involved with planning the placements, good holistic IAG practice which was recorded.*
- Learners had 1:1 preparation for their work placements so that it was specific and fit for purpose. Good person-centred approach wholly inclusive.*
- The Learner Voice was captured creatively and by a range of means: learner review, daily reflective journals, work experience logs and formal evaluation in Learner Surveys and Learner Voice Forums. This data was used to effect changes in teaching and learning practice.*
- Learner Reviews were consistently delivered with regularity, stakeholders, parents and carers were invited and these were good forums to respond to changes in programme to meet the learner needs. Good personalised approach.*
- Employers' reviews were held regularly to get their feedback on learner progress and evaluations were submitted at the end of the placement, recording the learner progress. Employer feedback was cascaded to tutors to address developmental issues cross-curricular in vocational and core subjects. Good practice to fully embed employability in programmes.*

Areas for improvement identified:

- There is a process in place for work experience across the organisation but it is not robust as there was variation in practice. For example, there were standardised documents in place for delivery of learner review which incorporated the monitoring of targets and outcomes for work experience and employability skills. The content and recording of reviews varied according to the experience of the person delivering it.*
- There was no corporate practice for moderating learner reviews or observation of work placements. Observation reports for work place were delivered for those learners on accredited programmes but not for those on non-accredited programmes.*
- There was no external moderation of non-accredited employability/work experience skills.*

- *The processes/documentation that were in place for work experience were designed for mainstream students and did not give consideration for specific LLDD needs. For example the language in work experience packs was complex and wordy.*
- *There was no mechanism to record the journey made by learners during a work experience place with their own personal development in soft skills such as: resilience, confidence, self-esteem and technical ability.*

As a result of the review the provider decided to cascade a standardised approach company-wide including:

- *Modifying learner paperwork for work experience to make it more accessible to LLDD;*
- *Introducing an evaluation tool to measure soft skills progression during work experience (beginning middle and end – to produce quantitative and qualitative data);*
- *Core training for delivery of learner reviews to key staff;*
- *Observation and moderation in delivery of Learner Reviews introduced to the OTL process;*
- *Developmental observations for learners in work experience placements to be delivered by key staff;*
- *Introducing an audit process to measure the distance travelled during a work placement (formative and summative outcomes);*
- *Observation and moderation of Learner Reviews introduced to QA cycle;*
- *Updating SAR with RARPA activity. (Work-Based Learning provider)*

A training provider has robust processes across the organisation to gather quantitative data of the learner journey in Work Experience in areas such as attendance and performance although no information was gathered from the learner on soft outcomes. Qualitative data is gathered from employer on learner achievements and areas for development. Reviews are supportive and documented to monitor the learner's progress. The effectiveness of the review is directly linked to the experience of the person delivering it and therefore there is inconsistency in practice.

ILPs are clear and measurable. However, there is variation in how SMART targets are for learners when they are set at review. Every student on work placement has a 'Work Experience Handbook and Log' which includes targets. There is variation in how well these are populated and referenced by learners. Log books are not user friendly for LLDD. All learners have a portfolio which tracks their placement but this is more meaningful for other stakeholders than the learner.

Information is collected from learners from a variety of sources including parents, LSAs and teachers. Comments are recorded in 'real time' and at review, targets are reset where necessary. Learners have access to learner feedback evaluations three times a year and also to Learner Voice Forums and Suggestion Boxes.

Additional or unplanned learning that arises from the flexible curriculum and delivery through experiential learning means that spontaneous learning opportunities can be explored. Additional evidence is captured by a range of means – including Volunteer Service Credit Certificates, photo evidence, journals, video journals and resources

made by learners for events. Events such as 'pop up café' are added to the curriculum to test skills learnt in planned placements. Additional evidence is added to student portfolios supported by LSA, parents and carers and other stakeholders.

Learner reviews are timetabled each half term; they are holistic and supportive. The reviews do improve teaching practice provided they are SMART in the delivery of targets and drive the review to meet the learner needs with sufficient challenge. Tutorials or emergency reviews will happen if an urgent need arises. End of session reflective journals, tutorials and planned reviews are all used to give affirmative feedback. Parents, carers or other advocates are invited to review and contribute feedback to the review too. (Work-Based Learning provider)

Standard 5: End-of-programme learner self-assessment; teacher summative assessment; review of overall progress and achievement.

Criteria:

5.1 Summative assessment and review processes are undertaken with learners, and where appropriate a nominated person, so they have joint ownership of the process.

5.2 The end-of-programme review process is learner-centred and inclusive, and uses creative methods and media where appropriate.

5.3 Teacher summative assessment reflects learners' targets, provides an overall review of progress and evidence of achievements that are meaningful to learners and other stakeholders.

5.4 Achievements are celebrated.

5.5 There is evidence that learning programmes:

- have met learners' aspirations;
- enable learners to develop the personal, social and employability skills to become more independent in everyday life.

5.6 On full-time programmes there is an effective 'handover' to destination providers.

5.7 For all learners, documents are prepared for destination providers on time, are owned by learners and are passed on with their permission.

5.8 Feedback from learners' reviews informs future planning.

5.9 Destination data is gathered, reviewed and used to inform the SAR.

5.10 The outcomes of this stage of the RARPA process are rigorously reviewed and actions are taken to improve practice and improve learners' progress, achievements and progression.

Possible sources of evidence

Learner files and records of learner self-assessment, group and peer assessment;
Teacher records of assessment activities and individual/group progress and achievement

Learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, artefacts, photographs

Individual or group learner testimony

Records of performances, exhibitions and displays

Certificates

Transition documentation

SAR and any other internal moderation and course review documentation

Discussions with learners, course tutors, teachers, curriculum and quality managers

Questions which need to be asked

1. What evidence is there that at the end of learning programmes that summative assessment is undertaken jointly with learners?
2. Is there evidence that a variety of different methods, formats and media are used in the summative assessment and that the process is inclusive?
3. How well do learner portfolios show how summative assessments reflect learner initial aspirations and learning goals?
4. Does the recorded evidence of learner achievement reveal the ways in which learner achievement is positively celebrated?
5. What evidence is there to show that teacher assessments reflect learners' targets throughout their learning programme?
6. What evidence is there to show that learners are fully involved in planning what they will do at the end of their college programme?
7. What evidence is there that success is celebrated?
8. For students on full-time programmes what is the evidence to show that an effective handover takes place and that useful documentation is passed on to the next stage of the student's journey?
9. What is the evidence which shows that learners' agreement is sought before allowing information to be passed on to their next provider?
10. For trainees or employees, what written documentation is passed on to employers about learners at the end of courses and do learners agree the content and consent to this information being passed on?
11. How well is destination evidence of learners who have completed learning programmes that use RARPA incorporated into the provider SAR?
12. What evidence is there that learners' feedback is used to inform future planning?
13. What evidence is there that outcomes of summative assessment are rigorously

reviewed and used to improve practice?

Examples of practice

Review meetings are arranged before the Easter holiday, and students are encouraged to think carefully about who they would like to invite. The purpose of the meeting is to review their key achievements, share with those at the meeting what they would like to do after college, think about the next steps to take and identify who can help. Those invited may include family members, work experience job coach, keyworker, social worker, advocate and community support worker. Students introduce the meeting by sharing three achievements they are particularly proud of, and may choose to show, for example, a work file, an electronic presentation or a job coaching review from work experience.

After this meeting, students work on an Action Plan which gives a strong focus to the final few weeks of the course. Each student takes personal responsibility for their own plan, and by doing so stays in control of the transition from college. At the same time as working on the Action Points students will put together their own CV, usually in electronic format to include video clips and voiceover descriptions. The CV is a fantastic record of all key achievements on the Towards Independence course, and particularly employability skills. It has become a tradition for the CVs to be shown by our proud graduates to their guests at the end of year celebration. (General Further Education College)

Ex-learners receive a regular follow up to ascertain how they are getting on in their next placement. They are also asked the following questions:

- *What did you do at college that prepared you for life beyond college?*
- *What could we have done that would have prepared you better for life beyond college?*

By reviewing the activities learners are engaging with post-college it is possible to review programmes for effectiveness in meeting outcomes and where necessary make changes. (Independent Specialist College)

All learners leave at the end of the academic year with a folder containing photos, craft and worksheets from their modules during the year. The college also produces a DVD/CD Rom which contains a video montage of photos to music. We hold celebration events at the end of term, where learners and their families collect certificates, and celebrate achievements by watching DVDs on a projected screen. (General Further Education College)

A summative evaluation is completed at the end of the 11-week course. This includes a brief comment on progress and an indication of learner progression route. Some of the most compelling evidence can be found in the photographs where the difference in posture and confidence of a learner at the beginning and the end of a programme reveals very sharply the journey that the learner has made. (Adult Education Provider)

When carrying out their internal review, one training provider found that although they had thought that the end of programme (section 5) was robust, they had lost the celebration of learners' achievements. They identified the need to produce an end of

programme certificate that embraced all elements of the programme. They have a lot of photographic evidence within the centres that show learner's enjoy and achieve, but they do not always keep it current. The outcomes of Work Placements, however, were recorded robustly by placement advisers although more ownership needed to be given to the learners. (Work-Based Learning Provider)

Standard 6: Staff implement the RARPA process effectively across the organisation.

Criteria:

6.1 Teaching staff, learning support staff and other relevant interdisciplinary staff and volunteers, have access to information and training to use RARPA. They have a shared understanding of:

- the nature, purpose and importance of RARPA;
- RARPA five-staged process;
- Setting individual targets that support progression;
- Data and information recording system requirements;
- Quality assurance arrangements for RARPA.

They are active and engaged at all five stages.

6.2 Implementation of the RARPA process is consistent across the organisation.

Possible sources of evidence

Staff handbooks/guidelines

Staff induction checklist

Team meeting records

Team training records

Teacher files including evaluations

Learner folders

Discussion with course tutors, teachers (including part-timers) and learning support assistants, managers responsible for staff development

Questions which need to be asked

1. Are there sources of information about the RARPA process which are easily available to all relevant staff and volunteers?
2. Is knowledge of the RARPA five-staged process a part of all teacher initial information and induction?
3. Is there evidence to show that all teaching and learning support staff implement RARPA in their practice?

4. What evidence is there that the analysis of learner files show consistency of implementation of the RARPA process in all the learning programmes across the organisation?

Examples of practice

There is a comprehensive tutor handbook available for all staff. It outlines the way teaching and learning is planned at the college, and provides tutors with the theoretical background to RARPA. It also provides tutors with an academic planner, giving them clear guidance on what is required and by when. The management team regularly review the content of the handbook, and for September 2013 it will include the verification and moderation processes that are currently being finalised. (General Further Education College)

A series of handbooks is available to all staff to illustrate the RARPA processes which can be accessed through a web-based Virtual Learning Environment (VLE) available to all staff. The RARPA handbook contains information on the RARPA processes, gives examples of ILPs, Records of Achievement linked to curriculum areas, and outlines administrative procedures and moderation requirements. There is also guidance on paper-free methods of recording achievement and further guidance on setting learning outcomes (with good and bad examples).

There is also information on the RARPA Champion for each curriculum area. These Champions take the lead in keeping up to date with national guidance, lead on staff development and good practice, ensure administrative and moderation processes are followed and feedback tutor and learner queries to the service. (Adult Education Provider)

All tutors have access to the learners' electronic ILPs and input regularly. Although Inclusion staff do not always have access to this, their contribution is facilitated by, for example, the use of paper initial assessment sheets on which they can record. It is clear that there is a strong sense of teamwork amongst the staff, supported by regular discussions both informally, through joint work, and formally through regular staff meetings.

The Programme Area manager holds weekly team meeting for tutors and Inclusion staff at which individual learners and their targets are discussed, and all staff contribute their views on how well they are doing and whether targets should change. Targets are always available, not only electronically but in folders. (General Further Education College)

Standard 7: There is an effective quality assurance system for the review and improvement of the provision using the RARPA process.

NB There are four subsections to standard 7 each of which have been addressed separately in this section.

Criteria:

7.1 A clear quality cycle is in place that includes all elements of RARPA, all aspects of provision and all staff. It is learner-centred and embedded within the organisation's overall quality improvement system.

Possible sources of evidence

Organisational quality cycle

Quality Assurance calendar for individual programme area(s)

Discussion with course tutors, section, curriculum and quality managers

Questions which need to be asked

1. Does the quality assurance documentation show that provision using the RARPA process is mapped to, and formally included within, the organisation's quality assurance cycle?
2. What evidence is there that the quality assurance process for provision using RARPA is consistent with, and contributes to, the organisation's quality assurance process?
3. What evidence is there that the organisation's quality assurance processes can accommodate information from qualitative data?

Examples of practice

The four programmes using RARPA each produce their own Termly Programme Review (TPR), using the standard college format.

As well as recording attendance and the success data they allow for the input of qualitative information which reflects key strengths and improvement actions for our provision. TPR's are electronic documents and audited at intervals by the Head of Faculty, senior management and Quality Unit staff. The TPR feeds into the Faculty of Foundation Education Self-Assessment Review (SAR). (General Further Education College)

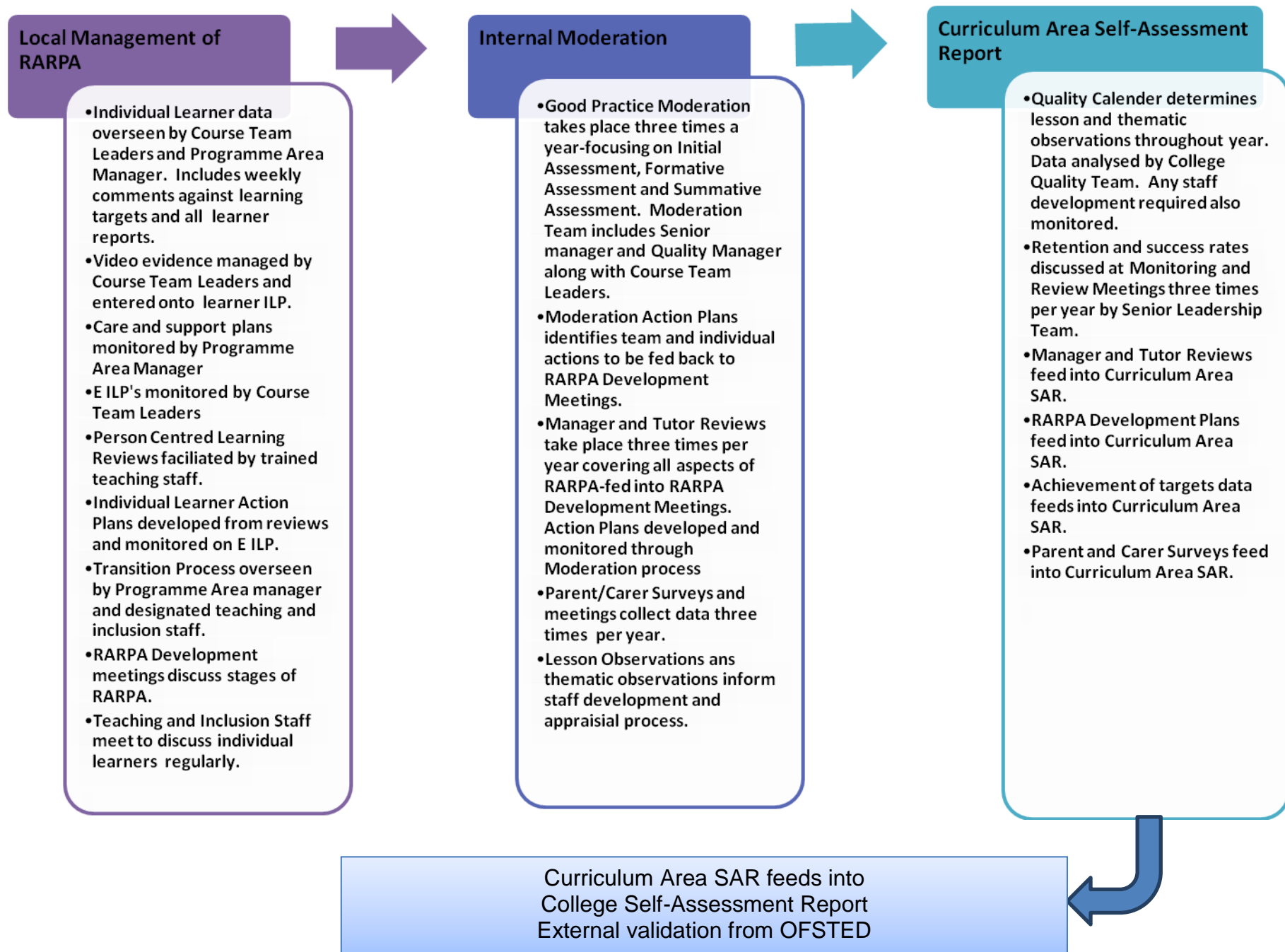
There is a RARPA academic calendar in place which outlines key times when reviews and reports are needed. The Education Team Programme Manager, Lead Tutors and each department produces a self-evaluation report which is then fed into the whole organisation SAR. (Independent Specialist College)

A large training provider identified the requirement to incorporate RARPA into the organisation's Quality Assurance Cycle and Self-Assessment Report. As a result the review team worked with the Quality Assurance Manager and agreed how and where evidence of RARPA would be audited in learner files. This resulted in a complete update to the ILP. The organisation has set high QA targets and during audit they will ensure that:

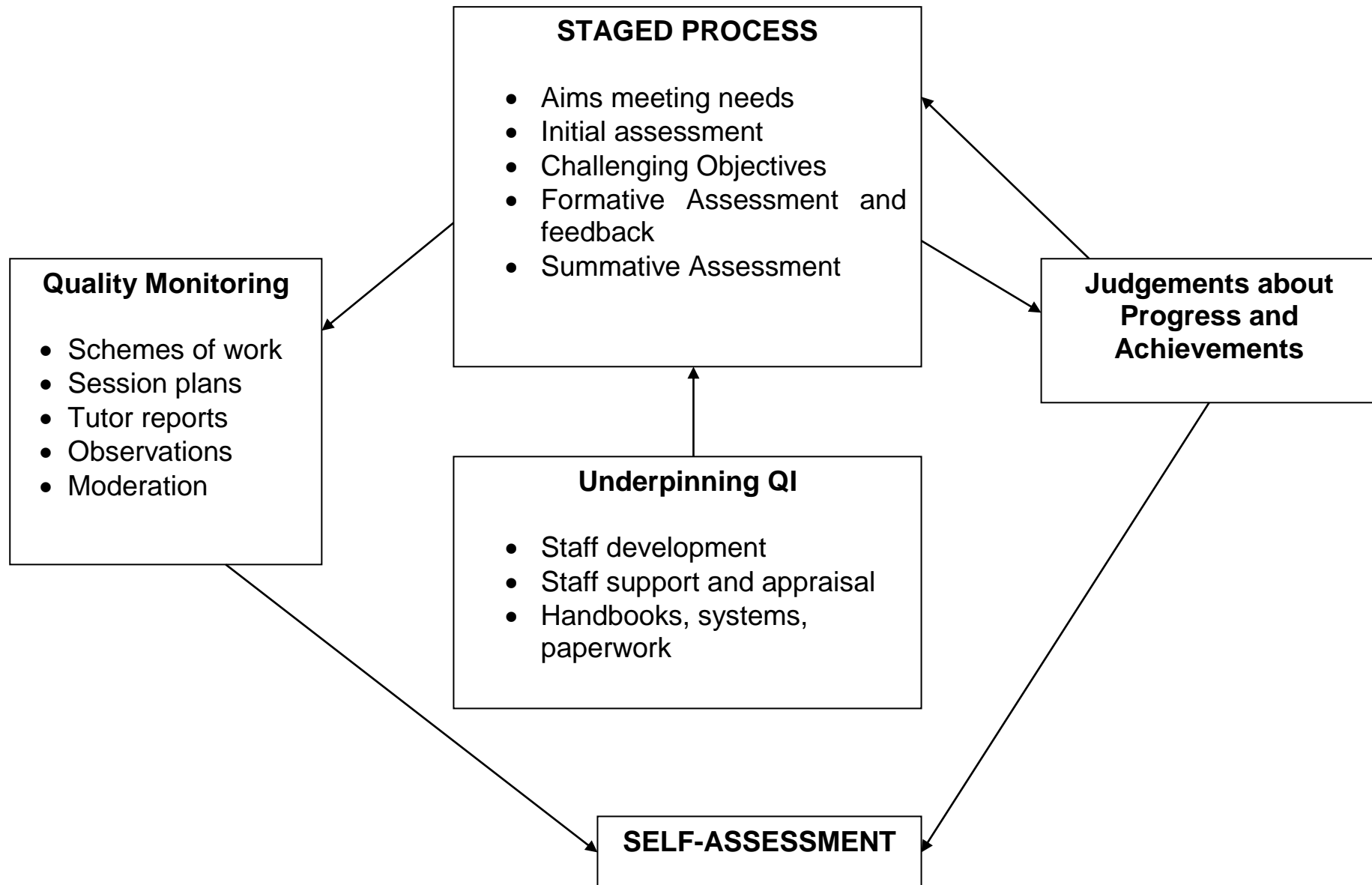
- More than 90% of ILPs will identify initial assessment used effectively to inform planning and
- More than 90% of reviews will contain evidence of RARPA

RARPA has now been written into the SAR identifying appropriate areas for improvement and professional development. The observation of teaching and learning process has also been reviewed to ensure that evidence of RARPA processes are rigorously assessed during observations. The outcomes will also be addressed through the internal moderating process which will help to identify areas for CPD and underperformance. As a result these changes will raise awareness of the RARPA process with staff and the importance of reporting RARPA more effectively. (Work-based learning provider)

Two examples of organisational quality cycles are provided below.:



INTEGRATING RARPA INTO QUALITY ASSURANCE PROCESS



Criteria:

7.2 There are internal methods for moderating the effectiveness of RARPA:

7.2.1 Internal moderators are identified, trained and keep moderation records.

7.2.2 Cross-sector/department/subject moderation takes place regarding provision for learners with learning difficulties and disabilities and shows that RARPA is implemented consistently.

7.2.3 The consistency of the performance of the internal moderators is moderated across the organisation, any inconsistencies are noted, and appropriate action is taken to address them.

7.2.4 Internal moderation results in action plans that clearly identify underperformance, outlines steps required to improve and best practice that needs to be shared.

Possible sources of evidence

Internal moderation procedures and records

List of internal moderators, records of moderator training

Minutes of moderator planning meetings

Records showing cross-moderation focus of moderation/sampling plan

Action points from moderations

Feedback to individual staff

Standardisation meeting records with action points

Action plans showing regular monitoring, with timescale for completion

SAR or course/programme review/improvement plan

Discussion with course, programme, quality managers, internal moderators, teachers

Questions which need to be asked?

1. What evidence is there of a procedure for the internal moderation of provision using RARPA and is it consistent with, and included within, the internal moderation process across the organisation?
2. What is the evidence to show that internal moderators have been trained and keep appropriate records?
3. What evidence is there that cross-sector/department/subject moderation takes place and that internal moderation is consistently implemented across all provision?
4. What evidence is there that internal moderators' performance is moderated, and that inconsistencies are noted and addressed?
5. What evidence is there that sampling plans used by internal moderators across the courses are appropriate?

6. Are there records to show clear actions arising out of internal moderation and a plan with timescales to address any issues or inconsistencies which have been highlighted as a result of the internal moderation?

Examples of practice

There is an effective quality system in place which includes all aspects of RARPA. This is particularly well-embedded in the observation process. The format for recording observations is effective as it evaluates not only what is seen in the lesson, but all aspects of the learning journey, including planning, assessment and monitoring of learning, learner achievement, quality of support, the embedding of English, maths and functional skills, health and safety and safeguarding and embedded equality and diversity, with appropriate prompts to support observers in making their judgements. The observation records reviewed provided appropriate judgements, well-supported by evidence and with clear pointers for development. Following the observation, a related development plan is produced. RARPA is clearly included within the process. (Adult Education Provider)

Internal moderation takes place throughout the year. This involves sampling learners' ILPs including reports and reviewing video evidence. The sampling takes place three times a year. The first sampling takes place after initial assessment, around October/November, the second after formative assessment in April and the third at the end of programme in July. Being a small provision we aim to sample each full-time learner's work once a year and at least a third of part-time learners.

As we are working with learners with profound and multiple learning difficulties the evidence sampled consists of tutors' reports, a progress report from each learner's Course Team Leader and daily recording against targets which is completed on the learner's E ILP. Action Plans from learner's Person Centred Learning Reviews are also sampled to ensure consistency and that targets are meaningful and achievable.

The moderation team is made up of Senior Managers: the Programme Area Manager, Curriculum Area Manager, a Quality Manager for the area, the Advanced Practitioner (who has a role in improving learning and teaching and responsibility for disseminating good practice in the area and across college) and members of teaching staff, usually full time Lecturers who have a responsibility for a group of learners, either full- or part-time.

The results of the moderation are fed back to the wider staff team and an Action Plan developed which will be regularly reviewed and updated. Finding ways to involve Inclusion staff (who provide learning and care support) is important and ensuring all staff are aware of relevant actions and have access to identified staff training. (General Further Education College)

Criteria:

7.3 Provider self-assessment review of the RARPA process is both rigorous and consistent and the QIP leads to improvement.

7.3.1 The SAR process for provision using RARPA involves all staff. It is rigorous and the evaluations are appropriately detailed and accurate.

7.3.2 Learners, parents, carers and employers are meaningfully and creatively involved in providing evidence, where appropriate.

7.3.3 Data on learners' performance, progress and progression is analysed, evaluated and used to inform the SAR.

7.3.4 QIPs covering RARPA are challenging and identify targets for improvement and professional development. Their implementation and impact are monitored and evaluated.

Possible sources of evidence

SAR or course/programme sub-SAR improvement plan

Records of Programme Review meetings

Learner/stakeholder satisfaction information

MIS data and also qualitative information collected at course/programme level

QIP

Discussions with course, programme, quality managers, teachers

Questions which need to be asked

1. What evidence is there to show that self-assessment review of RARPA is carried out with due rigour?
2. What evidence is there to show that the full range of stakeholders (learners, parents/carers, employers, etc.) is involved in providing evidence on the quality of RARPA provision?
3. What evidence is there that data on learner achievement, progress, and progression are fully analysed and that the evaluation informs the provider SAR?
4. What evidence is there to show that QIPs for provision using RARPA are challenging, identify specific targets and that any actions are monitored and evaluated?

Examples of practice

The provision for adults with learning disabilities/difficulties is reviewed throughout the year. Actions from moderation events, observations of teaching and learning and from learner feedback are collated into the sector Self-Assessment Report. This is produced by the Curriculum Managers overseeing this provision across the ECC region. The SAR also includes data from Management Information Systems and qualitative information about learners' achievements that are not always evident from data systems alone. The SAR is moderated alongside other curriculum SARs and by peers from the local region.

A detailed QIP is produced and updated three times a year. Here, targets are set against national Minimum Levels of Performance, Essex County Council and subject sector priorities. The QIP is reviewed by the Quality Improvement Group and feedback is given on the progress recorded. (Adult Education Provider)

The autumn term moderation takes place in late October/early November, when baseline assessments have been completed and goals have been set. Programme Coordinators, who are site-based, moderate evidence from the programmes they are responsible for, supported by a member of staff from the Quality Unit who moderates part of the sample for standardisation. Course Outlines for each course or module are checked to ensure that Learning Outcomes are clear and relevant, and that, where appropriate, students have an accessible version in an appropriate format.

A random sample of one learner per group of eight following a course or module is selected, and the process of baseline assessment and goal-setting moderated by collecting in work folders and examining e-folders on the faculty shared drive. Evidence examined includes:

Achievements during the previous year if the learner has progressed from another course at the college

Assessments completed

Learning goals set

Systems in place for tracking learner's progress towards their goal

Findings are recorded on 'Record of Internal Moderation' forms and fed back to tutors via a face-to-face discussion if possible. The moderation records are stored electronically, in a secure area to protect tutor confidentiality. Any staff training needs identified or highlighted through the moderation process can be addressed later in the year, to give staff the skills they need to carry out baseline assessments and goal-setting more effectively with the next cohort of learners.

Moderation outcomes are collated by programme (across sites), good and bad practice highlighted and improvement actions listed. The improvement actions are added to the programme's Termly Programme Review (TPR) with SMART outcomes clearly stated and a timescale for completion added. TPR actions are reviewed and updated at defined points in the year in accordance with the college QA cycle.

Then in early June a full moderation of student work against the RARPA Five-Stage Process criteria is carried out. Again a sample of one learner per group of eight is used. Moderators meet together for a day to cross-moderate student work from sites and programmes other than their own, again supported by a member of the Quality Unit. Each programme produces a report, which is discussed in detail at the annual programme review involving all staff, before agreed improvement actions are written and added to the TPR. (General Further Education College)

A training provider reviewed work experience within its foundation learning sector and looked at innovative ways to capture and record progress whilst on work experience. We have a variety of work placements to match learner needs attached to our study programme but we need to capture the distance travelled and the quality of the experience. (RARPA Stages 3 and 4)

A project team was set up and a first meeting of placement officers was held to review current processes and procedures and to develop new recording materials. The team also reviewed and identified current good practice in both pre- and post-16 provision and prepare draft work experience diaries for the end of the month. The team considered the draft when looking at the spread of abilities within the provision and the level of literacy skills. They also looked at IAG opportunities.

The main findings of the team were: pockets of good practice and good processes, learner files and review process have identified that we are good at sourcing and monitoring work experience, but in a lot of instances we are doing the work for the learner in the process rather than giving them the skills to prepare the evidence prior to a visit, for example, a diary to record pictures, testimonies etc. with the help of the placement host would give a more robust system to record unplanned learner achievement and record it.

Staff had lost focus of the softer skills learners' display, with the introduction of foundation learning and the programme being wholly accredited. With the introduction of the mixture of accredited and non-accredited in study programmes, they felt that they had no processes to record the achievements of learners except for the review (standard 4) which they felt concentrated more on the formal processes.

By the end of this project we should have a SAR and QIP that reflects fully what the staff want to achieve in SMART targets. (Work-Based Learning Provider)

Criteria:

7.4 There are external methods for verifying the effectiveness of RARPA:

- 7.4.1 External checkers review internal moderation records for rigour and consistency. They review samples of learners' work and evidence of progress.
- 7.4.2 External checkers review the annual quality cycle for evidence that RARPA is embedded effectively within all aspects of quality assurance and improvement.
- 7.4.3 External checkers verify that the SAR identifies appropriate areas for improvement, including professional development.
- 7.4.4 External sources are used to verify quality assurance and improvement processes. The outcomes from, for example, PRD groups (other than the RARPA external check peer review), inspection, consultant support, 'health checks', EFQM, other quality kite marks, result in improvement actions that are implemented, monitored and reviewed.

Possible sources of evidence

Internal and previous external check reports
Learners' work and records
Annual quality cycle documents
SAR, course/programme area sub-SAR, QIP and action plans
OTL records
Peer review reports
Inspection reports
Consultancy reports
Health Checks
Quality Marks
Action plans arising out of any of the above

Possible questions to ask

For providers:

1. What evidence is there of any external check of provision using RARPA?
2. What evidence can be provided to external checkers that any other external sources such as reports from PRD groups, consultants, health checks, ERQM and kite marks, have been used to verify quality assurance?
3. What evidence is there that these have resulted in improvements that have been implemented, monitored and reviewed?

For external checkers:

1. What evidence is there that internal moderation records are consistent and rigorous?
2. When reviewing samples of learners' work and progress are the samples adequate and are the judgements consistent with the outcomes from internal moderation?
3. Is there evidence to support providers' assessment of how effectively provision using RARPA is embedded within all aspects of the organisation's quality assurance cycle?
4. Does the section SAR for provision using RARPA identify appropriate areas for improvement and professional development?
5. What evidence is there to show that recommendations arising out of previous external moderation reports and/or from other external sources are acted upon?

Examples of practice

A range of external methods is used to verify the effectiveness of the RARPA self-assessment and improvement processes. These include Peer Review, inspections and consultancy support.

A sample of Observation Reports and Self-Assessment Reports are moderated externally by Peer Review group partners in the Eastern Region. Feedback is produced on the quality of the reports and grades awarded.

*Additional external analysis of the quality of the provision includes a LSIS Organisational Health Check and a MATRIX reassessment. All Reports actively analyse the 'learner voice' and feedback from partners, employers and other stakeholders.
(Adult Education Provider)*

A National Peer Review and Development Group of four participating Independent Specialist Colleges has been established based upon principles of trust, respect and integrity. Its aim is to establish protocols and agreed activities which support the improvement of learning and teaching practice. The Group agreed to conduct Mock Inspections in each participating organisation, utilising the skills and expertise of suitably experienced professionals from the other three colleges. The protocols were designed to provide a framework for all those taking part in the mock inspection activities.

This was a substantial undertaking by the colleges involved and proved logistically challenging to set up. However, once in place the project worked very effectively, providing valuable feedback and developmental support. Individuals commented that it had provided a unique Continuous Professional Development (CPD) opportunity for them which had impacted their practice and was valued enormously. (Independent Specialist College)

Standard 8: There is effective performance management and professional development in relation to RARPA.

Criteria:

- 8.1 The implementation of the RARPA process and teaching, learning and assessment are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.
- 8.2 Rigorous improvement targets are set for individuals, departments and the whole organisation. These are regularly monitored and reviewed in accordance with the organisation's self-assessment process.
- 8.3 The CPD programme is clearly linked to improvement plans, is comprehensive, timely, uses appropriate methods such as; shadowing; mentoring; coaching; dialogue; support and training when needed and leads to demonstrable improvements in performance.
- 8.4 Best practice is shared within a coherent programme of professional development. Staff teams have opportunities for development, discussion and sharing best practice about RARPA.
- 8.5 Adequate resources are provided to ensure that improvements to performance can be made.

Possible sources of evidence

Observation of teaching and learning records and action plans
Performance review/appraisal/supervision document
Individual and departmental training plans and records
Organisational CPD procedures and records
Team meeting records
Staff development session records
Discussions with manager, teaching and learning support staff

Questions which need to be asked

1. What is the evidence that the effective implementation of the RARPA process forms a part of teacher performance review and appraisal?
2. What evidence is there that the observation of teaching and learning of provision using RARPA identifies under-performance and best practice and that the outcomes are acted upon?
3. What is the evidence that under-performance is addressed by setting clear performance targets for under-performing teachers and that implementation has been regularly monitored and reviewed?
4. Where underperformance is evident at department and whole organisation level, is there evidence that rigorous improvement targets have been set and implementation has been regularly monitored and reviewed?
5. How well are the professional development requirements identified for provision using RARPA included in college CPD programmes and improvement plans?
6. What evidence is there that a variety of supportive approaches are used to improve teacher and support assistant performance?
7. What evidence is there that staff have the opportunity to develop, discuss, observe and share best practice?
8. Is there evidence that CPD is sufficiently well-resourced to ensure effective CPD?

Examples of practice

All new tutors have an induction with their line manager, during which training needs are identified and a plan drawn up. This is monitored as part of the six-month and final probation review to ensure that the tutor has completed appropriate training for their job role. Tutors are observed at least once a year and agree an action plan with their observer which is tracked to ensure that improvement actions are completed on time. The observation action plan may include activities such as shadowing, peer observation, working with a mentor and coaching. Any further training needs which may be identified will be written into the member of staff's annual Professional Performance Review (PPR). The 'training needs' section of this document will be copied to the Workforce Development section, who will plan training to support individuals and groups to meet their improvement targets.

At programme level, improvement targets are set as a result of RARPA internal moderation or annual programme team reviews. CPD needs are identified, and applications made to Workforce Development for funding. The applications must be referenced to the course, programme, school or faculty improvement plan in order to be approved. Regular staff development activities are programmed into the annual calendar, and offer opportunities to pick up on common themes emerging from moderation or programme team reviews and to share best practice. (General Further Education College)

Observations of Teaching and Learning take place throughout the year. Tutors and managers have access to a detailed handbook with clear guidance on the OTL process. This is available on the ACL Virtual Learning Environment. At least 80% of all tutors are observed during each academic year. The observation report includes a section on the quality of the RARPA processes. Each observation is graded and followed by a detailed verbal and written report with an action plan. The action plan is followed up and further observations are carried out as required.

New tutors receive a support visit during the first six weeks of term. This visit is used to share information, identify any CPD needs and identify good practice. (Adult and Community Learning Provider)

Performance management policies are in place to identify and support staff who are unable to fulfil their duties. PDPs are reviewed by the Head of Learning and Line Managers will review progress against set goals. There is also a staff coaching programme on undertaking peer observations. Reflective practice takes place through formal meetings that take place each week. Every six weeks a programme called 'In The Loop' operates, developing subject expertise. The College also runs its own in-house teacher training/support programme for support workers. (Independent Specialist College)

A training provider conducted a thorough review which involved a team comparing staff questionnaire results with a review of learner files. It revealed considerable inconsistencies between the results from the staff questionnaire and the desk top analysis of student files. It has become clear that although there was a robust initial assessment and review process, the targets set were not always SMART and were not always revised and renegotiated. There was a contradiction in what the staff thought they were confident in and what the analysis of the files showed. Staff thought they were confident in a number of areas but the files showed that this was not consistent across the organisation.

The staff team identified that there was a need to develop and deliver staff training in two key areas. The first was training on the impact of a rigorous initial assessment and how to set challenging objectives from it. The second area was training in setting, reviewing and renegotiating SMART targets.

This provider has also revised the ILP and developed and implemented a training programme for tutors on how to use RARPA as an integral part of the review process.

Another finding was that there was a lack of co-ordination between base tutors and functional skills tutors in sharing and using the outcomes of initial assessment in planning targets for learners. As a result, the provider has developed and implemented a formal system to enable base tutors and FS tutors to share setting of targets. (Work-Based Learning Provider)

Supporting documents

Documents related to this guidance and its implementation:

The **report of the project** from which this guidance has been derived provides detailed information about implementation and makes recommendations for future development. The project report, '*Developing criteria and approaches to quality assure RARPA in provision for learners with learning difficulties*' (LSIS, 2013) may be found on <http://www.excellencegateway.org.uk/node/26660>

Case studies from providers in the project provide a wealth of illustrative examples from practice of implementation of the quality assurance approach in a range of different contexts.

The **Excellence Gateway's Special Educational Needs and Disability (SEND) exhibition site** has a section on Quality Assuring the RARPA process which includes reports, resources, examples and guidance drawn from all phases of the development and implementation of the process. <http://send.excellencegateway.org.uk/rarpa-resources>

Information from Ofsted:

An **Ofsted inspection report** provides evidence that too few young people with learning difficulties and disabilities progress from school to complete programmes that will help them live independently, undertake further study, or gain employment. It also indicates that provision is variable resulting in inequities in the provision available for learners with similar needs.

Ofsted (August 2011) *Progression post-16 for learners with learning difficulties and/or disabilities* Reference no: 100232. Ofsted

Ofsted guidance provides information on **key 'outcomes for learners' data**, relevant to all inspections taking place from September 2012.

Ofsted (October 2012) Guidance on the use of data to support judgements on 'outcomes for learners' in learning and skills inspections Reference no: 122054. Ofsted

<http://www.ofsted.gov.uk/resources/guidance-use-of-data-support-judgements-outcomes-for-learners-learning-and-skills-inspections> (accessed 10.05.13)

Information and resources about RARPA:

For **information about RARPA** from the original documentation see:

Learning and Skills Council (2005) *Recognising and Recording Progress and Achievement – RARPA* Learning and Skills Council: Coventry.

http://readingroom.lsc.gov.uk/lsc/national/10._RARPA.pdf (accessed 23.09.12)

Resources to support **the implementation of RARPA** in your organisation; note that some of these refer to earlier versions of documents such as the common inspection framework

<http://www.learningcurve.org.uk/courses/ladder4learning/resources/implementing-rarpa> and **A Value Added Toolkit** to support the Recording and Recognition

of Progress and Achievement (RARPA) in Non-accredited learning
<http://www.learningcurve.org.uk/courses/ladder4learning/resources/rarpatoolkit>
(accessed 20.10.12)

Other references:

BIS (2013) Department for Business, Innovation and Skills (April 2013) *Rigour and Responsiveness in Skills*. BIS/13/960

The Children and Families Act (2014)

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

Department for Education, Department for Health (January 2015) *Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

4. Glossary

Assessment:

Initial Assessment

Initial Assessment identifies a learner's skills against a level or levels. It is used to help place learners in appropriate learning programmes at an appropriate level, and is usually followed by detailed diagnostic assessment.

Diagnostic assessment

Diagnostic assessment identifies a learner's strengths and weaknesses and highlights skills gaps. It helps provide a detailed learner profile against the standards and curriculum documents and is used to inform and structure learners' Individual Learning Plans (ILPs) to use as a basis for their study programme. This process should be carried out over a period of time as part of a learner's learning programme. For learners with learning difficulties and disabilities on substantial programmes of a year or more, this may take up to half a term and involve inputs from staff from a wide range of agencies.

Formative assessment

Assessment **for** learning, also known as formative assessment, is about checking learning and giving constructive feedback that informs subsequent learning. The Assessment Reform Group (ARG) defines it as: "*...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.*" It is Stage 4 of the RARPA five-staged process.

Summative Assessment

Assessment **of** Learning, also known as summative assessment is carried out at the end of a unit or year or course to make judgements about students' **performance**. This is carried out in relation to agreed standards or criteria (expectations) known to both teachers and students so that they can make informed, rounded judgements about what has been achieved. Summative assessment information is used by individual teachers and for organisations to monitor the effectiveness of their provision. It is Stage 5 of the RARPA five-staged process.

Full-time provision

The definition of full-time education funded by the Educational Funding Agency is a minimum of 540 hours. All learners will be funded at a rate equivalent to 600 hours, with leeway either side for individual cases.

Part-time provision

By default, this is anything that is less than 540 hours, but in practice it will vary from just two hours a week to more substantial participation. It is the most likely form of engagement for adults.

Individual Learning Plan

The ILP is an output of the initial and diagnostic assessment processes. It sets out what a learner plans to learn, by when, the ways in which they will undertake the learning and the resources required to bring the plan into action.

Learning objectives

Learning objectives are statements that describe what a learner will be expected to know, understand, or do, as a result of a process of learning. They are sometimes called learning outcomes.

Learning objectives may be short-term (for example, by the end of a lesson), medium-term (by the end of a unit, module or series of lessons) or long-term (by the end of a programme). Long-term objectives are sometimes described as overall aims or goals.

Moderation, internal review and external check

The definitions provided below explain how these terms are used within this document.

Internal moderation: a process, carried out by providers themselves, which is intended to ensure that an assessment outcome is fair, valid and reliable and that assessment criteria have been applied consistently. The formal process of moderation is not a process for checking that every assessment made by every teacher for every learner is correct, rather it is a means of showing that providers understand national standards and apply them consistently and that teacher assessment will produce outcomes which are fair to learners and provide an accurate picture of progress.

Internal review: a process of self-assessment through which an organisation makes judgements and reaches conclusions about its own provision and quality assurance systems.

External check: a process through which the findings of self-assessment (through internal review) are objectively reviewed by an impartial reviewer, external to the organisation. The aim is to ensure that they are accurate, robust and evidence-based, and that they have been made on the basis of a sound understanding of the relevant criteria and standards, in a way that is consistent with the interpretation of these criteria and standards within and across regions.

Observation

Observation is part of quality improvement systems where staff carrying out teaching or other key activities (action planning, reviews, tutorials, support) are observed, judgements are made and feedback is given. Action planning may follow and results are used for self-assessment.

Peer review and development

Peer review and development is the process whereby small groups of providers, sometimes known as Peer Review and Development (PRD) groups, support one another's quality improvement through activities such as observations of teaching and learning and reviews of each other's practices and processes. This is separate and distinct from the formal use of peer review within the external check process for the

quality *assurance* of RARPA, as described above, and can be used in addition to it to strengthen quality improvement practice.

Reliability

Reliability refers to the consistency of outcomes that would be observed from an assessment process were it to be repeated. High reliability means that broadly the same outcomes would arise.

Validity

Validity is the fitness of purpose of an assessment tool or scheme.

Validation

Validation is the process of confirming that assessment outcomes are sound.

5. Annexes

Annex A: RARPA standards and evidence mapped to the Common Inspection Framework 2015

RARPA standards	Criteria	Common Inspection Framework Handbook 2015 (relevant paragraph numbers are given in brackets)
1. Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)	<p>1.1 Information advice and guidance processes support learners to make informed, realistic choices. Learners' own views and aspirations are taken into account in identifying appropriate provision and the aims clearly articulate learners' long-term goals and aspirations.</p> <p>1.2 The intended programme is suitably challenging for every learner.</p> <p>1.3 The learning outcomes will enable learners to develop the personal, social and employability skills they have identified to support them to get to their desired destination.</p> <p>1.4 Provision reflects local and national demand, and is responsive to learners' needs.</p>	<p>staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs (168)</p> <p>learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work (176)</p> <p>learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth (176)</p> <p>severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment (176)</p> <p>leaders, managers and governors collaborate with employers and other partners to ensure that the range and content of the provision is aligned to local and regional priorities (162)</p>
2. Initial assessment to establish the learner's starting point	<p>2.1 Learners' views, aspirations, assessment of their own needs and choices are central to, and clearly identifiable in, the initial assessment process.</p> <p>2.2. Initial assessment is fit for purpose in the context of the learning</p>	<p>staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can (168)</p> <p>learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers (172)</p>

	<p>programme and the learners and may include:</p> <ul style="list-style-type: none"> • learners' approximate level of knowledge and skills; • achievements, qualifications and accreditation gained; • previous experience; • existing skills and transfer of skills; • learners' additional support needs which may include health, communication and personal care needs; and • learners' preferred ways of learning: teaching, learning and assessment strategies and approaches. <p>2.3 Learners are aware of and have access to appropriate information and guidance as required.</p> <p>2.4 The initial assessment process is reviewed and practice improved in response to learners' needs, achievement and feedback. Consequently, learners' achievements are demonstrably enhanced.</p>	
<p>3. Identification of appropriately challenging learning objectives: initial, renegotiated and revised</p>	<p>3.1 Initial assessment informs programme planning and the setting of challenging objectives.</p> <p>3.2 Objectives are person-centred, expressed in 'learner-friendly' terms, are meaningful and relevant to real life and will help learners</p>	<p>Teaching, learning and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding (168)</p> <p>learners are supported to achieve their learning goals, both in and between learning sessions (168)</p>

	<p>move towards their destinations. On longer programmes, they include short-, medium- and long-term targets.</p> <p>3.3. There is a person with clearly defined responsibility and/or clear lines of responsibility for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.</p> <p>3.4 Learners have the opportunity to renegotiate learning objectives and to agree additional personal outcomes reflecting their interests, motivation and needs.</p> <p>3.5 Learners are able to apply knowledge gained or demonstrate the skills they have learnt in different context.</p>	<p>staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can (168)</p> <p>teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying (168)</p> <p>staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs (168)</p> <p>teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims. (168)</p> <p>learners benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce (172)</p> <p>learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims (172)</p> <p>how well learners know how to protect themselves from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying, including through the use of the internet, and how well they understand the risks posed by adults or young people who use the internet to bully, groom or abuse other people, especially children, young people and vulnerable adults (172)</p> <p>how well learners know how to keep themselves fit and healthy, both</p>
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		physically and emotionally (172)
4. Recognition and recording of progress and achievement during programme (formative assessment): tutor feedback to learners, learner reflection, progress reviews	<p>4.1 There is a robust process across the organisation to gather and use data effectively to support the learner, throughout the learner journey.</p> <p>4.2 Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders.</p> <p>4.3 Creative ways are used to listen to the learner voice, including, where appropriate, circles of support.</p> <p>4.4. Additional or unplanned learning and achievement is also captured and recorded effectively.</p> <p>4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.</p> <p>4.6 Regular progress reviews take place throughout the programme and in response to changing needs. Reviews reflect and check on progress and make necessary changes. Where appropriate a supporter such as an advocate, parent or carer is involved in the review process.</p> <p>4.7 Progress reviews demonstrably</p>	<p>learners take pride in their work, become self-confident and self-assured, and know that they have the potential to be a successful learner on their current and future learning programmes, including at work (172)</p> <p>staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair, informative and reliable (168)</p> <p>learners receive clear and constructive feedback through assessment and progress reviews and/or during personal tutorials so that they know what they have to do to improve their skills, knowledge and understanding to achieve their full potential (168)</p> <p>learners enjoy learning and make progress relative to their prior attainment and potential over time (176)</p> <p>learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners (176)</p> <p>employers, parents and carers, as appropriate, are engaged in planning learners' development; they are kept informed by the provider of each learners' attendance, progress and improvement, where appropriate (168)</p>

	<p>improve teachers' practice.</p> <p>4.8 Progress reviews demonstrably enhance learners' achievements.</p> <p>4.9 Learners' feedback demonstrably impacts on teaching and learning.</p>	
<p>5. End-of-programme learner self-assessment; tutor summative assessment; review of overall progress and achievement</p>	<p>5.1 Summative assessment and review processes are undertaken with learners, and where appropriate a nominated person, so they have joint ownership of the process.</p> <p>5.2 The end-of-programme review process is learner-centred and inclusive, and uses creative methods and media where appropriate.</p> <p>5.3 Teacher summative assessment reflects learners' targets, provides an overall review of progress and evidence of achievements that are meaningful to learners and other stakeholders.</p> <p>5.4 Achievements are celebrated.</p> <p>5.6 There is evidence that learning programmes:</p> <ul style="list-style-type: none"> • have met learners' aspirations; • enable learners to develop the personal, social and employability skills to become more independent in everyday life. 	<p>staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps (168)</p> <p>learners benefit from purposeful work-related learning, including external work experience where appropriate to their learning programmes and/or their future career plans, and how well they contribute to their workplace, including on work experience, as a valued member of the workforce (172)</p> <p>learners develop the personal, social and employability skills, including English, mathematics and ICT skills, required to achieve their core learning aims and appreciate the importance of these skills in the context of their progression and career aims (172)</p> <p>learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, as citizens and consumers in the community; and how well they work cooperatively with others in all settings and promote good and productive working relationships with their peers, employees and employers (172)</p> <p>the extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain (172)</p> <p>learners' use of the information they receive on the full range of relevant career pathways from the provider and other partners, including employers, to help them develop challenging and realistic plans for their future careers (172)</p> <p>learners comply with any guidelines for behaviour and conduct</p>

	<p>5.6 On full-time programmes there is an effective 'handover' to destination providers.</p> <p>5.7 For all learners, documents are prepared for destination providers on time, are owned by learners and are passed on with their permission.</p> <p>5.8 Feedback from learners' reviews informs future planning.</p> <p>5.9 Destination data is gathered, reviewed and used to inform the SAR.</p> <p>5.10 The outcomes of this stage of the RARPA process are rigorously reviewed and actions are taken to improve practice and improve learners' progress, achievements and progression.</p>	<p>stipulated by providers or employers and manage their own feelings and behaviour at work and during learning sessions (172)</p> <p>learners make progress during their programme compared with their starting points, with particular attention to progress by different groups of learners (176)</p> <p>learners attain their learning goals, including qualifications, and achieve challenging targets (176)</p> <p>learners' work meets or exceeds the requirements of the qualifications, learning goals or industry standards (176)</p> <p>learners enjoy learning and make progress relative to their prior attainment and potential over time (176)</p> <p>learners progress to relevant further learning and employment or self-employment relevant to their career plans or gain promotion at work (176)</p> <p>learners acquire qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment, and/or further education and training that have been planned in line with local and national priorities for economic and social growth (176)</p> <p>severely disabled learners or those with severe and complex special educational needs gain skills and progress to become more independent in their everyday life and/or progress to positive destinations such as employment (176)</p>
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RARPA elements	Criteria	Common Inspection Framework 2015
<p>6. Staff implement the RARPA process effectively across the organisation</p>	<p>6.1 Teaching staff, learning support staff and other relevant interdisciplinary staff and volunteers, have access to information and training to use RARPA. They have a shared understanding of:</p> <ul style="list-style-type: none"> • the nature, purpose and importance of RARPA; • RARPA five-staged process; • setting individual targets that support progression; • data and information recording system requirements; • quality assurance arrangements for RARPA. <p>They are active and engaged at all five stages.</p> <p>6.2 Implementation of the RARPA process is consistent across the organisation.</p>	<p>teaching and assessment methods and resources inspire and challenge all learners and meet their different needs, including the most able and the most disadvantaged, enabling them to enjoy learning and develop their knowledge, skills and understanding (168)</p> <p>learners are supported to achieve their learning goals, both in and between learning sessions (168)</p> <p>staff have qualifications, training, subject knowledge and experience relevant to their roles and use these to plan and deliver learning appropriate to learners of all abilities, reflect good industry practice and meet employers' needs (168)</p> <p>teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying (168)</p> <p>staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs (168)</p> <p>staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help learners achieve as well as they can (168)</p> <p>staff work with learners to ensure that teaching, learning and assessment are tailored to enable all learners to make good progress and prepare for their next steps (168)</p> <p>staff assess learners' progress and performance and ensure that assessments and reviews are timely, frequent, fair,</p>

		<p>informative and reliable (168)</p> <p>teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying (168)</p> <p>staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for disabled learners or those with special educational needs (168)</p> <p>teaching, learning and assessment support learners to develop their skills in English, mathematics and ICT and their employability skills, including appropriate attitudes and behaviours for work, in order to achieve their learning goals and career aims (168)</p> <p>the extent to which learners receive thorough and impartial careers guidance to enable them to make informed choices about their current learning and future career plans (162)</p>
7. There is an effective quality assurance system for the review and improvement of the provision using the RARPA process	7.1 A clear quality cycle is in place that includes all elements of RARPA all aspects of provision and all staff. It is learner-centred, and embedded with the organisation's overall quality improvement system.	<p>the rigour of self-assessment, including through the use of the views of learners, employers and other stakeholders, its accuracy and how well it secures sustained improvement across the provider's work, including in any subcontracted provision (162)</p> <p>leaders, managers and governors monitor the progress of groups of learners so that none is disadvantaged or underachieve (162)</p> <p>leaders, including members of the governing or supervisory bodies, provide challenge and hold the senior leader and other senior managers to account for improving the impact and effectiveness of provision (162)</p>
	<p>7.2 There are internal methods for moderating the effectiveness of RARPA:</p> <p>7.2.1 Internal moderators are identified, trained and keep moderation records.</p>	

	<p>7.2.2 Cross-sector/department/subject moderation takes place regarding provision for learners with learning difficulties and disabilities and shows that RARPA is implemented consistently.</p> <p>7.2.3 The consistency of the performance of the internal moderators is moderated across the organisation, any inconsistencies are noted, and appropriate action is taken to address them.</p> <p>7.2.4 Internal moderation results in action plans that clearly identify underperformance, outlines steps required to improve and best practice that is shared.</p>	<p>the strategic priority that leaders and managers give to the provision of English and mathematics to ensure that learners improve their levels of skills in these subjects compared with their starting points (162)</p> <p>leaders, managers and governors monitor the progression and destinations of their learners (including whether learners enter secure and sustained employment) and use this information to improve provision (162)</p> <p>leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), and how well learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider (162)</p> <p>how well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs (162)</p>
	<p>7.3 Provider self-assessment review of the RARPA process is both rigorous and consistent and the QIP leads to improvement.</p> <p>7.3.1 The SAR process for provision using RARPA involves all staff. It is rigorous and the evaluations are appropriately detailed and accurate.</p> <p>7.3.2 Learners, parents and carers and employers are meaningfully and creatively involved in providing evidence, where appropriate.</p> <p>7.3.3 Data on learners' performance, progress and progression is</p>	<p>how well the provider prepares disabled learners or those with special educational needs to become more independent in their everyday life (162)</p> <p>the effectiveness of safeguarding practice, including the prevention of radicalisation of learners and compliance with the Prevent duty (162)</p> <p>the extent to which provision for all learners can be maintained over time and leaders and governors take action to ensure this (162)</p>

	<p>analysed, evaluated and used to inform the SAR.</p> <p>7.3.4 QIPs covering RARPA are challenging and identify targets for improvement and professional development. Their implementation and impact are monitored and evaluated.</p>	
	<p>7.4 There are external methods for verifying the effectiveness of RARPA:</p> <p>7.4.1 External moderators review internal moderation records for rigour and consistency. They review samples of learners' work and evidence of progress.</p> <p>7.4.2 External moderators review the annual quality cycle for evidence that RARPA is embedded effectively within all aspects of quality assurance and improvement.</p> <p>7.4.3 External moderators verify that the SAR identifies appropriate areas for improvement, including professional development.</p> <p>7.4.4 External sources are used to verify quality assurance and improvement processes. The outcomes from, for example, peer review and development (PRD) groups, inspection, consultant support, 'health checks', EFQM and other quality kite marks, result in improvement actions that are</p>	

	implemented, monitored and reviewed.	
8. There is effective performance management and professional development in relation to RARPA	<p>8.1 The implementation of the RARPA process and teaching, learning and assessment are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.</p> <p>8.2 Rigorous improvement targets are set for individuals, departments and the whole organisation. These are regularly monitored and reviewed in accordance with the organisation's self-assessment process.</p> <p>8.3 The CPD programme is clearly linked to improvement plans, is comprehensive, timely, uses appropriate methods such as; shadowing; mentoring; coaching; dialogue; support and training when needed and leads to demonstrable improvements in performance.</p> <p>8.4 Best practice is shared within a coherent programme of professional development. Staff teams have opportunities for development, discussion and sharing best practice about RARPA.</p> <p>8.5 Adequate resources are provided to ensure that improvements to performance can be made.</p>	<p>leaders, managers and governors secure and sustain improvements to teaching, learning and assessment through high quality professional development and robust performance management to tackle weakness and promote good practice across all types of provision (162)</p> <p>how successfully ambitions for the provider's performance are set, reviewed and communicated with staff, learners, employers and other partners and the impact this has on the quality of provision and outcomes for all learners (162)</p>

Annex B: A model for the quality assurance approach

To achieve a comprehensive and robust system, the quality assurance process would need to operate at different 'levels' or 'tiers,' with both internal and external components. The levels identified might include:

	Levels	Action	By whom
internal	class/level	learner/teacher assessment, feedback and evaluation	teacher
	* course/ curriculum/ programme area level	monitoring, moderation and review of the RARPA process at course, curriculum/ programme area level, including observations, identifies actions for improvement and best practice examples	course, curriculum/ programme area manager/moderator
	* whole organisation level	monitoring, moderation and review at organisational (systems) level, across curriculum/programme areas, a SAR for provision using the RARPA process with plans for improvement (QIPs)	manager(s) of quality systems for whole organisation
external		external moderation (or external checking) through peer review or by external consultants	external moderators
		inspection	inspectors

** In some organisations the internal course/programme and whole organisation levels might be a single level.*

The Advisory Group considered what evidence should be scrutinised at each stage and which of the standards and criteria apply at each level and to different contexts.

This approach to quality assuring RARPA necessarily included both internal and external moderation of the RARPA process, using a range of techniques including sampling.

The project was primarily concerned with developing and testing the process for external moderation. However, providers needed to ensure that the other components were in place and had been implemented effectively. The process of external moderation was required to validate the outcomes of the internal review and moderation process.

Annex C: Action plan proforma for reviewing your own RARPA processes in line with the quality standards and criteria

What – activities required	How – broken down into steps	Resources	Person responsible	Date

Annex D: Internal review template for the RARPA Standards and Criteria

Name of organisation:		Contact details:	
Brief overview of the organisational context and scope of the review			

What systems and processes does the organisation have in place?

Section 1: RARPA five-staged process		
RARPA criteria	Evidence reviewed	Summary of findings Good practice/actions for improvement
1 Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)		
1.1 Information advice and guidance processes support learners to make informed, realistic choices. Learners' own views and aspirations are taken into account in identifying appropriate provision and the aims clearly articulate learners' long-term goals and aspirations.		
1.2 The intended programme is suitably challenging for every learner.		

<p>1.3 The learning outcomes will enable learners to develop the personal, social and employability skills they have identified to support them to get to their desired destination.</p> <p>1.4 Provision reflects local and national demand, and is responsive to learners' needs.</p>		
<p>2 Initial assessment to establish the learner's starting point</p>		
<p>2.1 Learners' views, aspirations, assessment of their own needs and choices are central to, and clearly identifiable in, the initial assessment process.</p>		
<p>2.2. Initial assessment is fit for purpose in the context of the learning programme and the learners and may include:</p> <ul style="list-style-type: none"> • learners' approximate level of knowledge and skills; • achievements, qualifications and accreditation gained; • previous experience; • existing skills and transfer of skills; • learners' additional support needs which may include health, communication and personal care needs; and • learners' preferred ways of learning: teaching, learning and assessment strategies and approaches. 		

2.3 Learners are aware of and have access to appropriate information and guidance as required.		
2.4 The initial assessment process is reviewed and practice improved in response to learners' needs, achievement and feedback. Consequently, learners' achievements are demonstrably enhanced.		
3 Identification of appropriately challenging learning objectives: initial, renegotiated and revised		
<p>3.1 Initial assessment informs programme planning and the setting of challenging objectives.</p> <p>3.2 Objectives are person-centred, expressed in 'learner-friendly' terms, are meaningful and relevant to real life and will help learners move towards their destinations. On longer programmes, they include short-, medium- and long-term targets.</p> <p>3.3. There is a person with clearly defined responsibility and/or clear lines of responsibility for setting, reviewing, renegotiating and revising learners' objectives and for monitoring progress.</p> <p>3.4 Learners have the opportunity to renegotiate learning objectives and to agree additional personal outcomes reflecting their interests,</p>		

<p>motivation and needs.</p> <p>3.5 Learners are able to apply knowledge gained or demonstrate the skills they have learnt in different contexts.</p>		
<p>4 Recognition and recording of progress and achievement during the programme (formative assessment).</p>		
<p>4.1 There is a robust process across the organisation to gather and use data effectively to support the learner, throughout the learner journey.</p> <p>4.2 Evidence of learning is clearly recorded, referenced to learning targets and shows progress. It is meaningful to the learner and other stakeholders.</p> <p>4.3 Creative ways are used to listen to the learner voice, including, where appropriate, circles of support.</p> <p>4.4. Additional or unplanned learning and achievement is also captured and recorded effectively.</p> <p>4.5 Learners are given feedback on how well they are achieving their learning outcomes and what they need to do to make progress.</p> <p>4.6 Regular progress reviews take place throughout the programme and in response to changing needs. Reviews reflect and check on progress and make necessary changes. Where appropriate, a supporter</p>		

<p>such as an advocate, parent or carer is involved in the review process.</p> <p>4.7 Progress reviews demonstrably improve teachers' practice.</p> <p>4.8 Progress reviews demonstrably enhance learners' achievements.</p> <p>4.9 Learners' feedback demonstrably impacts on teaching and learning.</p>		
<p>5 End-of-programme learner self- assessment; tutor summative assessment; review of overall progress and achievement</p>		
<p>5.1 Summative assessment and review processes are undertaken with learners, and where appropriate a nominated person, so they have joint ownership of the process.</p> <p>5.2 The end-of-programme review process is learner-centred and inclusive, and uses creative methods and media where appropriate.</p> <p>5.3 Teacher summative assessment reflects learners' targets, provides an overall review of progress and evidence of achievements that are meaningful to learners and other stakeholders.</p> <p>5.4 Achievements are celebrated.</p> <p>5.7 There is evidence that learning programmes:</p>		

<ul style="list-style-type: none"> • have met learners' aspirations; • enable learners to develop the personal, social and employability skills to become more independent in everyday life. <p>5.6 On full-time programmes there is an effective 'handover' to destination providers.</p> <p>5.7 For all learners, documents are prepared for destination providers on time, are owned by learners and are passed on with their permission.</p> <p>5.8 Feedback from learners' reviews informs future planning.</p> <p>5.9 Destination data is gathered, reviewed and used to inform the SAR.</p> <p>5.10 The outcomes of this stage of the RARPA process are rigorously reviewed and actions are taken to improve practice and improve learners' progress, achievements and progression.</p>		
Section 2: Organisational Systems to Quality Assure RARPA		
6 Staff implement the RARPA process effectively across the organisation		
6.1 Teaching staff, learning support staff and other relevant interdisciplinary staff and volunteers, have access to information and		

<p>training to use RARPA. They have a shared understanding of:</p> <ul style="list-style-type: none"> • the nature, purpose and importance of RARPA; • RARPA five-staged process; • setting individual targets that support progression; • data and information recording system requirements; • quality assurance arrangements for RARPA. <p>They are active and engaged at all five stages.</p> <p>6.2 Implementation of the RARPA process is consistent across the organisation.</p>		
<p>7 There is an effective quality assurance system for the review and improvement of the provision using the RARPA process</p>		
<p>7.5 A clear quality cycle is in place that includes all elements of RARPA, all aspects of provision and all staff. It is learner-centred, and embedded with the organisation's overall quality improvement system.</p>		
<p>7.6 There are internal methods for moderating the effectiveness of RARPA:</p> <p>7.6.1 Internal moderators are identified,</p>		

<p>trained and keep moderation records.</p> <p>7.6.2 Cross-sector/department/subject moderation takes place regarding provision for learners with learning difficulties and disabilities and shows that RARPA is implemented consistently.</p> <p>7.6.3 The consistency of the performance of the internal moderators is moderated across the organisation, any inconsistencies are noted, and appropriate action is taken to address them.</p> <p>7.6.4 Internal moderation results in action plans that clearly identify underperformance, outlines steps required to improve and best practice that is shared.</p>		
<p>7.7 Provider self-assessment review of the RARPA process is both rigorous and consistent and the QIP leads to improvement.</p> <p>7.7.1 The SAR process for provision using RARPA involves all staff. It is rigorous and the evaluations are appropriately detailed and accurate.</p> <p>7.7.2 Learners, parents and carers and</p>		

<p>employers are meaningfully and creatively involved in providing evidence, where appropriate.</p> <p>7.7.3 Data on learners' performance, progress and progression is analysed, evaluated and used to inform the SAR.</p> <p>7.7.4 QIPs covering RARPA are challenging and identify targets for improvement and professional development. Their implementation and impact are monitored and evaluated.</p>		
<p>7.8 There are external methods for verifying the effectiveness of RARPA</p> <p>7.8.1 External checkers review internal moderation records for rigour and consistency. They review samples of learners' work and evidence of progress.</p> <p>7.8.2 External checkers review the annual quality cycle for evidence that RARPA is embedded effectively within all aspects of quality assurance and improvement.</p> <p>7.8.3 External checkers verify that the SAR identifies appropriate areas for improvement, including professional development.</p> <p>7.8.4 External sources are used to verify</p>		

quality assurance and improvement processes. The outcomes from, for example, peer review and development (PRD) groups (as opposed to the RARPA external check peer review), inspection, consultant support, 'health checks', EFQM and other quality kite marks, result in improvement actions that are implemented, monitored and reviewed.		
8 There is effective performance management and professional development in relation to RARPA		
<p>8.1 The implementation of the RARPA process and teaching, learning and assessment are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.</p> <p>8.2 Rigorous improvement targets are set for individuals, departments and the whole organisation. These are regularly monitored and reviewed in accordance with the organisation's self-assessment process.</p> <p>8.3 The CPD programme is clearly linked to improvement plans, is comprehensive, timely, uses appropriate methods such as: shadowing; mentoring; coaching; dialogue; support and training when needed and leads to demonstrable improvements in performance.</p>		

<p>8.4 Best practice is shared within a coherent programme of professional development. Staff teams have opportunities for development, discussion and sharing best practice about RARPA.</p> <p>8.5 Adequate resources are provided to ensure that improvements to performance can be made.</p>		
What are your priorities for improvement of your own practice?		
What examples of your own good practice have you identified?		

Annex E: External check by peer review report form

Name of organisation:		Contact details:	
Region:			
Name of reviewer:		Date of visit:	
Name of regional standards manager (CETT SEND lead):		Date sent to regional standards manager:	
Brief overview of the organisational context and scope of the external check			

Section 1: RARPA five-staged process			
RARPA elements	Evidence	Sufficient	Comments Good practice/actions for improvement
1 Aims appropriate to an individual learner or groups of learners (clearly stated learning aims)			

2 Initial assessment to establish the learner's starting point			
3 Identification of appropriately challenging learning objectives: initial, renegotiated and revised			
4 Recognition and recording of progress and achievement during programme (formative assessment): tutor feedback to learners, learner reflection, progress reviews			

5	End-of-programme learner self-assessment; tutor summative assessment; review of overall progress and achievement			
Section 2: Organisational Systems to Quality Assure RARPA				
	RARPA elements	Evidence	Sufficient	Comments Good practice/actions for improvement
6	Staff implement the RARPA process effectively across the organisation			
7	There is an effective quality assurance system for the review and improvement of the provision using the RARPA process	<i>Reporting on this standard is broken down into the 4 key areas covered by the relevant criteria</i>		

7.1 A clear quality cycle is in place that includes all elements of RARPA, all aspects of provision and all staff. It is learner-centred, and embedded with the organisation's overall quality improvement system.			
7.2 There are internal methods for moderating the effectiveness of RARPA.			
7.3 Provider self-assessment review of the RARPA process is both rigorous and consistent and the QIP leads to improvement.			
7.4 There are external methods for verifying the effectiveness of RARPA			

8 There is effective performance management and professional development in relation to RARPA			
Agreed actions as a result of the external check by peer review			
Signed: (provider)		Dated:	
Signed: (reviewer)		Dated:	
Signed: (regional standards manager)		Dated:	
Reviewer's notes on valuable learning for own organisation			

Writing up your report

You should complete all fields in the report form. If you had agreed that some of the RARPA standards were out of scope for the external check, then you should note 'not reviewed' in these fields.

In the overview section, make a note of the scope of the review including the range of learning programmes covered, the RARPA standards reviewed and the range of external check activities undertaken (for example, document review, sampling activities including sample sizes audits, interviews and observations).

For each of the eight RARPA standards included in the review

- give a clear indication of your findings;
- highlight areas of good practice;
- specify what actions for improvement the organisation needs to take if its performance is to meet the requirements;
- confirm whether the organisation has carried out any previously agreed actions for improvement (from previous external checks or internal self-assessment activity); and,
- record any areas where there was insufficient evidence to form a decision or where the evidence reviewed did not support the provider's self-assessment.

Finally, make a note of any specific learning you have gained from the review which will be of value in your organisation.

Once completed, you should send your report to your contact in the organisation reviewed, inviting them to check through the report to ensure it is accurate and asking them to sign to agree the findings. You may find it helpful to arrange a telephone conversation to discuss any issues arising.

Once you have agreed the report with the organisation being reviewed and they have returned to you a signed copy, you should then send this to the named person in your regional RARPA standards management organisation (currently the CETT SEND lead).

Annex F: Evidence sources

(extract from LSIS document

<http://archive.excellencegateway.org.uk/page.aspx?o=308267>)

A user guide to self-assessment and improvement planning, sources of data and evidence

To make judgements you need evidence – up-to-date, reliable and related to the area which you are evaluating. You need to triangulate – use more than one source for a judgement (preferably at least three). External moderators and peer reviewers would be looking for evidence that providers had used these sources to inform their judgements, rather than necessarily looking at a raw data. Here are some sources:

Evidence source
Learner success and achievement (timely if appropriate)
Learner retention
Learner attendance
Learner cause for concern records/discipline records
Learner destinations
Learner value added and/or distance travelled
Learner satisfaction
Comments, compliments and complaints from all sources
Employer outcomes – including impact on businesses
Employer satisfaction
Satisfaction, other groups, for example parents, visitors, community representatives
External verifier and examiner reports
Internal verifier reports
Grades and comments from observations (of teaching, training and learning, of tutorials, of other activity)
Staff CPD records, including impact and use made of CPD
Staff satisfaction
Audit reports
Health and safety reports
Reports on safeguarding of young people and vulnerable adults: incidents and how they have been dealt with, including bullying and harassment allegations
Reports on implementation of the Every Child Matters outcomes
Minutes of meetings (NB – if you can, indicate outcomes and impact not just that the meetings happened)
Learner data by category of learner – comparisons made
Policies and processes in place (NB – if you can, indicate outcomes and impact not just that they are in place)
Outcomes related to previous years or other periods (trends)
Outcomes related to other providers (external benchmarks) or to other parts of the provision (internal benchmarks)
Outcomes against targets
Evaluations of how well the QIP is implemented
Case studies of learners, employers, community involvement and learning
Good news stories

Annex G: Acknowledgements

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