## Internal review template for the RARPA Standards and Criteria

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| 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?**

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| **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.  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. |  |  |
| 1. Initial assessment to establish the learner’s starting point | | |
| 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 programme and the learners and 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; and * learners’ preferred ways of learning: teaching and learning 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. |  |  |
| 1. Identification of appropriately challenging learning objectives: initial, renegotiated and revised | | |
| 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 context. |  |  |
| 1. Recognition and recording of progress and achievement during the programme (formative assessment). | | |  |  |
| 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. 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.  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. |  |  |
| 1. End-of-programme learner self- assessment; tutor summative assessment; review of overall progress and achievement | | |
| 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.   * 1. 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. |  |  |
| **Section 2: Organisational Systems to Quality Assure RARPA** | | |
| 1. 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 training to use RARPA. They have a shared understanding of:   * 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.   They are active and engaged at all five stages.  6.2 Implementation of the RARPA process is consistent across the organisation. |  |  |
| 1. There is an effective quality assurance system for the review and improvement of the provision using the RARPA process | | |
| * 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. |  |  |
| * 1. There are internal methods for moderating the effectiveness of RARPA:      1. Internal moderators are identified, trained and keep moderation records.      2. Cross-sector/department/subject moderation takes place regarding provision for learners with learning difficulties and disabilities and shows that RARPA is implemented consistently.      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.      4. Internal moderation results in action plans that clearly identify underperformance, outlines steps required to improve and best practice that is shared. |  |  |
| * 1. Provider self-assessment review of the RARPA process is both rigorous and consistent and the Quality Improvement Plan leads to improvement.      1. The SAR process for provision using RARPA involves all staff. It is rigorous and the evaluations are appropriately detailed and accurate.      2. Learners, parents and carers and employers are meaningfully and creatively involved in providing evidence, where appropriate.      3. Data on learners’ performance, progress and progression is analysed, evaluated and used to inform the SAR.      4. QIPs covering RARPA are challenging and identify targets for improvement and professional development. Their implementation and impact are monitored and evaluated. |  |  |
| * 1. There are external methods for verifying the effectiveness of RARPA      1. External checkers review internal moderation records for rigour and consistency. They review samples of learners’ work and evidence of progress.      2. External checkers review the annual quality cycle for evidence that RARPA is embedded effectively within all aspects of quality assurance and improvement.      3. External checkers verify that the SAR identifies appropriate areas for improvement, including professional development.      4. External sources are used to verify 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. |  |  |
| 1. There is effective performance management and professional development in relation to RARPA | | |
| * 1. The implementation of the RARPA process and teaching and learning are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.   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.   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. |  |  |
| **What are your priorities for improvement of your own practice?** | | |
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| **What examples of your own good practice have you identified?** | | |
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