

STAGE 3

OBJECTIVE SETTING

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RARPA Stage Three: What is involved?

Objective Setting

Stage Three is about having an approach to setting learning objectives that:

- uses information gathered during transition and initial assessment to plan personalised learning programmes
- establishes learning objectives with the learner, that enables them to make progress towards their long-term aspirations and outcomes
- includes objectives around personal development, communication, independence, citizenship, employability and behaviour, if appropriate
- provides a broad curriculum that supports and enables objectives to be achieved
- responds quickly to changing or adapting objectives when necessary, to ensure they continue to meet learner's needs
- includes high quality support and interventions for the individual.

When setting learning objectives is well managed:

- there is a clear route from transition to initial assessment and objective setting that supports the achievement of meaningful long-term outcomes
- learners have ownership of their own objectives and can articulate them, in appropriate ways, because they have been involved in developing them
- all staff working with learners are asked to participate and contribute to objective setting and time is allocated for this to happen
- all staff are clear about their responsibilities to support the achievement of objectives and how to recognise and record progress
- there is a management information system where objectives can be recorded and tracked. This may be in the form of an Individual Learning Plan (ILP) or equivalent
- objectives are specific, measurable, achievable, realistic and within the timeframe of the learning programme
- it is clear how objectives can be achieved across the breadth of the curriculum
- staff continue to access CPD activities that lead to high quality teaching, learning and support.

RARPA Stage Three: What is involved? continued

Example from a Provider

Individual review meetings are held during week six or seven of the autumn term, to discuss and agree appropriately challenging learning objectives. Each learner 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 objectives 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.

Objectives set are recorded on the faculty shared drive, a secure area accessed by staff which allows information to be shared easily. Learners have their objectives 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. Objectives are reproduced on the learners’ individualised review sheets, and progress is reviewed and recorded at the end of most sessions. The college is currently redesigning learner objective sheets with a start and finish date against each objective, so that in-course revision of learning objectives can be monitored.

(General Further Education College)

The links below take you to documents, produced by post-16 providers, that can support at this RARPA Stage

[An example of an illustrated ILP combined with a learner profile \(opens in web browser\)](#)

[An example of an ILP mapped against the RARPA criteria \(opens in web browser\)](#)

[An example of a learner target tracker \(opens in web browser\)](#). It shows how learners can record their progress against specific targets.

[A PATH template \(opens in web browser\)](#) to record actions and progress over time towards learners’ long-term outcomes.

[ETF toolkit for co-creating the curriculum \(opens in web browser\)](#)

RARPA Stage Three: Key Points from the Education Inspection Framework for Further Education and Skills 2019

The Education Inspection Framework sets the standards against which Ofsted will judge the overall effectiveness of a provider. There is a strong focus on how providers meet the standards for learners with SEND across all four key judgements. Using a RARPA process effectively enables providers to demonstrate they are ensuring learners with SEND are not disadvantaged compared to other learners and can access high quality provision that is ambitious, challenging and meets needs. Understanding how RARPA links to the requirements of the Education Inspection Framework supports providers to consider how they are meeting the standards and providing evidence to demonstrate continual quality improvement.

RARPA Stage Three: Objective setting

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will consider how well leaders and teachers promote high expectations for achievement and progress through the systems they use to monitor and develop the quality of provision for learners, including the most disadvantaged, those with SEND and those with high needs. (166)

Adult learning programmes

- Where appropriate, inspectors will judge how well providers record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals. (167)

Provision for learners with high needs

- Inspectors will consider the extent to which leaders, managers and governors use the funding for learners with high needs so that their individual learning programmes challenge learners to: develop their independence; improve their communication skills; make relevant personal choices and decisions; and prepare themselves for adult life. (170)

From 'Quality of Education' for all learning programmes (para 171)

- Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage. (173)
- Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need. (173)
- Leaders have ensured that a subject curriculum includes content that has been identified as most useful and that this content is taught in a logical progression, systematically and explicitly for all learners to acquire the intended knowledge, skills and behaviours. (176)
- Leaders ensure that the curriculum supports learners' progression and provides knowledge and/or skills for the future (including non-qualification activity, where relevant). (176)

RARPA Stage Three: Key Points continued

Behaviour and Attitudes (para 197)

- Inspectors' judgements about learners' behaviour and attitudes are concerned with their attitudes to learning and, where appropriate, to work, and the development of the skills relevant to their learning programme. Inspectors' judgements also take account of learners' ability to demonstrate appropriate behaviour for the learning and work environments. Inspectors will consider the main purpose of the type of provision when they prioritise the impact that each of the criteria has on learners' behaviour and attitudes. (197)

This link <https://www.et-foundation.co.uk/news/new-guide-to-promoting-positive-behaviour-from-etf/> (opens in web browser) takes you to the ETF guide to Promoting Positive Behaviour.

'Personal Development' (para 202)

- The curriculum should support learners to develop their knowledge and skills beyond the purely academic, technical or vocational. This judgement evaluates the provider's intent to provide for the personal development of learners, and the quality of the way in which it does this. (202)
- See para 204 for a full list of the range of personal development opportunities Ofsted expects to see within the curriculum.



RARPA Stage Three: Key Themes from the Special Educational Needs and Disability Code of Practice 2014

The Special Educational Needs and Disability Code of Practice informs the further education and skills sector of its statutory duties in relation to young people and education. Where providers understand their duties to the Code of Practice and how this links to RARPA they will be able to provide evidence that learners are achieving their potential and increasing their opportunities for good life outcomes. The Code of Practice advises a person-centred approach and this links well to RARPA's focus on personalised learning outcomes and measuring achievement from an individual's starting points. Throughout the Code of Practice, providers are expected to work in partnership with health, social care and other educational providers to support good life outcomes.

'The EHC plan should also specify the arrangements for setting shorter term targets at the level of the school or other institution where the child or young person is placed. Professionals working with children and young people during the EHC needs assessment and EHC plan development process may agree shorter term targets that are not part of the EHC plan. These can be reviewed and, if necessary, amended regularly to ensure that the individual remains on track to achieve the outcomes specified in their EHC plan'. (para 9.69)

Statutory duties for FE Colleges, 6th form colleges, 16-19 academies and independent specialist colleges (Section 41 Children and Families Act 2014) include:

- duty to cooperate with local authorities in making arrangements for children and young people with SEN
- duty to admit a young person if the institution is named on the EHC Plan
- duty to regard the Code of Practice
- duty to use their best endeavours to secure special educational provision to meet young people's needs for those with or without an EHC Plan.



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

January 2015

RARPA Stage Three: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage Three providers should:
Providers must meet their duties in making reasonable adjustments for learners, so there is no disadvantage for learners with SEND.	Develop individualised support strategies for SEND learners that will address any barriers to learning and maximise their ability to achieve their learning objectives.
Learning objectives are ambitious and support progress towards the best possible outcomes in adult life, these include the four preparing for adulthood pathways.	Have strategies to inspire and encourage learners to identify and work towards challenging outcomes. This includes providing positive role models of disabled people and people with special educational needs who have succeeded in education and achieved their life goals.
There is a strong focus on employment, including access to high quality work experience.	Ensure learning objectives include a wide range of work-related learning opportunities, including a work experience programme tailored to learner's career interests. Employ staff with the right qualifications and expertise to enable learners to move into employment e.g. job coaches.
Support interventions accurately meet learner's needs, including access to specialist support e.g. access to therapy, interpreters, personal care.	Identify where support may need to be commissioned externally so that the learner can achieve their learning objectives. Use an evidence-based approach to provide high quality support and involve the learner and those who know them well.
Staff have the necessary expertise and skills to deliver support for learning to a high standard.	Match staff skills, qualities and expertise to learners and the activities they will participate in to achieve their learning objectives. Identify and address gaps in CPD, training or qualifications.
There is a strategic approach to using financial and other resources effectively to ensure learner's needs are met.	Complete the ILR accurately and on time to meet funding regulations and plan for needs.

RARPA Stage Three: Questions providers should ask themselves about Education, Health and Care Plans (EHC Plans)

The further education and skills sector has statutory responsibilities for young people with EHC Plans. At each stage of the RARPA process there are actions providers can take to ensure they are meeting these requirements. Young people aged 16 and over have the right to make their own decisions about their plans and should be involved, in appropriate ways, at each stage of the RARPA process to agree their long-term outcomes based on what is meaningful to them. Providers should challenge EHC Plan outcomes that are not person-centred, relevant to the individual and supportive of good life outcomes across the four preparing for adulthood pathways of education and employment, health, independent living and friends, relationships and community.

Questions to ask yourselves	If your answer is no or you are unsure
Do the learning objectives set for the individual learner clearly link to the achievement of long-term outcomes within their EHC Plan?	Check that the EHC Plan outcomes are still relevant and meaningful for the learner. If they are still relevant, review how the learning objectives have been developed and what needs to change to ensure they will support long-term outcomes to be achieved. If the outcomes require amendment, contact the local authority for an urgent discussion.
Will the learning objectives enable progress towards the four preparing for adulthood outcomes?	Map the learning objectives to the four preparing for adulthood pathways. Some learning objectives may support progress towards more than one pathway. Identify any gaps and check these with the learner and parents and carers, if appropriate, and the local authority, if necessary. Where gaps exist in learning objectives across the four pathways, consider how their omission will affect the learner's quality of life and if a review of outcomes is necessary.
Are the learning objectives specific, measurable, achievable, realistic and within a specific time frame (SMART) as required in the EHC Plan?	Write learning objectives using key phrases that support the SMART approach: e.g. 1. Now I know or can do this... 2. By (when) I will know or be able to do this... 3. This is because I am going to practise doing/learning this...
Are the support interventions, as identified in the EHC Plan, in place?	Audit the learner's care and support plans. Evaluate this against section B of the EHC Plan which states the learner's special educational needs. Contact relevant health and social care providers that also work with the learner to ensure you have accurate and up to date information on successful strategies to meet needs.

RARPA Stage Three: Links to person-centred tools to use at this stage

Person-centred approaches support providers to find out what is important to a learner, what matters to them most and what support strategies work best for them. Providers can use these person-centred thinking tools to support conversations with learners, their parents and carers and other multi-disciplinary professionals throughout the 5 RARPA stages. The tools prompt questions and ways to gather information that keeps the person at the centre. This works well with the RARPA focus on personalisation and emphasis on the learner voice.

Here are suggested tools for each stage of RARPA, produced by the Preparing for Adulthood Programme.

The first two tools are included at each stage because they are the key questions within a person-centred approach.

What we like and admire about a person - to help find out the person's strengths and qualities ([opens in web browser](#))

What's important to and for me - to help understand what matters to a person ([opens in web browser](#))

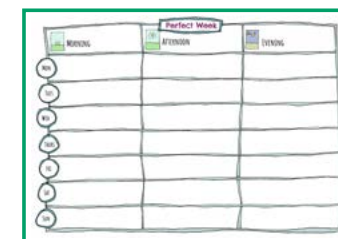
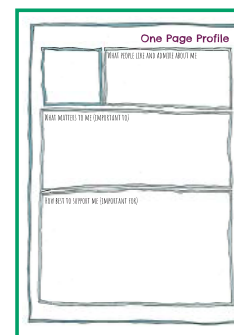
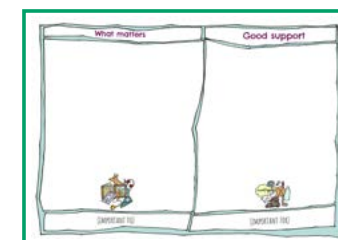
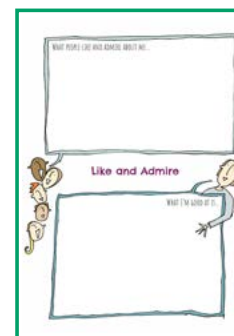
Useful person-centred tools to involve the learner in setting learning objectives that are meaningful to them and for bringing together key information about support needs.

A one-page profile - to bring together key information about a person to help others understand what matters to them and what support they need ([opens in web browser](#))

Perfect week - to identify where different learning objectives can contribute to having a great week ([opens in web browser](#))

What matters island - questions to use in a review to identify meaningful learning objectives based on what is important to a person ([opens in web browser](#))

Vocational profile - important information to use in work related learning, work experience and employment ([opens in web browser](#))



RARPA Stage Three: Quality Assurance

Use the examples of activities to measure quality assurance at this stage. The list is not exhaustive or prescriptive. Providers may already have alternative or additional means of checking quality at each RARPA stage.

Evidence from these activities will inform providers' self-assessment reviews and quality improvement programmes.

Examples of quality assurance activity:

- Identify a team of appropriate staff to moderate learner objectives. This could include a senior manager, curriculum leads, teachers and support leads. Moderation at this stage is about checking learning objectives are based on a SMART approach, are achievable within the curriculum and link to learner's long-term outcomes.

Depending on the size of the learning programme, take a sample of learning objectives for each learner across the whole programme and cross reference these to their long-term outcomes. Alternatively, select specific learners and sample all their learning objectives. Either approach is a way to check validity and consistency.

Moderation can provide evidence that objectives are linked to long-term outcomes and that the curriculum has sufficient breadth to enable the learner to make the progress expected. Provide moderators with a checklist that includes asking how, when and who will address any inconsistencies in setting learning objectives and identify good practice that can be shared across the staff team.

- Map learning objectives to subjects or themes within the curriculum to ensure learners have access to the right learning opportunities to make progress.
- Audit learners' care and support plans to ensure there is the right type and level of support in place for each learner relevant to their learning objectives.
- Compare a sample of learner ILPs or equivalent with initial assessment findings to determine whether objectives set represent a suitable level of challenge for each learner.



RARPA Stage Three: Quality Assurance continued

- Use lesson observations or learning walks to check if learning objectives are readily available, visible in the learning environment and understood by staff who provide support. Ask learners what their learning objectives are and how they will make progress towards them.
- Audit the objective setting process to identify instances in which learners have been actively involved (e.g. through use of video, symbols, alternative and augmentative communication and strategies such as intensive interaction).
- Attend learner initial assessment reviews and/or sample meeting records to assess if objectives are being shared with the right people who know the learner well and can give feedback on how appropriately they support the learner's long-term outcomes.
- Review data recorded on management information systems to check that staff are entering objectives and check that all relevant staff have access to this information.
- Survey staff to assess their level of knowledge, understanding and confidence in objective setting. Identify any gaps and provide appropriate CPD e.g. peer support for less confident staff. Include this in staff supervision and performance management if necessary.
- Undertake a skills audit of staff to assess if staff have the right levels of expertise to enable learners to make progress against their objectives. Identify any gaps in skills or expertise and how to address these through CPD activities or commissioning specialist external support.
- Review the evidence from different quality assurance activities to make a judgement if the objective setting process is identifying correctly what the learner needs to do and know, to move closer to their long-term outcomes. If it is not, identify what changes are needed.

Useful links

Use this [template \(opens in web browser\)](#) for an **internal** review of RARPA in your provision

Use this [template \(opens in web browser\)](#) for an **external** review of RARPA in your provision

RARPA Stage Three: Self Audit Tool

Use the self-audit tool to assess what you are already doing well and where you need to take further action.

Stage Three: Objective setting				Action Required
Is there a moderation plan in place within the quality cycle that checks objective setting against long-term outcomes? Are changes made as a result of this to improve quality and share best practice?				
Are learners involved in objective setting in appropriate ways? E.g. that takes account of their preferred communication and learning styles.				
Is there a management information system where a learner's objectives are stored, can be reported on and altered, that is accessible to all relevant staff?				
Does the management information system enable staff to track progress and achievement from starting points and link back to long-term outcomes?				
Have support and interventions to enable objectives to be achieved been identified for all learners with SEND? Are these evidence based and delivered to a high standard?				
Do staff have the right levels of expertise and skills to deliver a curriculum where learners can make progress towards their objectives? Is there a CPD plan in place for staff who need to increase their skills and knowledge?				
Is there a logical progression of objectives, that shows how each objective sequentially builds on the previous one?				
Are learners' objectives visible in the learning environment? Is this in ways that are meaningful to the learner? E.g. using symbols, photos, pictures, objects				
Do objectives cover personal development, communication, independence and work-related learning, including work experience?				
Do objectives enable learners to make progress towards long-term outcomes from the preparing for adulthood pathways: education and employment, independent living, friends, relationships and community?				

■ No evidence requires attention
 ■ Requires development
 ■ Evidence of this informs planning and delivery