



Beaumont College

Recognising and Recording Progress and Achievement (RARPA) process Policy

Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Julia Park 24 02 25
Date implemented:	September 2024
Version Number:	1.0
Date of the review:	13 01 2026
Date of the next review:	January 2027

The purpose of the RARPA process

Beaumont College is committed to providing high quality, learner focused teaching, learning and assessment processes within its curriculum provision and understands the benefits of an embedded RARPA process for learners, teachers and college provision.

Our mission is to provide a safe, positive and challenging learning environment in which the dignity, individual choices and aspirations of each learner are respected and celebrated. We strive to work collaboratively with learners, their families and external colleagues to develop an inclusive, equitable college provision in which healthy risk taking is encouraged, enjoyable experiences are offered and where trusted relationships placed at the heart of everything we do.

What is RARPA?

RARPA (Recognising and Recording Progress & Achievement) is a framework that supports the validation of personalised learning outcomes for programmes that do not result in the achievement of qualifications or accredited outcomes certified by awarding bodies.

RARPA is a staged approach that places the learner at the centre of their learning and the learner's personal goals are recognised and person-centred teaching and assessment used as a framework against which to measure the successes of their learning.

Related Policies:

- Assessment Policy
- Curriculum Strategy
- CEIAG Policy
- Learner Voice Strategy
- PSHE and SRE Policy and Procedure
- Quality Assurance Policy and Procedure

The intent of RARPA

This learner-centred, staged process aims to improve the learning process for each learner using a framework that enables the review and analysis of learning and learner progress at key points. Teachers have a key role in making the RARPA process engaging and beneficial for every learner and in ensuring that the methods used to record and recognise progress and achievement are appropriate and have value for the learner.

The criteria for RARPA applies to non-accredited learning which does not lead to any form of external accreditation or qualifications, irrespective of course duration.

The Five stages of the RARPA process:

Stage 1: 'Identifying Learning Aims & Objectives'

Aims of Placement, Annual Objectives, steps to achievement and subject skills objectives are in place for every individual and these are made clear to the learners at a level that is appropriate to them. These identified aims are in place for all programmes appropriate to the pathway of study, individualised learning and group of learning. Individual learning programmes challenge learners to develop their independence and prepare them for their future.

The college intake assessment process includes the learner, parents/carers and wider professionals involved in a young person's life. It is a process that supports the learner, parents and carers to make an informed decision about whether they want to proceed with the referral process and is an opportunity for Beaumont College to make an informed decision as to whether it can best meet the young person's assessed needs.

A Person-Centred planning meeting takes place with the learner, their family and key personnel from the college, during which broad aims for the college placement are agreed. These are then completely individualised for each learner.

Implementation:

- Initial enquiry and informal visit made to college by the learner/ parent/ carer/ advocate
- Completion of intake assessment process and associated documentation
- Initial desktop assessment (in some cases)
- Home visits/ school visits/supported living visits
- Onsite face-to-face multi-disciplinary college-based assessment combined with a residential overnight assessment for residential applicants.
- Decision to place made by the college intake assessment team

Stage 2: 'Using Initial Assessment processes to establish the learners' starting points'

Initial Assessment processes are completed to establish what learners already know. The multi-disciplinary team identify learners' support and additional needs quickly using assessment formats that are appropriate to each pathway level and learners' assessed needs.

Baseline assessment takes place in the first six weeks of the academic year or the first six weeks from a mid-year start date. We assess learner's current skills set to make sure we have

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a solid foundation from which we can measure progress. We also assess against a learners' most up to date Education, Health and Care Plan (EHCP).

The baseline assessment uses a variety of frameworks that are appropriately matched to each pathway cognition level.

Implementation:

The initial assessment process starts at the point of application and before the PersonCentred Planning meeting takes place. Assessment is carried out by a range of professionals (including Speech and Language Therapist, Physiotherapist, Occupational Therapist, Behaviour Specialist and Skills for Life Tutor) within college which allows for a more informed discussion during the Person-Centred Planning meeting. Assessment continues throughout the first half term to take in to account the complexity of the learners' needs.

Evidence of initial assessment includes:

- Intake report from Communication
- Assessment information
- LCB (learning/communication/behaviour) document detailing key information and support strategies about the learner.
- End of first term and annual review reports.

Stage 3: 'Identification of challenging Learning Outcomes'

The setting of annual learning outcomes and their subsequent steps to achievement for individuals then emerge from the initial assessment process. This planned learning is sufficiently challenging to encourage effort but not so challenging that it de-motivates learners. Teaching, learning and assessment is tailored to enable all learners to make good progress and prepare them for their next steps.

Following the intake assessment and Person-Centred planning meeting, overarching Aims of Placement and first year annual outcomes are identified. The appropriateness of these is audited during the six- week baseline period in the first half term. Aims of Placement and annual outcomes could be changed at this point following their review. Named teachers and therapists are assigned responsibility for both setting outcomes, allocating outcomes and overseeing progress against these. The education/therapy team around a learner meets on an annual basis to review the Aims of Placement and to set annual objectives for the coming year.

Stage 4: 'Recognising and recording progress and achievement during the programme using formative assessment processes and frameworks'

Formative assessment processes, used appropriately for each pathway level, provide feedback to learners and teachers alike about the 'distance travelled' and 'value added' of learning taking place. Teachers and the multi-disciplinary team assess learners' progress and ensure that assessments and reviews are timely, frequent, fair, informative and reliable. Formative assessment processes provide evidence of the impact that the learning has had on the learner.

Formative Assessment support learners to understand their strengths and areas for improvement and is a continuous process in the college.

Implementation:

Formative assessment methods are applied appropriately to each pathway.

Stage 5: 'End of Programme Assessment' (learners' self -assessment, teacher assessment, end of year review summative assessment)

Summative assessment is assessment of learning. It is used to assess a learner's progress after a set period.

Summative assessment is the review of overall progress and achievement at the end of the programme and indicates the 'value added' and 'distance travelled' by learners during a course or programme. The appropriate recording of assessment will support to demonstrate what the impact of the course had on the learners' progress and development and provide suggestions for further progression. Summative assessment undertaken at the end of college placement demonstrates the skills that learners have gained that will enable them to become more independent in their everyday life and/or progress to positive destinations appropriate to their level of ability/ future choice.

Using a whole team approach to recording progress using RARPA

Assessment is a central component in establishing learning starting points, planning for learning, delivering learning, reviewing learning and in measuring the impact of learning on everyone's learning journey.

Including each learner in the RARPA process

Beaumont College believes young people should be included in their RARPA learning process and aims to ensure that this process is supported and delivered in a way that is meaningful and understandable to everyone.

Assessment processes and the subsequent feedback given to learners should include them and not be done 'to them' but 'with them' and be a model that ensures feedback is not made about them' but given 'to them'.

All staff have a responsibility for reporting on progress and achievement as learners could demonstrate their skills and learning throughout the college day and not just in formal teaching time. Teachers are responsible for ensuring progress is evidenced. This is completed using the college Management Information System (BCMIS). Learners have an annual review meeting each year. Parents and carers are involved in this process, as are other professionals involved in the young person's life.

Essential support factors

The following elements are essential in underpinning the RARPA process:

- Information, Advice and Guidance: as with regulated provision, IAG is critical at all stages of the process to support learners to make an informed choice about their future progression, whether in learning, employment or in the community
- Staff development and observation of teaching and learning: for tutors new to using RARPA, support and additional training may be needed in formative and final assessment. Many tutors will teach on both regulated and non-regulated programmes and observations of teaching and learning can be integrated into existing schedules of internal quality assurance and moderation
- Management Information: the same rigour in analysis and collation of achievements and outcomes is required for non-regulated provision as for regulated qualifications. Where appropriate this should include outcomes gathered from sample post course reviews. Stage one of the RARPA process integrates outcomes required to meet local needs and effective collation of achievements and supports reporting for the local commissioning processes. Local commissioners will expect to see robust evidence of this

- Curriculum review and management: non-regulated provision should be reviewed alongside regulated qualification bearing courses to ensure that both provide the best fit to address local priorities and individual needs

Quality Improvement and Assurance

Fundamental to the quality assurance of the RARPA process is that it is **fit for purpose** and appropriate for the length, duration and type of course. It should provide a value for money means of ensuring the process is used effectively and the outcomes achieved can be verified.

Version Control:

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	
V1.0	13 01 26	Final	No changes, reviewed.

