

RARPA

RARPA (Recognising and Recording Progress and Achievement) is the process which measures progress and achievement of students on non-accredited learning programmes. The benefits of a quality assured RARPA process are:

- It demonstrates outcomes in personalised, non-accredited learning as part of study programmes
- It is consistent with the clear focus on preparing for adulthood and positive outcomes within the Children and Families Act 2014 and SEND Code of Practice
- Ofsted has said that RARPA is a powerful tool to demonstrate outcomes, and can address many of the issues raised in the 'Moving Forward?' report
- It provides local authorities, who commission provision for learners with high needs, with clear evidence of learning outcomes.

Learners at Yorkshire College of Beauty come from a wide range of backgrounds and many benefit from the staged approach of Rarpa.

Yorkshire College of Beauty implements both academic and non-academic routes for learners to achieve and believes that soft skills, promoted by using Rarpa are equally as important as academic achievement. Rarpa is a process which enables us to monitor achievement and progress of non-accredited learning such as cv writing, developing learners character, increasing motivation, improving conduct to reflect wisely and learn eagerly.

TRAINING

Training is designed to ensure all staff are equipped with the knowledge and guidance on how to provide high quality training programmes for non-regulated learning. RARPA training is provided by our LEARNER LIAISON during a staff members induction, as part of staff CPD and standardisation training, and annual refresher training. Staff training will:

- Provide a thorough breakdown of the five RARPA stages and how to effectively implement these in practice,
- Be incorporated within our wider CPD programme,
- Be closely linked, and where appropriate tailored, to individual improvement plans, and
- Provide opportunities for staff to share industry updates, best practice, and development around RARPA.

BENEFITS

- Focuses on, and promotes the needs and interests of learners
- Takes account of learners' diversity
- Allows for the negotiation of targets and outcomes
- Encourages learners to reflect on and recognise their own progress and achievement, therefore increasing their confidence and employability

- Promotes and supports informed learner self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors/support staff
- Enables both the achievement of planned learning objectives and learning outcomes not specified at the outset to be recognised and valued.
- Promotes good practice in teaching, learning and assessment.
- Enhances providers' quality assurance and improvement practices.

The staged approach consists of 5 elements

1. **Aims:** appropriate to an individual learner, these can be set at the start of the course after an initial review and/or throughout the course. Based on initial assessment, reviews by Learner Liaison and tutor feedback.
2. **Initial assessment:** this is conducted when a learner first starts a course and covers a range of areas such as academic ability, soft skills, emotional and physical health, family history etc. This gives the learner a starting point from which specific and targeted goals can be set.
3. **Challenging learning objectives/outcomes:** appropriate short term, medium term and long term goals are agreed and set depending on the length of the course. These are reviewed on a regular basis depending on the learner. The regularity is determined by a red, amber, green traffic light system.
4. **Formative assessment:** recognition and recording of progress and achievement during the programme takes place for all learners through a range of methods by tutors, learner liaison and support staff. This are recorded in their reviews, ILPs and through various awards such as student of the month.
5. **Summative assessment:** end of programme review of overall achievement and progress, certification by awarding bodies, presentation of awards for Best Student, Most Promising therapist, etc and YCOB certificate for learners who may not have passed the full course but have achieved specific units.