



Skills and Training Services (STS)

Local Operating Procedure

RARPA Policy

Version Control Sheet

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Name	Job Role	Date	Signature
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Change Control

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Contents

Introduction 3

Stage 1: Aims of the Learning Programme 3

Stage 2: Initial Assessment 4

Stage 3: Objective Setting 4

Stage 4: Formative Review of Learning 4

Stage 5: Summative Assessment of Achievement..... 5

Quality Assurance and Continuous Improvement..... 5

Introduction

The term “learner,” within this policy, is used to describe all learners and apprentices involved with Skills and Training Services (STS), this also includes those learners enrolled with subcontractors.

The term “customer” is used by STS to describe an individual who has applied to a programme but not yet been fully enrolled, therefore is not yet a “learner”.

STS recognises the importance of ensuring the quality and levels of achievement of its non-regulated/accredited provision. It is important that learners completing non-regulated/accredited learning receive the same high-quality education and support as all other learners and this is the aim of this policy.

Recognising and Recording Progress and Achievement (RARPA) is a staged approach to ensure that the learners’ individual goals and expectations are the focus within their learning programme, which the individual successes are used to celebrate achievement.

The key principles are:

- Focus and promote the needs, and considering the diversity, of learners.
- Allow for negotiation of concerns and outcomes of learning programmes via Serco STS appeals process.
- Encourage learners to reflect, self-assess/recognise their own progress and achievement.
- Enable achievement of both planned learning objectives and learning not specified at the outset, through the updating of the training plan whilst in learning.
- Promote a high quality of teaching, support, and assessment.

Stage 1: Aims of the Learning Programme

- All customers have access to the [Serco website](#) which contains information about the programmes on offer.
- As customers apply for a programme they will be provided with further information around the aims of the programme.
- A customer’s existing knowledge, skills and behaviours will be assessed in addition to existing qualifications gained in identifying the correct programme for the customer.
- The outcomes of the skills scan, initial assessments and prior knowledge and achievement will be discussed with the customer and employer where applicable in ensuring the programme, and duration, is the correct one for the customer.
- Once the programme has been identified the enrolment process will include the creation of a training plan, which will include all mandatory, optional and any accreditation for prior learning and or experience. This training plan will be further adapted to the learner through the selection of optional units or modules, and also addition of any other training undertaken by the learner once on programme that sits outside the programme (for example employer training that enhances the knowledge and skills of the learner towards their learning outcomes).
- Once enrolled all learners have access to the personal development area which provides a suite of resources to support learners to becoming more rounded citizens.

Stage 2: Initial Assessment

All learners will complete various initial assessment and diagnostic activities to identify their starting points, including:

- Maths, English and IT/Digital Essentials.
- Skills scan based on the knowledge, skills, and behaviours (KSBs) of the programme applying to.
- Discussion around any prior achievements/qualifications.
- Discussion with delivery team representative regarding career aspirations.
- Discussion around any learning difficulties or impairment and any strategies the learner has in place already to manage these in a learning environment, and discuss any additional support needs they may have.
- Discussion around the personal development area and soft skills sessions available to the learner.

These initial assessment activities ensure learners can:

- Meet their individual needs and aspirations.
- Make informed choices.
- Understand their next steps and pathways available.
- Identify their starting points.

Stage 3: Challenging Learning Objectives & Outcomes

- Appropriate, and challenging, objectives are set throughout the programme in conjunction with the learner and employer (where appropriate).
- Regular progress reviews take place which focus on the progress and successes of the learner, as well as identifying any support needs and further objective/target setting.
 - Any targets that have not yet been met, will then be reset and the learner supported to achieve these.
- Target setting will always:
 - Be focussed on supporting the learner to progress towards their goals.
 - Be SMART – broken down into manageable chunks and are achievable.
 - Be challenging and purposeful.
 - Consider initial assessments/starting points.
 - Be led by the learner, as well as the employer (where appropriate).
- Within progress reviews continuation discussions take place and impartial information, advice and guidance are provided on the learner's next steps – both on programme and within their career.

Stage 4: Formative Review of Learning

- Assessment of learning will take place at various stages throughout the learner's programme, these will vary per programme (not exhaustive):
 - Informal assessment activities within the classroom (or online).
 - Learners own reflective accounts.
 - Mock examinations.
 - Professional discussions.
 - Annual reviews

Stage 5: Summative Assessment of Achievement

- Depending on the programme the summative assessment will vary, this could be in the form of formal assessments or reflective accounts, exams, or a combination of these in an End Point Assessment (EPA) for example. Any agreed allowances to support additional learning needs or disabilities will have been agreed with the awarding organisation and applied at each summative assessment event.
- Summative assessment is an opportunity to celebrate all achievements, not just related to the academic content, but also personal development and other personal successes. This ensures that the learners know that they have achieved something, and they are making progress towards their next steps in their learner and career journeys.
- Self-assessment from the learner is key at this summative assessment stage, for learners to identify their own distance travelled and achievements.

Quality Assurance and Continuous Improvement

STS has a quality strategy in place, which also applies when RARPA is being used:

- Customer and learner satisfaction surveys.
- Learner forums.
- Observations are carried out by the STS CI team, with a focus of development for the member of staff.
- Review of conversion of customer to learner, as well as retention rates to identify where there are trends in relation to dropouts.
- Review of Initial Assessment outcomes and how well these have been used to inform teaching and learning / training plans. As well as reviewing these against starting points and distance travelled.
- Review of additional learning support records.
- Review of Schemes of Learning.
- Review of progress reviews, with a focus around target setting and progress to date.
- IQA procedures in place, as per the IQA Sampling Strategy and Procedure.
- Work scrutiny activity following deep dive methodology.