

AN INTRODUCTION TO RARPA

**RECOGNISING AND RECORDING
ACHIEVEMENT AND PROGRESS**

Session will start at 4pm

ETF CENTRE FOR EXCELLENCE TEAM

TODAY

- 01 SEND CENTRES FOR EXCELLENCE**
- 02 THE TEAM**
- 03 AN INTRODUCTION TO RARPA**
- 04 RARPA IN ACTION**
- 05 TRUE OR FALSE REVEAL**
- 06 QUESTIONS**

01

**SEND CENTRES FOR
EXCELLENCE**

About ETF – Education Training Foundation

SEND home page <https://send.excellencegateway.org.uk/>

SEND Centres for Excellence <https://send.excellencegateway.org.uk/centres-for-excellence>

Three colleges leading on our Community of Practice:

People led by Weston College –

How to ensure organisations take care of their staff and all learners with a particular focus on their mental, social and emotional needs.

Curriculum led by Derby College –

How to ensure organisations develop the curriculum with a clear purpose so learners with SEND are enabled to achieve, exceed potential and meet their aspirations.

Community led by City College Norwich –

How to ensure that learners with SEND are progressing into and being present within communities who recognise and embrace their potential.

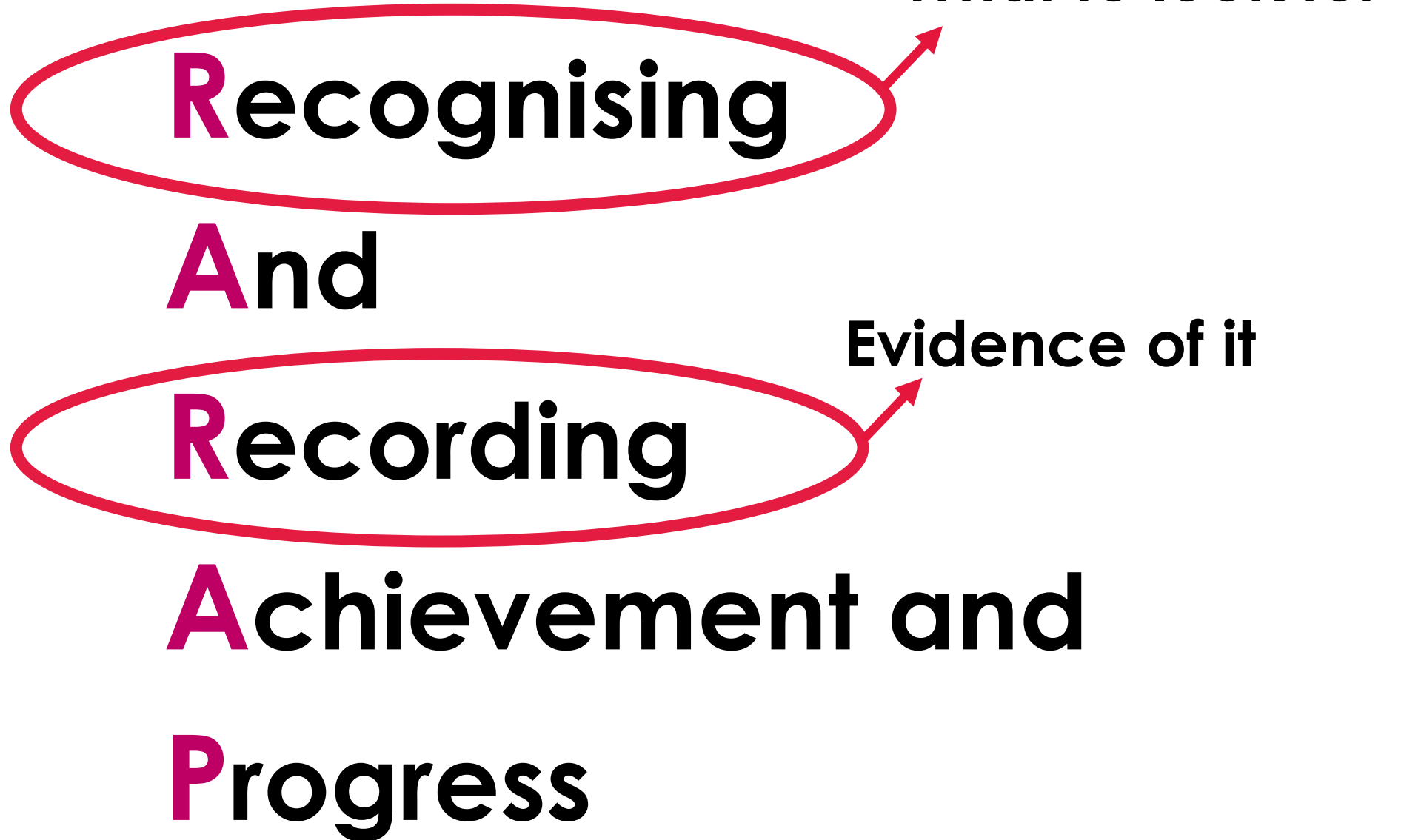
02

WHAT IS RARPA?

NATSPEC DEFINITION:

“RARPA is a means of measuring learner progress and demonstrating outcomes, most commonly used in association with non-accredited learning. For that reason, it is especially valuable for young people with learning difficulties and / or disabilities who may be following highly personalised programmes that are not linked to qualifications.”

THE ACRONYM



TRUE OR FALSE

1. **RARPA tracks qualification progress**
2. **RARPA is non-accredited**
3. **RARPA is non-funded provision**
4. **RARPA is only for learners with EHCPs**
5. **RARPA can be used for elements of study programmes**
6. **RARPA can be used for a whole curriculum**
7. **RARPA doesn't need quality assurance**
8. **RARPA should be fully personalised for every learner**

SK College Group



RARPA Progress Booklet

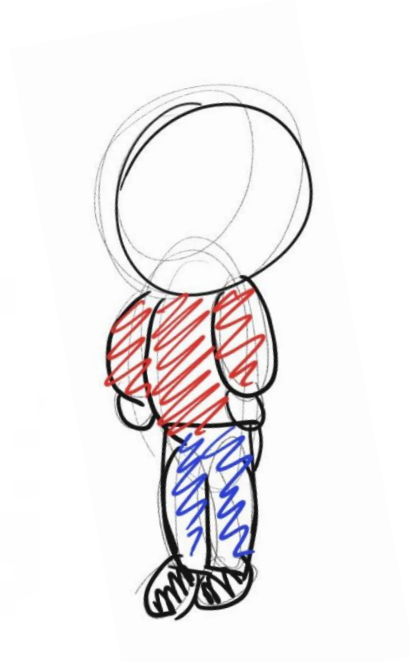
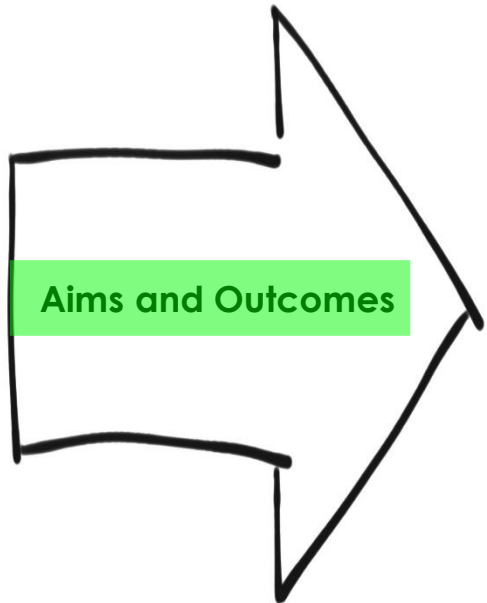
Student
Picture

Student Name

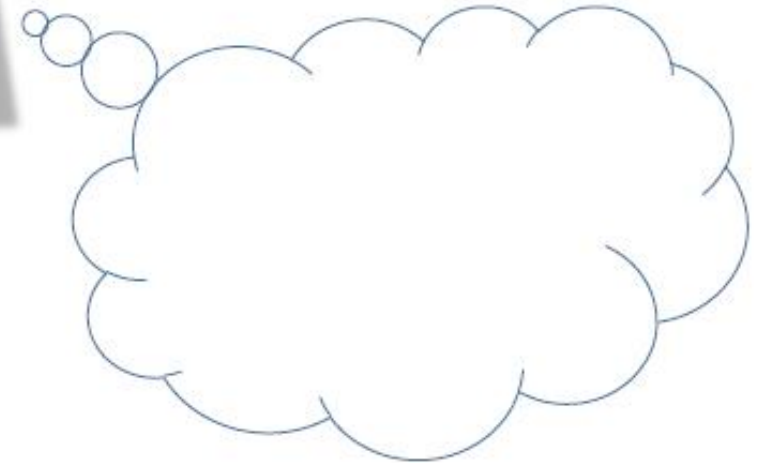
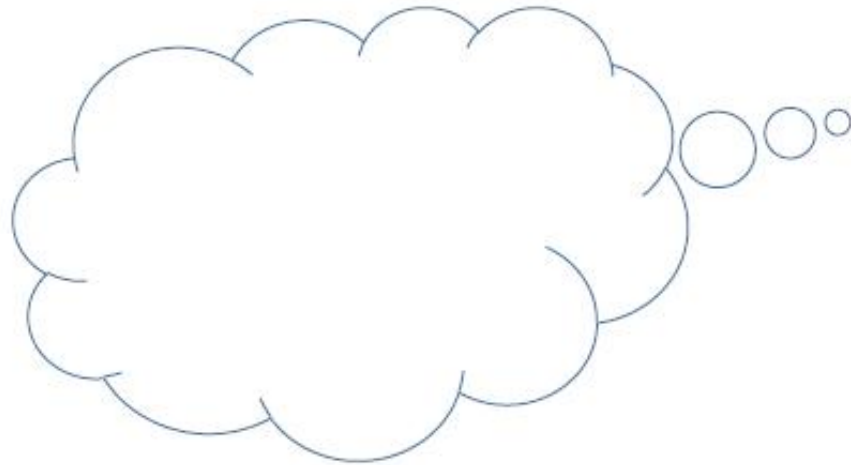
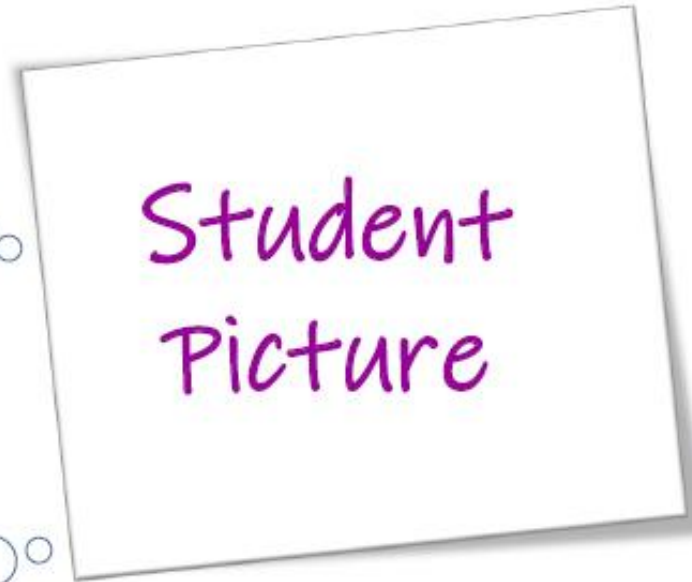
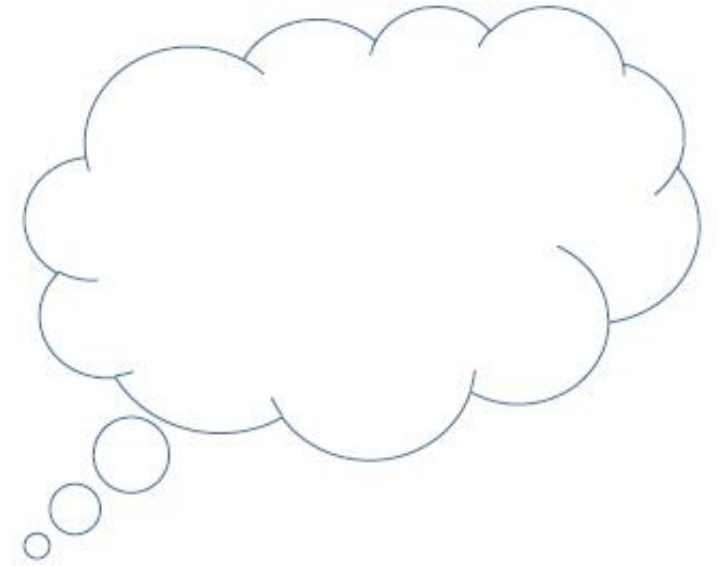
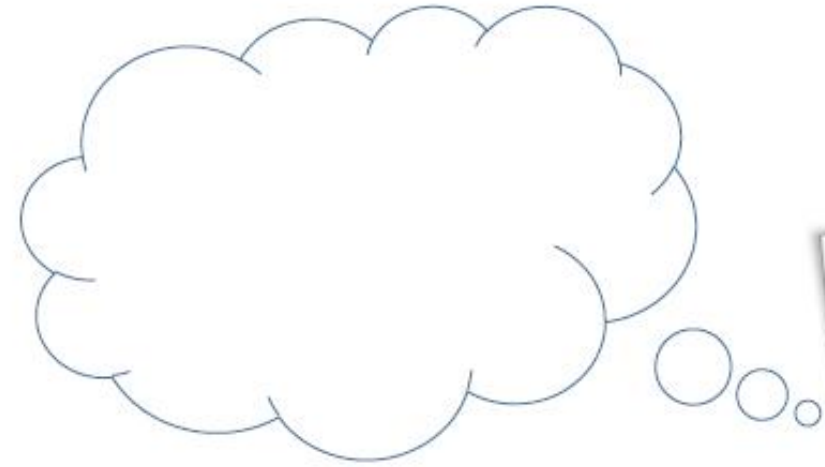
FIVE STAGES OF RARPA



Creating the end-point picture



My End Goals..

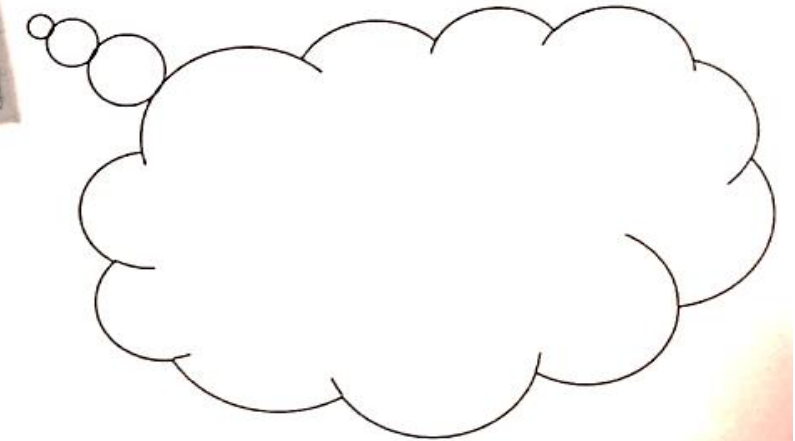
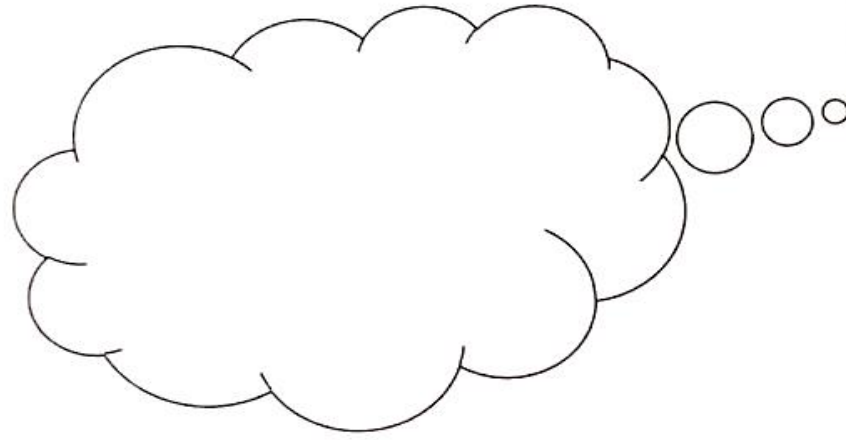


My End Goals..

I will be able to participate in a group discussion

I will be able to follow instructions correctly

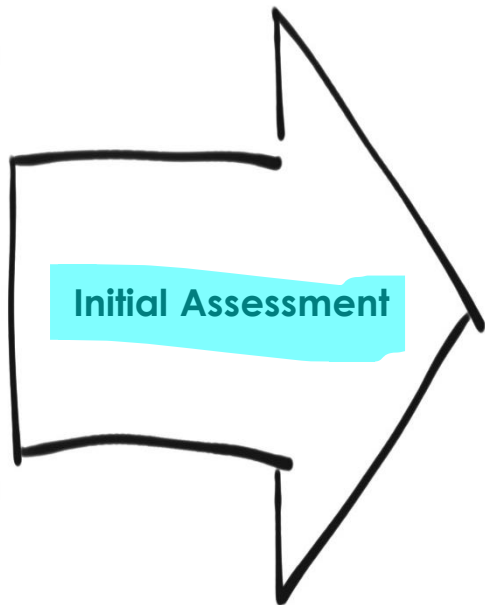
Student Picture



FIVE STAGES OF RARPA



Creating the starting point picture



1. What can already be done independently?
2. What can already be done with support?
3. What cannot be done individually or with support?

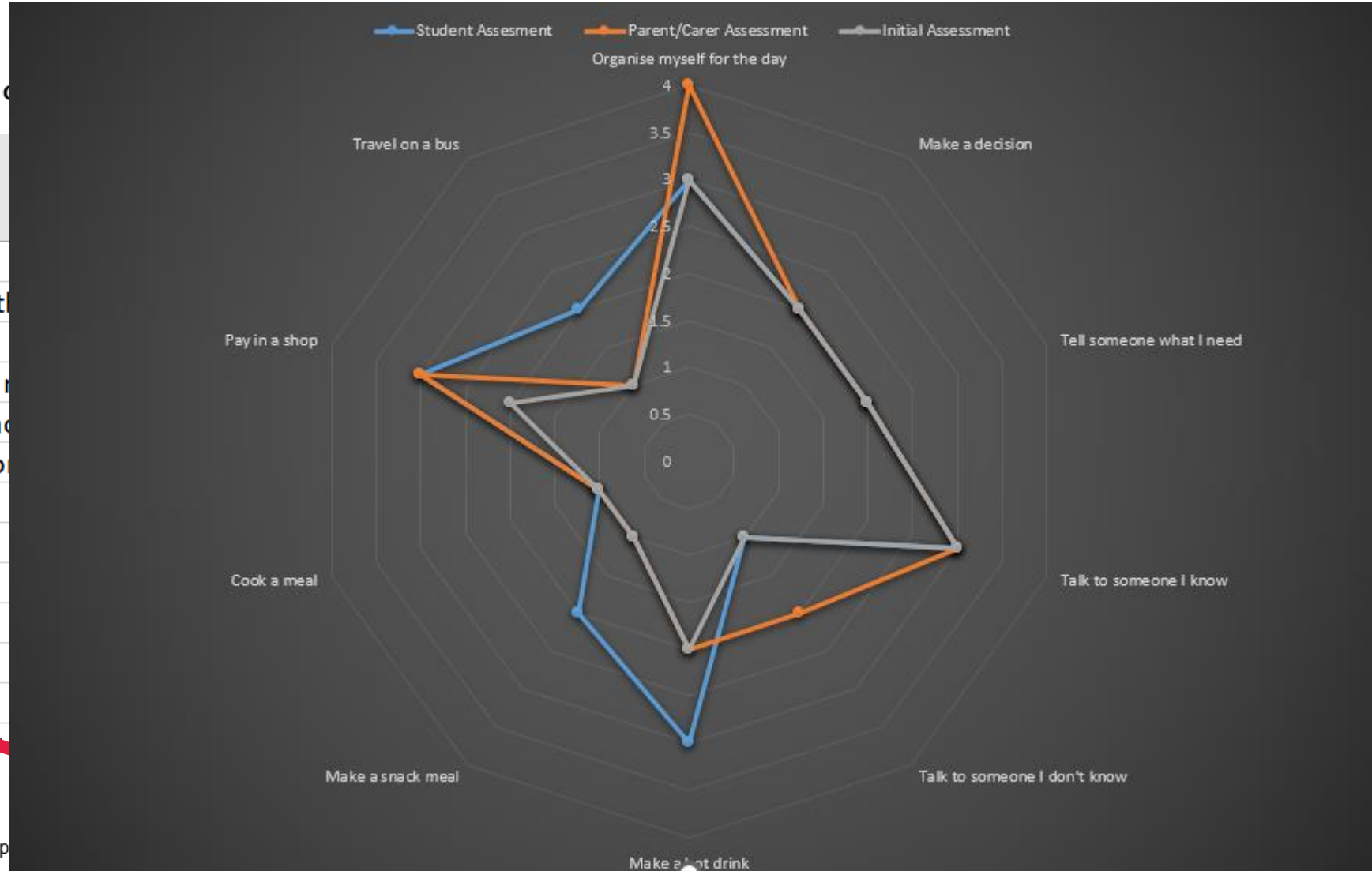
	A
1	
2	Question
3	Question
4	Question
5	Question
6	Question
7	Question
8	Question
9	Question
10	Question
11	Question
12	
13	



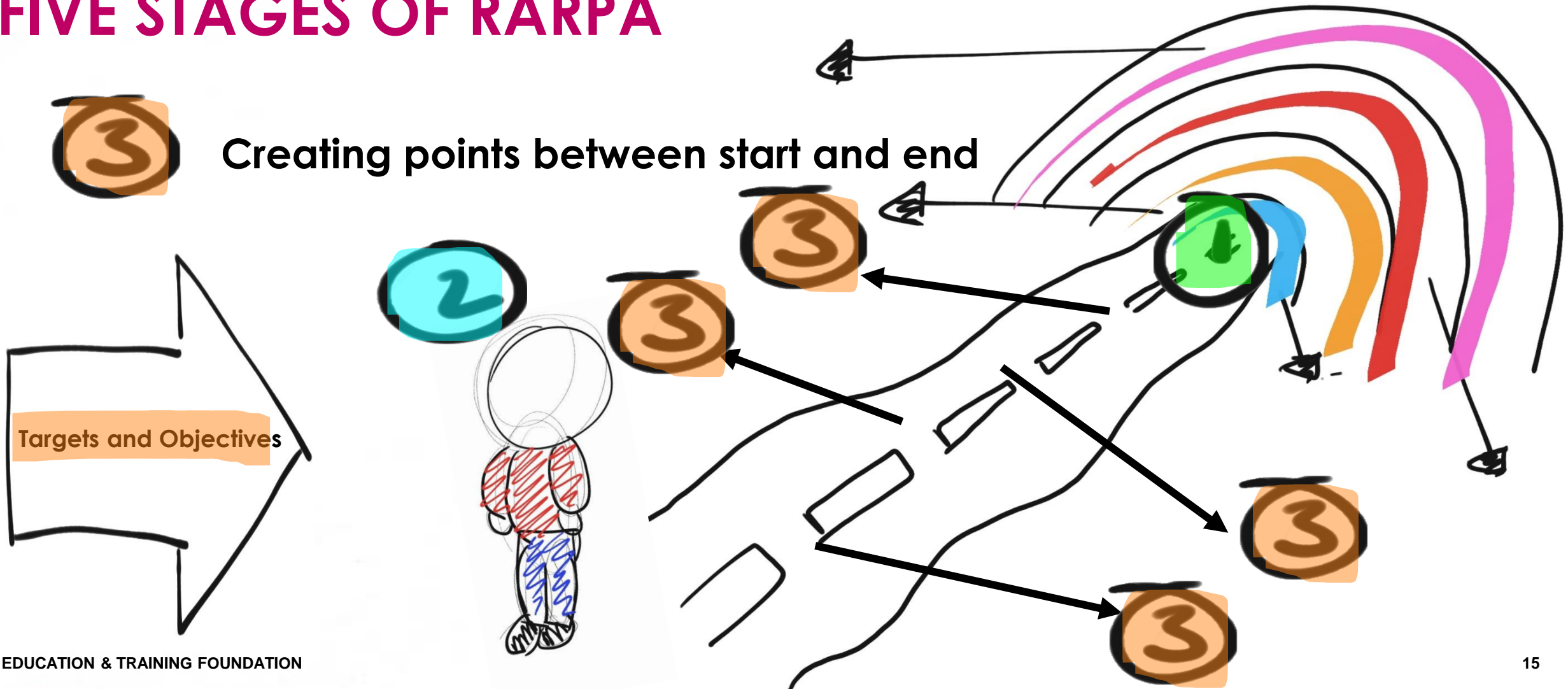
A Picture of

	A
1	
2	Organise myself for the day
3	Make a decision
4	Tell someone what I need
5	Talk to someone I know
6	Talk to someone I don't know
7	Make a hot drink
8	Make a snack meal
9	Cook a meal
10	Pay in a shop
11	Travel on a bus
12	
13	

- 1 = Too hard, not ready to try this yet
 2 = Really hard, not confident, need lots of help
 3 = Quite hard, not sure, need some help
 4 = Quite easy, quite confident, don't need much help
 5 = Really easy, very confident, don't need any help



FIVE STAGES OF RARPA



My Personal SMART Target



Date _____

Links to EHCP outcomes or end goals:



Student Signature _____

Staff Signature _____

2

My Personal SMART Target



Date 21/3/22

I will be able to follow instructions correctly.

Links to EHCP outcomes or end goals:

- ④ Continue to develop his life, appropriate social and independence skills.



Student Signature

Kyle

Staff Signature

[Redacted]

2

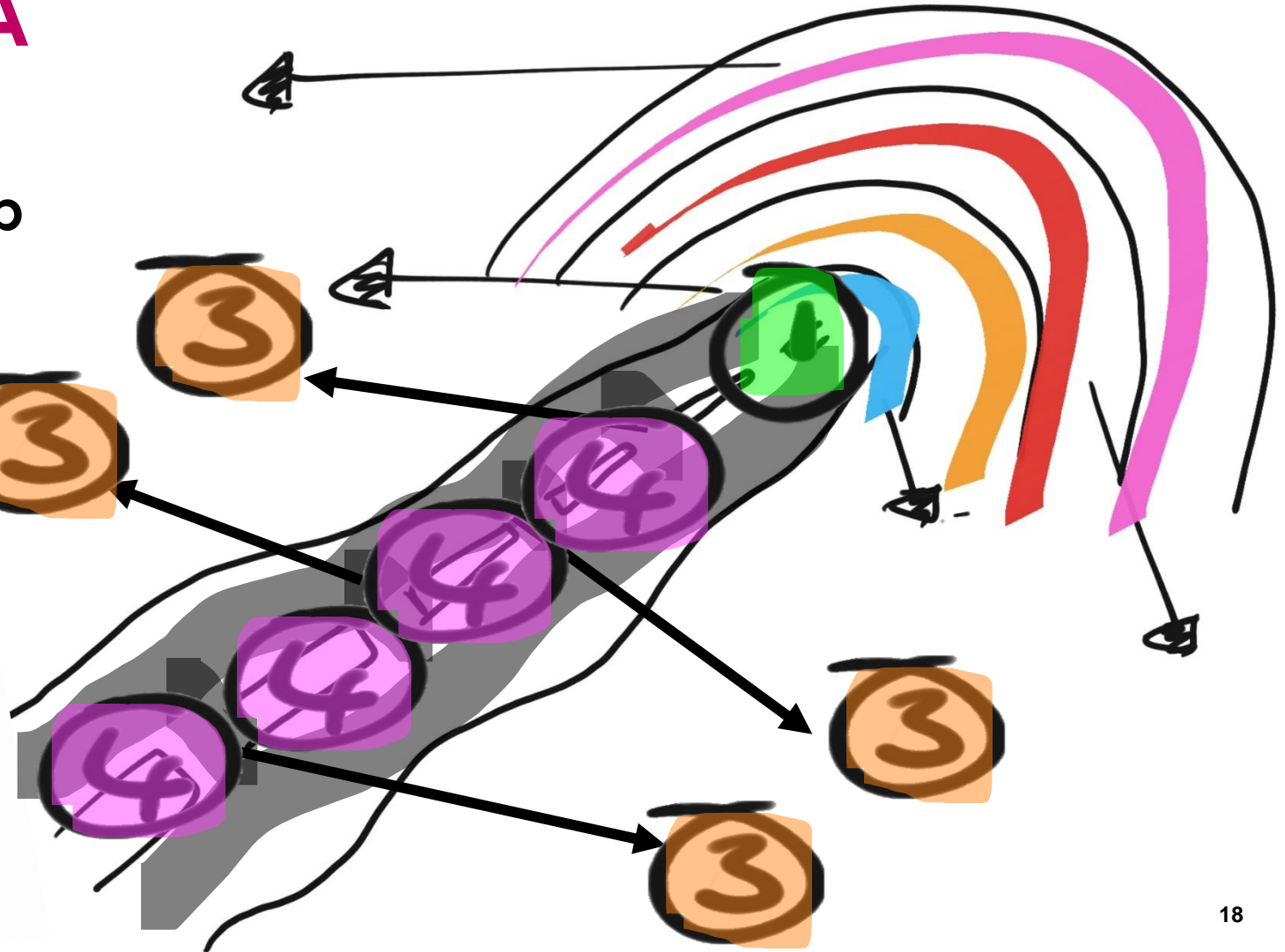
FIVE STAGES OF RARPA



Filling in the road map



Recording Progress



Progress Towards My Target

Date _____



2

Progress Towards My Target

Date 25/4/22

Kyle listened and followed instructions correctly, he measured 15cm using a ruler on the wood. He then cut the wood correctly using a bench hook and a saw.

Kyle cut 4 pieces of wood correctly to make his wooden box. Please see photos.



This is Kyle cutting the wood as instructed using a saw.

Progress Towards My Target

Date 9/5/22

Kyle listened to instructions correctly in lesson today. He was asked to make the wood smooth. Kyle used the sand paper correctly to do this.



This is Kyle following instructions correctly using the sand paper.

Mid Point Review

Date _____

Tutor Comment

Student Comment

Progress made towards target – 1 poor, 5 excellent

1

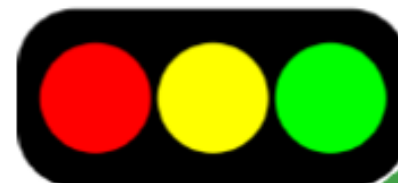
2

3

4

5

My progress so far:



Student Signature _____ Staff Signature _____

Mid Point Review

Date 16/5/22

Tutor Comment

Kyle is progressing fantastic progress. He listens to instructions and is able to follow what he is being instructed to do. If he is not sure he always asks. Keep up the fantastic work.

Progress made towards target – 1 poor, 5 excellent

1

2

3

4

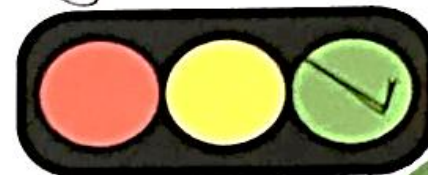
5

Student Signature Kyle

Student Comment

I have listened carefully to the instructions, so that I can make my wooden box

My progress so far:



Staff Signature [Signature]

2

Formative Assessment

Date _____

Overall progress made towards target:

Progress made towards EHCP outcomes or end goals:

Next steps:

Student Signature _____ Staff Signature _____

2

Formative Assessment

Date 20/6/22

Overall progress made towards target:

Kyle has made fantastic progress, he can easily follow verbal instructions, if he is not sure he will ask for clarification and gets on with the work. Kyle has made a great job at making his box and even helped others.

Progress made towards EHCP outcomes or end goals:

The skills that Kyle has learned will benefit his independence and employability outcomes and help him live independently and seek employment in the future.

Next steps:

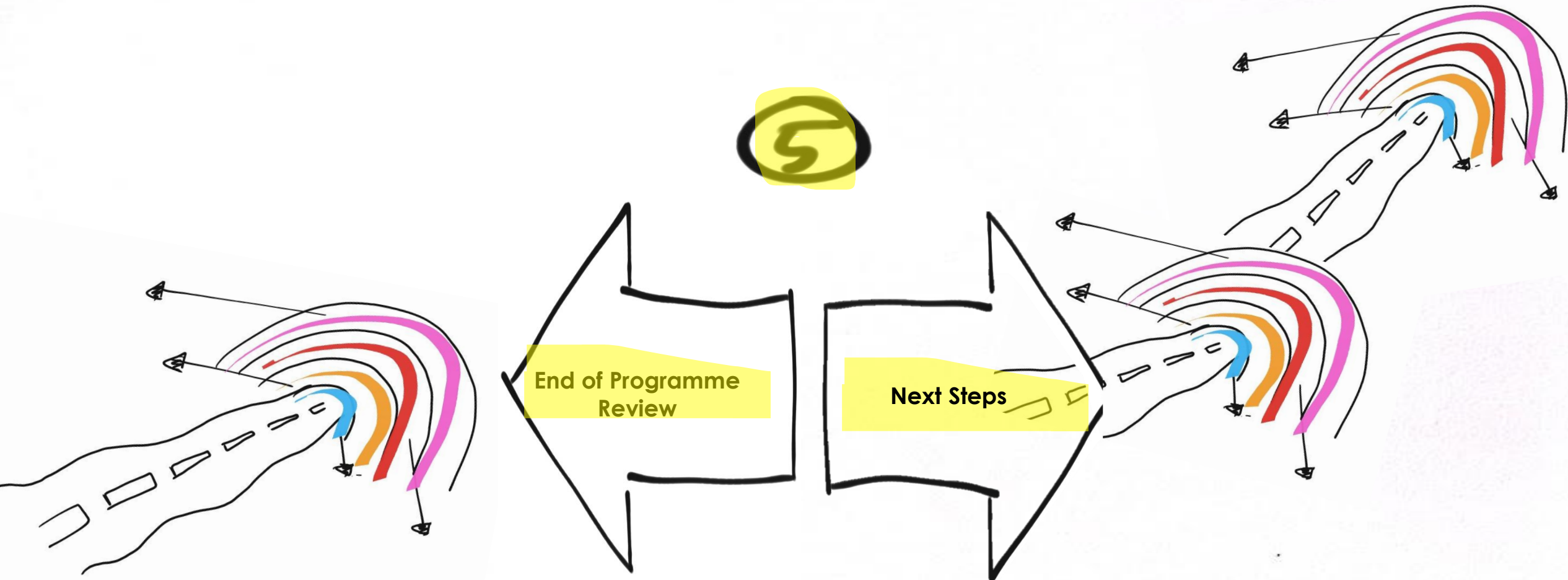
Kyle will be able to continue to progress and focus on other skills he needs to be independent.

Student Signature Kyle

Staff Signature

2

FIVE STAGES OF RARPA



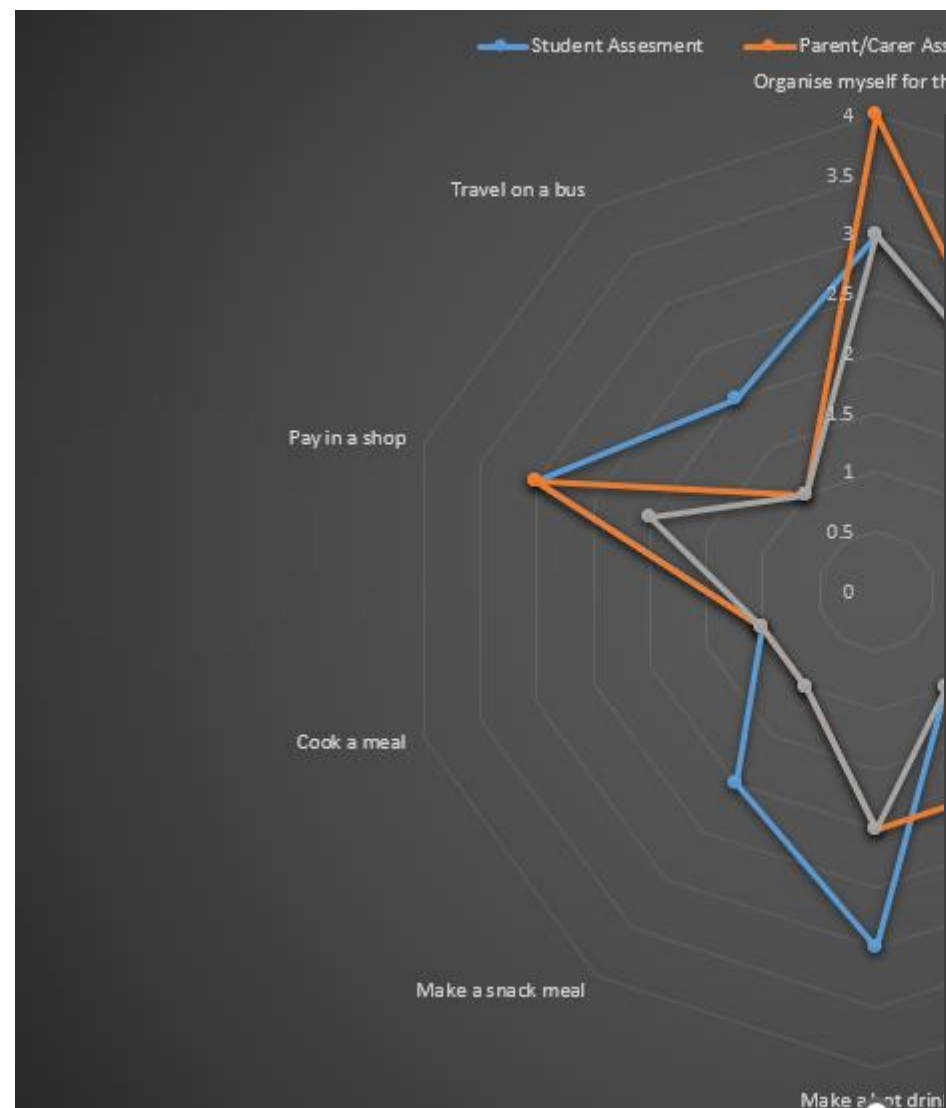
End of year Assessment

Date _____

Overall progress made towards EHCP outcomes or end goals:

Next steps:

Student Signature _____ Staff Signature _____



FIVE STAGES OF RARPA

1

2

3

4

5

Aims and Outcomes

Initial Assessment

Targets and Objectives

Recording Progress

End of Programme
Review and Next Steps

POINTS TO REMEMBER

- **Linear in concept**
- **Dynamic in reality**
- **Timescales change**
- **Targets change**
- **The priority is flexibility**
- **Based on person not product or process**

03

RARPA IN ACTION

**Can you talk us through
your implementing of
RARPA so far?**

**What are the main
lessons you have
learned along the way?**

**What advice would you
give other professionals
starting out on their own
RARPA journey?**

04

**TRUE OR FALSE:
THE REVEAL!**

TRUE OR FALSE

1. RARPA tracks qualification progress **False**
2. RARPA is non-accredited **True**
3. RARPA is non-funded provision **False**
4. RARPA is only for learners with EHCPs **False**
5. RARPA can be used for elements of study programme **True**
6. RARPA can be used for a whole curriculum **True**
7. RARPA doesn't need quality assurance **False**
8. RARPA should be fully personalised for every learner **True**

07

ANY QUESTIONS?

WHAT'S NEXT?

What will you do as a result of this session?

Want to learn more?

Join our monthly Community of Practice discussions (register via the ETF website)

<https://booking.etfoundation.co.uk>

Look out for upcoming webinars

Or contact us to develop personalised sessions for your organisation!

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**CENTRES FOR
EXCELLENCE IN SEND**

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**THANK YOU
ANY QUESTIONS?**