

STAGE 1

AIMS OF THE LEARNING PROGRAMME

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RARPA Stage One: What is involved?

Aims of the Learning Programme

Stage One is about ensuring learners are offered programmes that:

- can meet their individual needs and long-term aspirations and outcomes
- support learners to make informed decisions about their choices and next steps in education
- provide clear pathways to identified destinations
- support transition onto a new learning programme
- take account of the local and national context in which the learning is taking place.

When the aims of the learning programme are well managed:

- information, advice and guidance processes support learners to make informed realistic choices
- learners' own views and aspirations are taken into account in identifying appropriate provision
- the aims of the programme are relevant to learners' long-term goals and aspirations
- the intended learning programme is suitably challenging for every learner
- the learning outcomes enable learners to develop the personal, social and employability skills that will lead to them to their desired destination
- there is a planned transition onto the learning programme
- staff are clear about their roles and responsibilities and understand the aims of the learning programme
- provision meets local and national demand and is responsive to learners' needs.

Example from a Provider

At home visit meetings we will discuss the learner's interests and aims and how we may be able to work together to support the achievement of aspirations. These may be short or longer term. We hold learning agreement meetings to ensure we are working effectively and so that we may encourage support from any other agencies working with the learner when not in college and promote a consistent approach. We work with parents and carers who may need support to locate additional services or support for days when the learner is not in education or perhaps at weekends and evenings if this is felt it would be beneficial.

(General Further Education College)

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

[Poster showing the Principles of RARPA \(opens in web browser\)](#)

[A template used during the pre-enrolment assessment process \(opens in web browser\)](#)

[A study programme learner outcomes template \(opens in web browser\)](#)

[An anonymised learning passport \(opens in web browser\)](#) developed for learners with profound and multiple learning difficulties. It demonstrates the range of information used to support the delivery of a personalised learning programme.

RARPA Stage One: 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 One: Aims of the Learning Programme

From 'Evaluating Types of Provision' (para 164)

Education programmes for young people

- Inspectors will review how well high-quality impartial careers guidance enables learners to make progress and move on to a higher level of qualification, employment, further training or independent living when they are ready to do so. (166)

Adult learning programmes

- Inspectors will judge, where appropriate, how well the curriculum, including the wider curriculum, for each strand of a provider's adult learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities. (167)

Provision for learners with high needs

- Inspectors will judge how successfully learners participate in good-quality and individually tailored learning programmes that lead to paid or voluntary employment where appropriate (including to supported internships, traineeships and apprenticeships) and/or to greater independence in their everyday lives. (170)

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

- It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes. (173)
- 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)
- The curriculum offers learners the knowledge and skills that reflect the needs of the local and regional context. (173)
- The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary. (173)
- Leaders engage with learners, parents, their community and employers to plan and support the education and training that learners get. (209)
- The extent to which leaders focus their attention on the education and training they provide, leading to better outcomes for learners and continued and sustainable improvement. (209)

RARPA Stage One: 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.

'Colleges should be ambitious for young people with SEN, whatever their needs and whatever their level of study. They should focus on supporting young people so they can progress and reach positive destinations in adult life. These destinations include higher education or further training or employment, independent living (which means having choice and control over the support received), good health and participating in the community'. (para 705)

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 One: Key Themes continued

Key themes from the SEND Code of Practice	At RARPA Stage One providers should:
The provision of independent career advice, guidance and support to make informed decisions. From the age of 16 young people can make their own decisions and these must be considered.	Provide age appropriate, accessible careers information, advice and guidance to support the transition to post-16 education and to prepare young people for their chosen destinations as they move into adulthood.
The Local Offer provides key information to young people and their families to support their decision making. This includes admission policies that do not disadvantage young people with special educational needs.	Ensure information about learning programmes in the 'Local Offer' is accurate and accessible to diverse groups of learners and their families and carers.
A planned transition between settings that prepares the young person for this stage of their life. This will often include a multi-disciplinary team of professionals and should be based on a person-centred approach.	Support transition by starting the process early. Bring together the young person, their family, the school and FE provider to establish aspirations and how they will be met. The information about a learner collected during transition is used well to plan for support and learning needs. There is a 'tell us once' approach. There are agreements in place for settings to share relevant information.
Learning programmes include opportunities to achieve outcomes within the four preparing for adulthood pathways: <ul style="list-style-type: none"> ■ Education and employment ■ Health ■ Community participation ■ Independent living 	Design the curriculum to enable young people to make progress within the four pathways. There is a personalised approach to learning so that learners can achieve their potential and get the best outcomes in adult life across the four pathways.
Post-16 providers both inform and are informed by the local joint strategic needs assessment. This information is used to develop provision.	Provide the local authority with data to demonstrate the number of learners on different learning programmes. This will support strategic planning. Use data supplied by the local authority to ensure learning programmes are meeting needs and inform the development of programme aims.

RARPA Stage One: 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
Does the course aim include opportunities to make progress towards the four preparing for adulthood pathways?	Review your learning programme against the four preparing for adulthood pathways: education/employment, independent living, friends, relationships and community. All learning programmes for 16-25-year olds with SEN should include personalised learning opportunities to prepare for adulthood, in particular opportunities for work-experience and work-based learning.
Does the last annual review of the learner's EHC Plan inform the admissions process?	Check the outcomes agreed at the last annual review. This should have been a transition review with specific actions to support the young person to move to a new setting. Some post-16 providers attend annual reviews in a young person's last year at school to support discussion around post-16 options.
Do the EHC Plan outcomes accurately reflect what is meaningful for the learner at this age and stage of education?	Contact the local authority for a discussion about the changes that are required before the next annual review. Ofsted expects providers to challenge EHC Plan outcomes if they are not ambitious or relevant for a young person.
Will the aim of the learning programme enable the learner to fulfil the outcomes within their EHC Plan? Will these be suitably challenging and avoid repetition?	<p>Arrange for information, advice and guidance that will match the learner with a learning programme that meets their needs.</p> <p>The EHC Plan outcomes are the expected benefits to the individual as a result of participating in education or training. If the learner cannot make progress towards these within their learning programme or would be repeating learning, this will not be the right programme for them.</p>

RARPA Stage One: Questions continued

Questions to ask yourselves	If your answer is no or you are unsure
Has a planned transition onto the learning programme taken place? Has all the information necessary been gathered to support admission to the learning programme, including asking the young person about the support they need and how they would like to receive this?	Work in partnership with schools and other providers to offer tasters, visits, link programmes and careers events to support a good transition. Identify the relevant and most up to date information about a young person during the admissions process. Finding out from the young person themselves what they want and need is essential to a smooth transition.
Does the learner have a wider package of support that will require adjustment when they start their learning programme?	Develop a multi-disciplinary approach with social care and health to support the transition process and 'tell us once' approach for young people, their parents and carers. Many young people will also be moving into adult services at this time which requires working across sectors.

RARPA Stage One: 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](#))

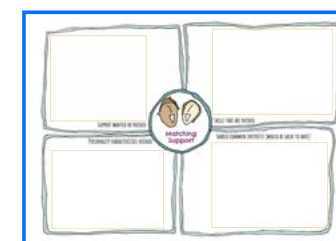
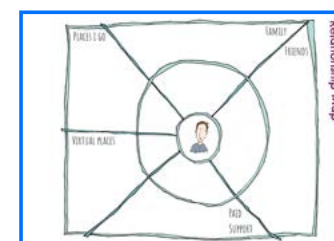
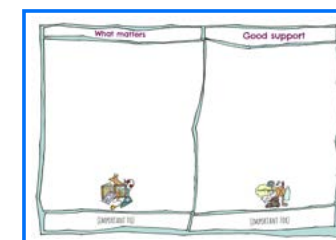
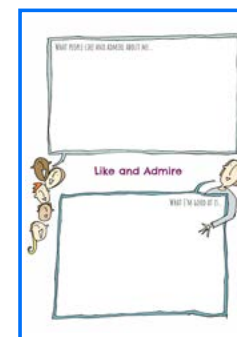
What's important to and for me - to help understand what matters to a person ([opens in web browser](#))

Useful person-centred tools to support learner participation in preparation for enrolling onto a learning programme that will meet their needs.

Relationship map - to help find out who is important in the person's life ([opens in web browser](#))

Matching Support - to help identify the qualities and skills needed in staff who provide support ([opens in web browser](#))

My Outcomes - to help identify how the learning programme will support outcomes linked to the four preparing for adulthood pathways ([opens in web browser](#))



RARPA Stage One: Quality Assurance

Use the examples of activities below 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:

- Check levels of customer satisfaction about transition and enrolment. Use customer feedback forms to inform how enrolment processes can be made more efficient and customer friendly.
- Analyse application, enrolment and attendance data to determine if learners have been guided to/placed on correct programmes.
- Observe pre-entry IAG interactions to check due consideration is being given to learners' chosen destinations.
- Conduct accessibility checks on programme information, including references with the Local Offer.
- Review curriculum aims against the requirements of Ofsted's Quality of Education judgements and your local area joint strategic needs assessment.
- For a sample of learners on a programme, compare their long-term outcomes with programme aims to verify that learners are being placed on the appropriate programme.
- Provide staff with regular updates, training and written guidance such as a RARPA handbook that tells people who does what, why, when and how.
- Use a staff self-evaluation tool to assess how confident staff are about delivering the 5 RARPA stages.

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](#)

[A visual representation showing the Stages of RARPA \(opens in web browser\)](#)

[Self-evaluation dashboard \(opens in web browser\)](#)

[A newly developed RARPA Handbook \(opens in web browser\) for staff in a college setting. It provides guidance for staff on how to deliver a RARPA process and to quality assure at each stage](#)

[This link will take you to the ETF Foundation Online Learning site \(opens in web browser\) where there are IAG resources for learners with SEND](#)

RARPA Stage One: Self Audit Tool

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

Stage One: Aims of the Learning Programme				Action Required
Is there evidence that the aim of the learning programme meets local and national need?				
Does the aim of the learning programme include learning opportunities relating to the four preparing for adulthood pathways?				
Does the aim of the programme include opportunities to develop personal and communication skills, access work-based learning and focus on independent living and employment?				
Does the aim of the learning programme enable learners to make progress towards personalised outcomes within EHC Plans that are challenging, aspirational and achievable?				
Will the learning programme enable learners to reach their identified destination?				
Do staff have the training and information they need to understand the programme aims and support prospective learners to make informed choices?				
Is there information, advice and guidance available before enrolment that supports learners to make informed choices about which programme is best for them?				
Has the admissions process identified all the learner's support needs and can they be met on the learning programme?				
Can prospective learners find out about the programme from events, visits, taster sessions, links programmes and access to information that is accessible and relevant to them?				
Have prospective learners been listened to and their views considered when offering a place on the learning programme?				
Is the quality assurance process informed by feedback from pre-enrolment and admissions processes? Will this support continual improvement?				

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