6. Staff implement the RARPA process effectively across the organisation	Questions to ask	Questions to identify sources of evidence
6.1 Teaching staff, learning support staff and other relevant interdisciplinary staff and volunteers, have access to information and training to use RARPA. They have a shared understanding of: • the nature, purpose and importance of the 5 elements of RARPA • setting individual targets that support progression; • data and information recording system requirements; • quality assurance arrangements for RARPA. They are active and engaged at all five stages.	• What information about using RARPA is available for each of the different groups of staff working with ILS learners; teaching staff? Learning support staff? Other staff (e.g. Vocational tutors offering taster vocational opportunities, job coaches, MIS personnel, curriculum managers etc.)? • How do these members of staff find out what their role is in the RARPA process? How well do they understand the process and their role in the process? • How good are staff at setting realistic meaningful targets with learners? • How do you know that _all_ staff are 'active and engaged' at all 5 stages?	1. What information is available to staff; • In handbooks? At induction? • Through internal and external CPD? • Through mentoring? Online? • Is the information up to date? 2. What do staff (including part timers, learning support assistants, and managers responsible for staff development) say about their understanding and use of RARPA? 3. Is there evidence to show that all teaching and learning support staff implement RARPA in their practice?
6.2 Implementation of the RARPA process is consistent across the organisation.	• How does your organisation manage consistency? What systems does your organisation have in	4. What evidence is there in learner files of consistency of implementation of the RARPA process in all the learning programmes across the organisation?

	place to ensure that the RARPA process consistent on every campus/site and on every ILS course?	

7. There is an effective quality assurance system for the review and improvement of the provision using the RARPA process	Questions to ask	Questions to identify sources of evidence
7.1 A clear quality cycle is in place that includes all elements of RARPA, all aspects of provision and all staff. It is learner-centred, and embedded with the organisation's overall quality improvement system.	• How does the RARPA based quality cycle work? • How does it link with the college's overall quality improvement system – is it integral or a bolt on addition? • How does the college's quality assurance processes accommodate information from qualitative data?	1. Does the Organisational quality cycle and Quality Assurance calendar for ILS programme area provide evidence of a clear quality cycle? 2. Do discussions with course tutors, section, curriculum and quality managers confirm that the cycle is in place, learner-centred and fully embedded in the overall quality system?
7.2 There are internal methods for moderating the effectiveness of RARPA	• How is internal moderation of the RARPA process carried out. • How effective is the process? Is it consistently implemented across all provision? • Have those responsible for moderating the effectiveness of RARPA been trained?	3. Is there evidence of a procedure in place? 4. Are there records of internal moderation/standardisation? 5. What evidence is there that sampling plans used by those carrying out internal moderation across the courses are appropriate?
7.3 Provider self-assessment review of the RARPA process is both rigorous and	• What processes are in place to ensure that RARPA is carried out with due rigour?	6. What evidence is there in any programme documentation, SAR or improvement plan

consistent and the Quality improvement plan leads to improvement	• *How is data on learner achievement, progress and progression analysed and used to inform college quality improvement processes?*	*to show that self-assessment review of RARPA is carried out with due rigour?* 7. *What evidence is there to show that actions for improvement are completed, monitored and evaluated?* 8. *Do conversations with learners/stakeholders and discussions with staff and managers evidence a rigorous and consistent process*
7.4 There are external methods for verifying the effectiveness of RARPA (Critical friends/peer schemes between colleges)	• *What arrangements are in place for verifying the effectiveness of RARPA?* • *Is there a system for sampling across campuses and courses and from the records of all those who have been involved in the internal moderation?* • *Is the process both constructive and rigorous?*	**Questions for critical friends/peers involved in the verifying process** 1. *What evidence is there that internal moderation records are consistent and rigorous?* 2. *When reviewing samples of learners' work and progress are the samples adequate and are the judgements consistent with the outcomes from internal moderation?* 3. *Is there evidence to support providers' assessment of how effectively provision using RARPA is embedded within all aspects of the organisation's quality assurance cycle?*

		4. *Does the section SAR for provision using RARPA identify appropriate areas for improvement and professional development?* 5. *Is there evidence of progress on recommendations/actions agreed during any previous visits*

8. There is effective performance management and professional development in relation to RARPA	Questions to ask	Questions to identify sources of evidence
8.1 The implementation of the RARPA process and teaching, learning and assessment are improved through rigorous performance management and appropriate professional development. This is effective in tackling underperformance.	• What systems are in place to do this? • How well are the professional development requirements identified for provision using RARPA included in college CPD programmes and improvement plans?	1. What is the evidence that under-performance is addressed by setting clear performance targets for under-performing teachers and that implementation has been regularly monitored and reviewed?
8.2 Rigorous improvement targets are set for individuals, departments and the whole organisation. These are regularly monitored and reviewed in accordance with the organisation's self-assessment process.	• Where underperformance is evident at department and whole organisation level, is there evidence that rigorous improvement targets have been set and implementation has been regularly monitored and reviewed?	2. Is there evidence of a rigorous target setting, monitoring and reviewing process?
8.3 The CPD programme is clearly linked to improvement plans, is comprehensive, timely, uses appropriate methods such as: shadowing; mentoring; coaching; dialogue; support and training when needed and leads to demonstrable improvements in performance	• What systems are in place to link improvement plans to the CPD programme? • What different methods are used? How do you know if they are effective?	3. What evidence is there that a variety of supportive approaches are used to improve teacher and support assistant performance? 4. What evidence is in place that shows the impact of CPD on improvements in performance?

8.4 Best practice is shared within a coherent programme of professional development. Staff teams have opportunities for development, discussion and sharing best practice about RARPA.	• How is effective practice shared?	5. What evidence is there that staff have the opportunity to develop, discuss, observe and share best practice?
8.5 Adequate resources are provided to ensure that improvements to performance can be made.	• Are there sufficient resources for all groups of staff who are involved in the RARPA process	6. In discussions with staff do all have access resources that will support them in improving performance?