



Recognising and Recording Progress, Achievement and Progression (RARPAP)

Recognising and Recording Progress and Achievement (RARPAP) is the 6 Stage process used to measure the development and success of learners on non-accredited and non-regulated learning programmes.

The application of RARPAP promotes good practice in teaching and learning and puts participants at the centre of the learning process. Further, RARPAP encourages professional development and enables effective quality assurance and quality improvement.

The RARPAP Process

- focuses on and promotes the needs and interests of learners
- takes account of learners' diverse and sometimes multiple purposes in learning
- allows for negotiation of the content and outcomes of learning programmes
- encourages learners to reflect on and recognise their own progress and achievement, increasing their confidence
- promotes and supports learners' self-assessment, peer assessment and dialogue about learning and achievement between learners and tutors
- plans for progression. Staff support learners' next steps to further learning, volunteering and/or employment relevant to their personal circumstances

The 6 RARPAP Stages	Evidence
1 Aim Aim or aims should be appropriate to an individual learner or groups of learners.	Clearly stated aim(s) for all programmes <i>e.g. Location: SOW, Course details, ILPs</i>
2 Initial Assessment Should establish the learner's starting point (including initial assessment of English, maths and ICT; Individual learning style; course-specific starting point; any other support needs).	Record of outcomes establishing learners' starting points. To include initial assessment of functional skills (English, maths, ICT), individual learning style, course-specific starting point and any other support needs. If ILSP initial assessment identifies a need for further support a more in-depth need specific initial assessment should be carried out e.g. SfL Diagnostic Test; Dyslexia Assessment. Process and level of detail will vary according to the nature and duration of the learning programme. Records may include learners' self-assessment of prior learning and/or learning and support needs. <i>e.g. Location: ref SOW/session plans, ILPs, tutor records: Learner pen portraits, group profiles.</i>





3 Identification of appropriately challenging learning objectives Initial, renegotiated and revised.	<p>Clearly stated and suitably challenging goals for all programmes and, wherever feasible, for each learner</p> <p>The level of challenge which is appropriate will vary according to initial assessment of learners' needs, aspirations and starting points. Course goals and personal targets may be amended during the programme, for example, as a result of formative assessment.</p> <p><i>e.g. Location: ILPs</i></p>
4 Formative Assessment Recognition and recording of progress and achievement during programme ("formative assessment"): tutor feedback to learners, learner reflection, progress reviews	<p>Records of learner self-assessment, group and peer assessment; tutor records of assessment activities and individual/group progress and achievement. Learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, performances, exhibitions and displays; individual or group learner testimony; artefacts, photographs and other forms of evidence.</p> <p>Research indicates that learners benefit from 'written feedback' and that learners' capacity for reflection and informed self assessment would be enhanced by more dialogue with tutors, including the sharing of criteria and norms used to evaluate progress and achievement.</p> <p><i>e.g. Location: ILPs, reflective logs, progress reviews</i></p>
5 Summative Assessment End of programme learner self-assessment; tutor summative assessment; review of overall progress and achievement. Certificates of achievement. This will be in relation to appropriately challenging learning goals identified at the beginning/during the programme. It may include recognition of learning outcomes not specified during the programme.	<p>Records of learner self-assessment, group and peer assessment; tutor record of assessment activities and individual/group progress and achievement. Learners' files, journals, diaries, portfolios, artwork; videos, audiotapes, performances, exhibitions and displays; individual or group learner testimony; artefacts, photographs and other forms of evidence.</p> <p>Evidence is likely to comprise qualitative and quantitative information and should demonstrate planned learning outcomes and learning gains identified subsequently.</p> <p><i>e.g. Location: ILPs, Learner evaluations, Tutor course monitoring: course report, tutor individual/group achievement monitoring</i></p>
6 Learner Progression Learner journey beyond their course/programme and on to further learning, employment and or volunteering.	<p>This stage supports learners to utilise skills developed and knowledge acquired throughout their course(s). Learners can access appropriate information advice and guidance and progress beyond their original course/journey.</p> <p><i>e.g. Learner feedback through a variety of progression surveys/interviews; MIS Data</i></p>

