

**TIPS and HINTS for . . .**  
**Recognising and Recording Progress and Achievement (RARPA)**

**The practitioner profile**  
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**Introduction**

To enable teachers to demonstrate that quality teaching and learning is taking place a five stage process has been identified. RARPA does not require the tutor to introduce laborious paper based recording systems and it is recognised that paper-based recording methods are not always the most appropriate approaches when learners are not comfortable filling in forms because of language or literacy issues.

The five stages are:

1. Set learning aims appropriate to learner or group of learners
2. Carry out initial assessment to establish the learner's starting point
3. Identification of appropriate learning objectives
4. Recognise and record progress during programme (formative assessment) tutor feedback to learners: learner reflection and progress reviews.
5. End of programme self assessment or tutor summative assessment with review of overall progress and achievement.

**TIP / HINT 1 - get the individual learning plan right**

We all need to have individual learning plans (ILPs) for our learners. With careful design the ILP can support the tutor to follow RARPA without any additional effort or form filling.

- Agree and record aims and objectives
- Record initial assessment, on programme reviews and final assessment
- Provide a space for the learner to review own progress alongside tutor review

**TIP / HINT 2 - think about the assessment needs of the learner**

What has to be assessed? Are there any additional literacy or language needs that need to be addressed?

**TIP / HINT 3 - have initial, formative and summative assessment methodologies planned**

Do you need paper based assessment or can the assessment be non-paper based but recorded on the ILP?

**TIP / HINT 4 - useful websites and publications**

LSC Position Paper on Recognising and Recording Progress and Achievement in Non-accredited Learning - Date published: 19/04/2007

<http://readingroom.lsc.gov.uk/lsc/National/rarpa-PositionPaper>

The Approach: Recognising and recording progress and achievement in non-accredited learning  
 Date published: 19/04/2007

<http://readingroom.lsc.gov.uk/lsc/National/RARPATheApproachFinal.doc>

Clark & Hussain-Ahmed. Signalling Success: paper-free approaches to recognising and recording learner progress and achievement.

<http://www.niace.org.uk/Publications/S/signalling.asp>

**TIP / HINT 5 - keep it simple and straightforward**

For RARPA to work the stages must be integrated into the teaching process without the need for additional effort by the tutor or learner. After all they are there to learn and progress not to Complete paperwork for a form filing exercise.

**TIPS and HINTS are based on the survival kit principle**

- Most people can remember up to 5 key facts
- Identify the minimum someone must know to survive
- They don't need to know everything
- They do need to know where to go for further information
- Keep it simple and straightforward

**TIPS and HINTS can be accessed at**  
[www.cettil.org.uk](http://www.cettil.org.uk)

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