



Recognising and Recording Progress and Achievement (RARPA) Policy

Creative Consulting and Training Ltd

Last Updated: *01 April 2026*

Approved By: *Olushola Isaac, Director*

1. Purpose

Creative Consulting and Training Ltd ("Creative", "we", "our", or "us") is committed to supporting learners to achieve meaningful progress and positive outcomes through high-quality learning and development opportunities.

This policy outlines our approach to Recognising and Recording Progress and Achievement (RARPA) for non-regulated learning programmes and short courses that do not lead to an accredited qualification. The policy ensures that learners' starting points, progress, achievements, and learning outcomes are appropriately identified, recorded, reviewed, and recognised.

2. Scope

This policy applies to:

- Non-regulated training programmes
- Skills and employability programmes
- Workforce development programmes
- Community learning provision
- Short courses and workshops
- Any learning activity that does not lead to a regulated qualification

3. Objectives

The objectives of this policy are to:



- Support learners in identifying realistic and meaningful learning goals
- Recognise individual starting points and prior experience
- Monitor and record learner progress throughout the learning journey
- Recognise achievement and learning outcomes, whether accredited or non-accredited
- Promote learner confidence, motivation, and progression
- Support continuous improvement in teaching, learning, and assessment

4. The RARPA Framework

Creative Consulting and Training Ltd follows the five-stage RARPA process.

Stage 1 – Establish Learners' Starting Points

Prior to or at the start of learning, tutors and learners will identify:

- Existing knowledge, skills, and experience
- Individual learning needs
- Support requirements
- Career, employment, or personal development goals

Methods may include:

- Initial assessment
- Skills assessments
- Learner self-assessment
- Diagnostic activities
- Discussions with learners



Stage 2 – Identify Learning Objectives

Learners will be supported to agree appropriate learning objectives.

Objectives may be:

- Individual learning goals
- Course-specific outcomes
- Employability goals
- Personal development targets

Learning objectives should be clear, realistic, measurable where appropriate, and relevant to the learner.

Stage 3 – Recognise and Record Progress

Progress will be monitored throughout the programme using appropriate methods, including:

- Tutor observations
- Practical activities
- Discussions and questioning
- Reflective learning logs
- Portfolio evidence
- Skills demonstrations
- Attendance and participation records
- Learner self-assessment

Progress records may be maintained electronically or in paper format.

Stage 4 – Review and Record Achievement

At appropriate points during learning, progress against agreed objectives will be reviewed.

Achievement may include:



- Development of new skills
- Increased confidence
- Improved employability
- Achievement of personal goals
- Completion of workplace tasks
- Demonstration of competence

Achievement will be recorded using course records, learner reviews, feedback forms, assessments, or other appropriate evidence.

Stage 5 – Evaluate and Support Progression

At the end of learning, learners will be encouraged to reflect on their achievements and identify next steps.

Progression opportunities may include:

- Further training
- Accredited qualifications
- Employment opportunities
- Volunteering opportunities
- Career development activities

Learner feedback will also be collected to support quality improvement.

5. Roles and Responsibilities

Management Team

- Ensure implementation of this policy
- Monitor compliance and effectiveness
- Review learner outcomes and progression data



Tutors and Trainers

- Conduct initial assessments
- Agree learning objectives with learners
- Monitor and record progress
- Provide feedback and support
- Record achievement and progression outcomes

Learners

- Participate actively in learning activities
- Contribute to setting learning goals
- Engage in reviews and feedback activities
- Reflect on their progress and achievements

6. Quality Assurance

Creative Consulting and Training Ltd will monitor the effectiveness of RARPA through:

- Learner feedback
- Internal quality assurance activities
- Course reviews
- Observation of teaching and learning
- Analysis of learner outcomes and progression

Findings will be used to improve programme design, learner support, and delivery practices.

7. Equality, Diversity and Inclusion

RARPA processes will be applied fairly and consistently to all learners. Reasonable adjustments will be made where required to ensure that learners with disabilities, learning difficulties, or additional support needs can fully participate and demonstrate achievement.



8. Data Protection

All learner records and progress information will be processed and stored in accordance with the UK GDPR, Data Protection Act 2018, and the organisation's Data Protection Policy.

9. Monitoring and Review

This policy will be reviewed annually or sooner where legislative, regulatory, contractual, or organisational changes require amendment.

Approved By:

Olushola Isaac
Director

Signed by:
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