

PROCEDURE TITLE		DATE OF APPROVAL
QUALITY ASSURANCE OF NON-REGULATED PROVISION PROCEDURE		November 2025
APPROVED BY	VERSION NO.	VALID UNTIL
Executive Board	1	November 2028

OWNER	Assistant Director Quality (TLA)		
GROUP EXECUTIVE LEAD	Executive Director of Quality		
DOCUMENT TYPE	Policy <input type="checkbox"/> Group Procedure <input checked="" type="checkbox"/> Local Procedure <input type="checkbox"/>		
PURPOSE	The aim of this procedure is to outline how the College implements the Recognising and Recording Progress and Achievement (RARPA) Cycle to ensure all non-regulated provision delivered by the Group follows a quality assurance programme that matches the rigour of accredited programmes.		
APPLICABLE TO	All NCG employees, as well as consultants, vendors, agency workers, contractors, service users, trainees/students, volunteers and/or any other parties who have a business relationship with NCG.		
EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]	Yes <input type="checkbox"/>	No <input type="checkbox"/>	N/A <input checked="" type="checkbox"/>
KEY THINGS TO KNOW ABOUT THIS POLICY	All learners at NCG who are undertaking non-regulated and tailored learning provision, which does not lead to a qualification accredited by an awarding organisation, are set informed, personalised, and appropriate targets. There are clear checkpoints to receive opportunities for progress checks, information, advice, and guidance in pursuit of their academic and career aspirations.		
EXPECTED OUTCOME	Readers are expected to understand the organisational position on the quality assurance of non-regulated provision, know their responsibilities in relation to the procedure and comply with the terms of the procedure.		

MISCELLANEOUS	
LINKED DOCUMENTS	<ul style="list-style-type: none"> <li>• NCG Equality, Diversity, Inclusion and Belonging (EDIB) Policy</li> <li>• NCG Malpractice Policy</li> <li>• NCG Attendance Management Policy</li> <li>• NCG Code of Conduct Policy</li> <li>• NCG Performance Policy</li> </ul>

	<ul style="list-style-type: none"> <li>• NCG Assessment and Internal Verification and Moderation Policy</li> <li>• NCG Student Positive Behaviour Policy</li> <li>• NCG Careers Education, Information Advice and Guidance Framework</li> <li>• NCG Achievement Standard Operating Procedure</li> </ul>
<b>KEYWORDS</b>	<ul style="list-style-type: none"> <li>• Recognising and Recording Progress and Achievement (RARPA) Assessment</li> </ul>

## **1. GENERAL PROCEDURE STATEMENT**

The fundamental ethos of this procedure is to ensure all learners at NCG who are undertaking non-regulated and tailored learning provision, which does not lead to a qualification accredited by an awarding organisation are set informed, personalised, and appropriate targets. There are clear checkpoints to receive opportunities for progress checks, information, advice, and guidance in pursuit of their academic and career aspirations.

Within the Adult Skills Budget (ASB), colleges have greater freedom within their 'local flexibility' offer to reshape their provision in order that it can be more flexible in response to local learning and skills priorities. They will be able to use more non-regulated provision alongside or instead of regulated qualifications, where it is appropriate to the learner's intended vocational, academic and technical career aspirations.

When delivering non-regulated courses, it is a requirement of NCG colleges to have appropriate and robust quality assurance processes in place. The NCG Quality Assurance of Non-Regulated provision procedure sets out a consistent framework and process, required for monitoring the progress on non-regulated and tailored learning provision following the 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. The procedure should be read in conjunction with the NCG Tutorial, Progress and Attainment policy.

The reason for the development of this procedure is to ensure that all non-regulated delivery attached to a non-regulated aim in pro-achieve are subject to the same rigorous quality assurance (QA) standards as accredited courses. The aim of this procedure is to outline how the College implements the RARPA Cycle to ensure all non-regulated provision delivered by the College follows a quality assurance programme that matches the rigour of accredited programmes and results in a clear claims process.

## 2. DEFINITIONS

- The term **learner/student** is used interchangeably to include in its widest sense all learners, whether young people aged 14-18, learners with specific high needs, care experienced learners, apprentices, adult learners or higher education students.
- The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, skills trainers, learning support practitioners, coaches/mentors, work experience coaches and teachers in managing positions.
- **SLT** relates to the senior leadership team in the College – comprised of a Principal and their senior deputies.
- The term **Non-regulated provision** is defined as, “learning that does not lead to a qualification accredited by an awarding organisation regulated by Ofqual or the QAA for Higher Education.
- The term **RARPA** is defined as Recognising and Recording Progress and Achievement Cycle.
- **Great Place to Teach** is an NCG brand, used occasionally for communications associated with TLA, to represent Group-wide events, conferences, good practice and highlight the annual cycle of continuous improvement.
- The term **attainment** refers to the successful acquisition of a wider skill, knowledge or qualification gained. Attainment could be measured or evaluated depending on the level of study. The attainment target and associated measure will usually be defined as a grade, mark, points and/or interpersonal characteristic depending on the learning aim. Whilst this ‘measurement’ is usually what will appear on a record or certificate, wider attainment such as employability skills, communication or teamwork must also be given due attention.

### **3. ROLES AND RESPONSIBILITIES**

The policy sets out clear roles and responsibilities with work instructions at each stage of the learner journey. Professional services Quality Assurance (QA) and Audit and Risk Assurance will conduct audits in line with the key stages of the learner journey and identified improvement points will result in a localised action plan to raise quality.

It is the responsibility of college SLT to share the procedures through, for example teacher forums, guidance for teachers or any other relevant communication channels. This policy is reviewed and agreed in line with the policy cycle and must be implemented in full through local college processes.

### **4. PROCEDURE PURPOSE**

This procedure will fulfil the stated aim by ensuring that:

- a. All non-regulated and tailored learning programmes have clearly stated programme aims appropriate to an individual or group of learners and local needs.
- b. Initial assessment is carried out to establish and record the learner's starting point in relation to the course aims.
- c. Appropriately challenging learning objectives (initial, renegotiated, and revised) are identified for each learner, and consider local priorities.
- d. Robust systems exist which enable the accurate recording of formative assessment and feedback which recognises progress and achievement during the programme.
- e. Learners have an end-of-programme self-assessment, tutor assessment, and review of overall progress and achievement made in relation to their starting point.
- f. Learners are supported to make informed choices about their next steps into further learning and work.
- g. Staff implement the stages of the RARPA process across the organisation.

h. The College's QA Systems incorporate the RARPA process.

## 5. LEARNER JOURNEY (RARPA)

This procedure is designed to follow the key stages of the learner journey as identified NCG Progress and Attainment policy, but also the nationally recognised six stage RARPA cycle (figure 1 below) and Appendix A for a mapping of the learner journey and RARPA stages. This cycle which acts as a robust quality monitoring system that can be used by the college to demonstrate quality improvement and assurance of its non-regulated and tailored learning provision in line with the requirements set out in the AEB funding rules.

Figure 1: RARPA Cycle



The procedure will summarise the key activities (as detailed in the NCG Tutorial, Progress and Attainment Policy) at each stage of the learner journey, that are specific to non-regulated and tailored learning provision and the RARPA cycle. All steps in this procedure must be clearly and robustly addressed and documented for all learners studying substantial non-regulated programmes, including community learning programmes, at NCG Colleges. Where the programmes are

not substantial, i.e. very short, 1 week or less, then a suitably moderated approach must be adopted by the colleges, e.g. completion of a purposeful, appropriate Individual Learning Plan (ILP).

## **6. AIMS APPROPRIATE TO THE LEARNERS AND LOCAL NEEDS**

All non-regulated and tailored learning programmes have clearly stated programme aims appropriate to an individual or group of learners and local needs. It is the responsibility of College SLT to ensure that a designated curriculum/course lead is appointed to manage the learner journey for a defined course(s) and that the programme is adding demonstrable value to needs of learners and communities. Initial advice and guidance (IAG) help to inform the learners' choice of learning aim. The designated curriculum/course lead will ensure that the learners receive a suitable induction to their programme following the guidelines in NCG Learner Tutorial, Progress and Attainment policy in 6.3.

### **Summary of Roles and Responsibilities**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / QA	Plan learning aims appropriate to the needs of learners/community. Implement a sampling plan to check completion and quality of learner inductions. Submit sampling plan and remedial action to group quality to be reviewed in the College QCPR.	Quality Curriculum Performance Review (QCPR)
Curriculum/ Course Lead	Develop appropriate learning aims and share with the wider delivery team. Perform regular checks to confirm that the key components of the induction have been completed. Implement any remedial action as required. Ensure compliance by the defined completion date.	ILP
Teacher/ Tutor	Share the programme learning aims with the learners. Devise an induction that provides a safe and secure introduction to the course and college. Complete the appropriate pro-forma to record completion.	ILP Induction completion

## **7. STARTING POINTS**

It is the responsibility of the designated curriculum / course lead to ensure that an appropriate initial assessment is carried out to ensure the learner's suitability for the course and to support the production of a learner/course profile. Whilst there is no requirement to complete full initial assessment (using BKSB or similar), course leads must still establish the learner's relative starting points for literacy, numeracy and any relevant technical or knowledge requirements to facilitate good quality subject planning.

The initial assessment activities must include as a minimum:

- Establishing prior subject knowledge, for example through skills and knowledge testing (for example skill-scan, skills-audit, trade-tests, questionnaire, quiz, or scrutiny of prior learning).
- English and mathematics initial assessment alongside appropriate diagnostics to support the planning of teaching and learning.
- Assessment of study skills relevant to their programme of study.
- Values and behaviours, for example through a team activity.
- Intended destination and suitability of the course / programme to help deliver that.
- Check in with the learner to ensure they are safe and well.

The initial assessment must be detailed within the digital ILP or alternatively the example ILP template in Annex B. The initial assessment must identify any reasonable adjustments to be implemented in all learning environments and activities, including taught sessions, workshops, work placements and assessments. These should reduce the effects that a learner's disability or difficulty may have on their learning or access to education. The NCG Learner Progress and Attainment Policy must be read in conjunction for direction with reasonable adjustments.



### **Summary of Roles and Responsibilities**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / QA	Implement a sampling plan to check compliance and quality of initial assessments and group profiles. Submit sampling plan and remedial action to group quality to be reviewed in the College QCPR.	QCPR
Curriculum/ Course Lead	Perform regular checks to confirm that starting points have been recorded within the learner ILP. Implement remedial action as required.  Ensure outcomes are disseminated to the wider course team to inform the learner profiling and lesson planning process. Ensure compliance by the defined completion date.	ILP learner profile documentation
Teacher/ Tutor	Ensure all learners receive an appropriate initial assessment to identify their individual starting point and outcomes are recorded on the ILP and used to inform learner profiles.	ILP learner profile documentation

## **8. IDENTIFICATION OF APPROPRIATELY CHALLENGING LEARNING OBJECTIVES**

All learners will be set learning objectives which are reflective of the initial assessment carried out, and in line with the choice of learning aim. The level of 'stretch and challenge' which is appropriate will vary according to learners' needs, aspirations and starting points. Learning objectives may be amended during the learning programme (as a result of formative feedback and/or assessment). Objectives should support personal, community, social and economic goals aligned with local learning and skills priorities (in relation to agreed local outcomes). The number of the objectives will be dependent on the length of the course. Learners on long courses (over 6 weeks) should have their objectives reviewed at least once a term.

All learners must understand how their attainment targets, link explicitly to the wider acquisition of skills and knowledge and progression into future study or into work.

### **Summary of Roles and Responsibilities**

<b>Role</b>	<b>Work Instruction</b>	<b>Control</b>
SLT / QA	Implement a sampling plan to check compliance and quality of individual learning objectives within a learners ILP. Submit a sampling plan and remedial action to group quality to be reviewed in the College QCPR.	QCPR
Curriculum/ Course Lead	Ensure the initial assessment outcomes are documented within the learner ILP and provide evidence towards the learning objectives	ILP Initial assessment and objective setting
Teacher/ Tutor	Document the initial assessment and learning outcomes for the learner. These should remain visible to the student.	Completion of ILP

## **9. PROGRESS FEEDBACK**

Progress towards achievement is regularly and effectively recorded and monitored through review of the examples of evidence below, with the updating of the learner ILP. This includes the recording of formative assessment, e.g. identification of learners' developing knowledge, skills and behaviour. Formative feedback to learners' supports the development of reflection, setting of challenging learning objectives and identifies when objectives have been achieved.

The frequency and length of the reviews will be dependent on the length of the course, if the course is over 6 weeks and less than 15 weeks long learners will receive at least one formal progress review, if the course is between 15-30 weeks long learners will receive two formal progress reviews. In all instances the learner will receive feedback at regular points on what they need to do to achieve. All documentation should be kept up to date and learners are aware of the progress they are making before a progress review.

Types of evidence (not an exhaustive list), may include,

- Learners' files, portfolios, journals, diaries, photographs, exhibitions and displays, individual or group testimony, learner self-assessment
- Tutor/key worker records of assessment and witness statements
- Observation of performance, practical demonstration, tests, project, scenario, interviews, professional discussion, case study
- Examples of marked work with feedback; copies of the original pieces of marked work together with rewritten versions after responding to feedback
- Evidence may include blended learning and use of technology where appropriate

### **Summary of Roles and Responsibilities**

<b>Role</b>	<b>Work Instruction</b>	<b>Control</b>
SLT / QA	Perform periodic checks to confirm that all progress reviews have been completed in line with defined timescales, that KSBs have been recorded in line with NCG 'Standard' expectations (through a sampling plan), and that progress reviews are retained within the learner record system/ILP's. Implement a sampling plan to check compliance and quality of formative assessment and feedback. Submit a sampling plan and remedial action to group quality to be reviewed in the College QCPR.	QCPR
Curriculum/ Course Lead	Formative assessment evidence is collated and recorded in line with programme aim and learner objectives. Ensure progress reviews have been completed in line with defined timescales and meet NCG 'Standard'	Compliance report Sampling plan/IQA evidence
Teacher/ Tutor	Provide an NCG 'Standard' review of the learners' development and attainment of knowledge, skills, and behaviours, with evidence of robust SMART action planning for all learners in their actions plans. Evidence of learning must be clearly recorded through formative assessment. It must show progress and include meaningful feedback.	Completion of ILP Formative assessment evidence

## **10. ACHIEVEMENT AND PROGRESSION**

Learners have an end-of-programme self-assessment, tutor assessment, and review of overall progress and achievement made in relation to starting point.

Where all RARPA requirements have been met, and the required attendance for the learner's specific programme has been recorded on these qualifications, they can be set as completed and passed. The NCG Achievement Standard Operating Procedure details achievement requirements with the PS LDS Data Team.

A college certificate would typically be produced from this report as part of the learner entitlement, as evidence attainment of new skills/knowledge on successful completion of the programme.

## **11. STATEMENT ON IMPLEMENTATION**

Upon approval, this policy will be uploaded to the policy portal and communicated to staff via The Business Round-Up and via the NCG intranet and internet.

## **12. STATEMENT ON EQUALITY AND DIVERSITY**

NCG is committed to providing equality of opportunity. Further details of our aims and objectives are outlined in our [Equality Diversity Inclusion and Belonging Strategy](#).

This policy has been assessed to identify any potential for adverse or positive impact on specific groups of people protected by the Equality Act 2010 and does not discriminate either directly or indirectly. In applying this policy, we have considered eliminating unlawful discrimination, promoting equality of opportunity and promoting good relations between people from diverse groups.

## **13. STATEMENT ON CONSULTATION**

This policy has been reviewed in consultation with QTLA forum, Policy Review Council, NCG Executive Team prior to approval to Corporation Board.

VERSION CONTROL				
Version No.	Documentation Section/Page No.	Description of Change and Rationale	Author/Reviewer	Date Revised
1	New Procedure		Assistant Director of Quality	09 2025

## **Annex A: RARPA Mapping**

	<b>RARPA Stages</b>	<b>Learner journey stages</b>
1	Appropriate learning aims meeting the needs of learners	
2	Starting points for learners accurately assessed	Induction & initial assessment and English and math's placement
3	Challenging learning objectives set	Target setting and learner aspirations
4	Feedback to learners on their progress	Progress monitoring
5	End assessment is in place, accurately recorded with evidence of certification	Achievement and attainment
6	Learner progression is actively monitored	Progression and destinations

## Annex B: Example RARPA Individual Learning Plan (ILP)

<b>Course Title:</b>			
<b>Course Duration:</b>			
<b>Tutor Name:</b>		<b>Learner Name:</b>	
<b>Start Date:</b>		<b>End Date:</b>	

<b>Course Aims (Intent)</b>

	Initial Assessment	Diagnostic Assessment
English		
Maths		

<b>Initial Assessment</b> – Can you share some comments below and what you know and can already do with the subject or topic in this course. This might be previous study or experience. It's also fine to say you have no prior knowledge or skills.	
<b>Knowledge</b>	
<b>Skills</b>	
<b>Behaviours</b>	

<b>Learner Induction</b> Courses are required to devise an induction that provides the learner with a safe and secure introduction to the course and accommodation <i>(please complete this section for courses that are less than 6 weeks in length)</i>	
<b>Induction Element</b>	<b>Completed</b> <i>(please tick)</i>
• Introduction to the designated course lead and wider course team	
• Relevant health & safety induction to the specific work areas; issue of PPE; expectations for behaviour and attitudes to learning.	
• Issue and explanation of course aim and schedule	
• Introduction to Safeguarding and Prevent, including reporting concerns.	
• E-safety training if using IT equipment.	
• Details on how to access independent careers advice and guidance.	
• Arrangements for recording and recognising progress and achievement (through this ILP)	

## Learning Objectives

By the end of this term or course, I will...	Start of course	End of course	Tutor confirms progress and achievement.
	<i>1 = can't do 2 = can do with help 3 = can do on my own</i>	<i>1 = I have made some progress 2 = I have made good progress 3 = I have achieved this</i>	
1.			
2.			
3.			
If you have scored a <b>3</b> for any of the learning objectives above, your tutor will work with you to set you a new stretching objective			
<b>New learning objective(s) set by your teacher, if required to reflect your starting point.</b>			
<b>Setting your own learning objectives:</b> <i>What do you hope to learn by the end of this course?</i>			
<b>In the future, what do you hope to do with the skills you will learn on this course?</b>			



## FOMRATIVE ASSESSMENT AND PROGRESS RECORD

[illegible]

**Impact Questions – to be completed at the end of the course.**

<p><b>What has been the impact of the course?</b></p> <p><b>Please rate your <u>top 3 items</u> only, provide examples to support your answer.</b></p> <p>1 = most impact 2 = significant impact 3 = some impact</p>	
1. Improved my physical health and /or my family.	
2. Improved my mental health and wellbeing.	
3. Improved my ability to budget spend wisely.	
4. Improved my maths and English or both.	
5. Improved my job prospects.	
6. Improved my well-being and links with others in the community.	
7. Inspired me to further my learning.	
8. Enabled me to volunteer in my community.	
9. Improved my ability to support my children's/grandchildren's development.	
10. Improved my ability to support my children's / grandchildren's schoolwork.	
11. Other improvements – please specify.	

Learner signature	Print name	Date
Tutor signature	Print name	Date

<b>Course Review</b>	
<b>End of Course Review – To be completed with your tutor at the end of the course.</b>	<b>Date of Review:</b>
<b>To complete as part of your review</b> <ul style="list-style-type: none"> <li>a. a review of the course and individual objectives, see page 2.</li> <li>b. the impact statements exercise, see page 4.</li> </ul>	
<b>Learner comment on progress and achievement:</b>	<b>Tutor comment on progress and achievement:</b>
<b>My next step (progression) is:</b>	
<b>Tutor to confirm achievement:</b>	<b>Print name:</b> <b>Signature:</b> <b>Date:</b>

**Achievement is defined as:**

Full claim for achievement is made if part time learners successfully complete 80% of the course objectives and 100% of individual objectives.