



Achievement In Non-accredited Learning Policy (Including Non-regulated Learning)

Most recent update: 10 September 2025

Introduction

A priority for Cheshire West and Chester (CW&C) adult learning is to assess the quality and success rates of all its funded provision. It is important to know that learners are progressing both personally and within the wider community as a result of the funding being invested in them. Teaching staff should be able to support learners by demonstrating commitment to continuous improvement of their practice, referencing the Education and Training Foundation's Professional Standards for Teachers and Trainers (May 2014, updated 2022).

Within accredited learning, achievements are pre-set outcomes decided by awarding bodies. Associated verification systems ensure consistency and appropriateness of assessment decisions. Decisions regarding assessment and success within non-accredited and non-regulated learning however, are made within the RARPAP framework. (See also Assessment Policy and RARPAP Process)

Rationale

This policy is set within our overall Quality Assurance and Improvement framework and aims to

- establish a strategic direction that addresses the above Professional Standards and provides a framework for improving the quality of the RARPAP process and the judgements made at each of the five stages
- reinforce the shared approach to improvement, with the focus firmly on supporting and building capacity for improvement of all staff, especially tutors in writing learning goals, recording progress and matching appropriate evidence against goals set to enable the tutor and the learner to clearly see how the learning goals have been achieved or otherwise
- Provide clarity about entitlements, expectations, responsibilities and accountabilities
- Ensure that processes and judgements are open and transparent
- Clarify the nature of support, monitoring, intervention and challenge

Purpose

The purpose of the policy is to

- develop effective and successful learners
- ensure improved outcomes for all learners
- promote innovation and support successful teaching and learning
- clarify the roles, responsibilities and procedures relevant to different partner providers





Principles Underpinning The Policy

- Every learner should be provided with the learning environment to develop personally as well as acquiring skills and knowledge.
- Progress is secured through high quality learning and teaching.
- For learning to be successful, it needs to be personalised and meet the needs of individual learners.
- Our work with sub-contracted partners is based on openness, transparency, trust and respect alongside mutual challenge and support.
- We will celebrate success and effective innovation which enables learners to become successful, confident and responsible citizens.

The Process to Measure Achievement In Non-Accredited Learning

1. Recognising and Recording Progress and Achievement (RARPAP) is the process to be used for all non-accredited Adult Learning. The principles of RARPAP are also just as relevant within accredited learning.
2. Achievement is based on the achievement of learning goals that have been negotiated with the individual learner and based on sound initial assessment (see Assessment Policy).
3. Learning goals should be differentiated according to initial starting point and be sufficiently demanding to provide challenge within learning.
4. Goals need to be specific, measurable, achievable, realistic and time bound (SMART). Can the learner clearly see that they have achieved the goal? See 'Writing SMART Personal Targets' document
5. Support is available to help Tutors write SMART learning goals.
6. Paperwork supporting the RARPAP process is supplied by the team to sub-contracted partners and tutors.
7. Both tutor and learner goals to be accommodated within the learning experience and recorded within RARPAP paperwork.
8. The use of short-term goals should be used to support motivation and overall achievement of course goals.
9. Feedback on progress towards learning goals should be both verbal and recorded. Learners must be clear what they need to do to improve and progress.
10. The formative and summative assessment of learning goals can be ongoing throughout the course but a record of achievement should be made by the tutor at the end of the course on the course register.
11. The End of Course Completion and Summary forms should be completed by the tutor noting overall achievement of learning goals and recorded as %.
12. All tutors are expected to provide progression route advice to each learner at the end of the course.



Measurement Of Achievement

- Successful individual learner achievement is based on **the attainment of all stated learning goals** on the ILP. The setting and monitoring of well-constructed, SMART goals by tutors in negotiation with learners is of paramount importance.
- The overall achievement of learning goals achieved should be negotiated between the learner and the tutor and based on a range of evidence put forward by the learner for assessment against their goals, however the tutor will make the final decision whether a goal has been achieved.
- The non-accredited pass rate is the number of learners who achieved all their learning goals divided by the number of learners who completed the course excluding the number of learners who withdrew or who transferred.

6 Stage RARPAP - Recognising And Recording Progress Achievement And Progression

1. Set aims appropriate to each learner
2. Use Initial Assessment to establish each learner's starting point
3. Identify challenging learning objectives
4. Recognise and record progress throughout programme
5. End of programme review of overall progress and achievement
6. Where do learners progress to? Learner progression into employment, volunteering, further learning

Assessment Of RARPAP

This should include:

- Do the objectives really challenge the learners?
- Are assessment techniques robust?
- Do the objectives help the learner achieve their aims?
- Are tutors recording learner progress and using this to inform their planning?
- Does written feedback inform learner of what they are doing well and what they need to do to improve?
- Is progress reviewed regularly and evaluated and celebrated at the end of the course?
- Progression data monitoring through MIS.

Moderation Of The RARPAP Process

The Quality team check delivery and paperwork covering every stage of the RARPAP process. They check practice through Observations of Teaching Learning and Assessments (OTLAs) and use a variety of general and themed walk-throughs, including a specific RARPAP walk-through. Start goals and end of course paperwork is also checked for quality to ensure that we have confidence in the achievement statistics from direct delivery and provider data returns.



Further information can be found on [our website](#) in the following related documents:

- Assessment Policy
- RARPAP Process

