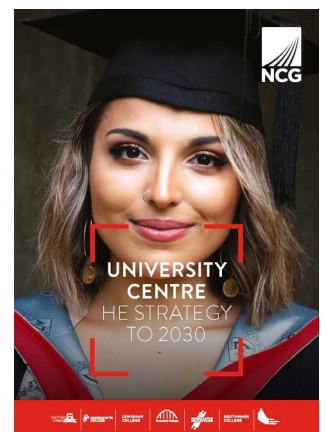




QUALITY PLAN 2023 TO 2026: AMBITIOUS FOR OUTSTANDING

NCG STRATEGY



INTRODUCTION

This Quality Plan 2023/2026 is one of several documents that underpin NCG's Strategy Towards 2030.

We are now using the title 'Ambitious for Outstanding' to signal our intent to be a first-class teaching and learning organisation in pursuit of our mission. An essential milestone, in securing our mission, will be an 'Outstanding' judgement from Ofsted so we have chosen to be explicit about this aim.

Another term we are using is 'One NCG'. This relates to the intrinsic importance of identifying and working as a single organisation, rather than several separate entities. Leaders at all levels of the organisation will be charged with a relentless focus on developing a culture of performance and accountability in support of NCG's Strategic Plan, and this document sets out several professional standards intended to bring clarity to what we are accountable for.

This Quality Plan seeks to operationalise the relevant pillar of one of NCG's six strategic themes, whilst the People Plan, Infrastructure Plan, Finance Plan and Accountability Agreements, are already in place to support the remaining strategic themes.

This Plan replaces the outgoing Quality Strategy 2020-2023.

The outgoing strategy proved to be a key influencer in NCG's quality improvement and subsequent 'Good' Ofsted judgment in January 2022. Specifically, this included the work to harmonise and unify our approaches to attendance management, progress review, teaching and learning development. Other workstreams include

those outputs associated with apprenticeship improvement, and the availability of new PowerBI dashboards. An additional strand of the previous strategy was to implement NCG's communities of practice, and we know from staff feedback that where staff participate in these communities, they feel more connected to the wider Group. We therefore intend to continue to nurture and develop these communities. NCG has introduced group-wide initiatives to further improve the experiences of learners, outside of improved curriculum delivery. This includes a relatively new tutorial and employability initiative, the NCG Guarantee, and NCG Skills – a skills competition intended to provide grassroots participation to support success in assessment and progression to WorldSkills.

Whilst the Quality Strategy 2020/23 aimed to implement several fundamental features, this new Quality Plan sets out a set of organisational standards which are to be maintained consistently by our staff. Leaders at all levels of NCG are subsequently tasked to ensure that our staff and students have the resources, time, tools, and equipment (means) and the training and development required (ability) to maintain these standards.

We believe we will only be 'outstanding' when we are routinely attaining these standards, in all parts of the organisation.

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NCG CURRICULUM INTENT

At the very headline level, NCG's curriculum intent is our mission:

To enable social mobility and economic prosperity through exceptional education.

Staff throughout the organisation will work to instil and develop powerful new skills, knowledge and behaviours into our learners. This will allow our learners to progress up through the academic levels at NCG, or out, into sustained positive destinations. We will therefore measure our success through the proportion of learners who progress successfully to further and higher education, apprenticeships or employment.

Our demonstrable, longer-term impact will be evident as our learners attain meaningful, skilled, or professional employment. If this achieved sufficiently, then we will support the communities we serve. These communities will therefore prosper through the availability of local people with the right skills and knowledge to support local economic ambition.



ACCOUNTABILITY AGREEMENTS - SUMMARY OF COLLEGE INTENTIONS

Each NCG college will produce a local statement, with specific strategic aims/objectives aligned to regional skills strategy and demonstrable employer need. These will then be aggregated to become the NCG Accountability Statement. All statements will continue to be developed through collaboration with local government, civic, and employer stakeholders, and are tested through wider employer and community consultation. The statement will therefore set out how each college is responding to the local and national skills priorities, whilst meeting the local skills needs. The latter being set out in the local skills improvement partnership (LSIP) as designated by their respective employer representative bodies (ERBs). Common sectors from across NCG include: NCG's Corporation Board has approved the NCG Accountability Statement and will continue, through their statutory 'duty to review', to monitor the progress being made.

Carlisle College

- Construction
- Manufacturing
- Design and Technology
- Health and Social Care
- Engineering
- Science and Mathematics

West Lancashire College

- Construction
- Manufacturing
- Design and Technology
- Health and Social Care
- Haulage and Logistics
- Engineering
- Science and Mathematics

Lewisham College

- Construction
- Design and Technology
- Health and Social Care
- Science and Mathematics

Newcastle College

- Construction
- Manufacturing
- Design and Technology
- Health and Social Care
- Engineering
- Science and Mathematics

Kidderminster College

- Construction
- Health and Social Care
- Manufacturing
- Engineering, • Agricultural Tech
- Professional Services, Digital, Sustainability
- Leadership & Management

Southwark College

- Art, Design and Creative
- Health and Social Care
- Science and Mathematics
- ESOL



QUALITY PLAN 2023 – 2026: AMBITIOUS FOR OUTSTANDING

Our ambition is to position NCG as an outstanding college group, known nationally for its reach, and respected by its communities for delivering high quality teaching and training.

We will achieve this by working together as One NCG – with seven colleges and a professional services team united by a shared mission and values set, a unified policy framework and, through the successful implementation of this Plan, a consistent set of professional standards.

The principal aim of introducing these professional standards is to ensure that every learner, student, or apprentice can expect the same high-quality experience; and defining the components of that experience is a necessary step. Once implemented leaders at all levels will be charged with providing reasonable time, tools, equipment, and resource to meet the standard (means) and the knowledge and skills through continuous professional development (ability).

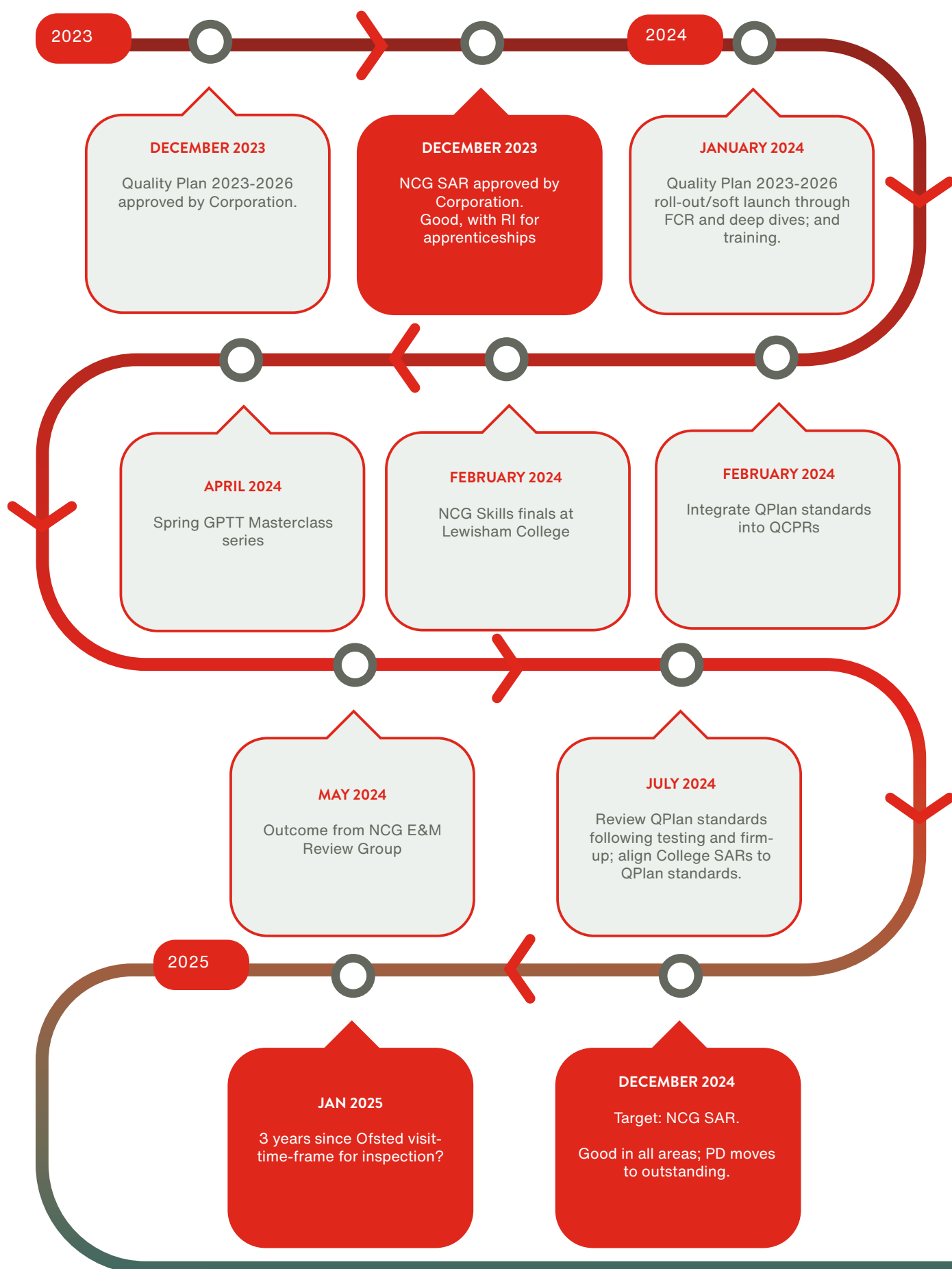
It is important to note that these standards have not been developed in isolation – the standards align with sector expectations as published by the [Chartered College of Teaching, ETF, DfE, and UK \(HE\) Professional Standards Framework](#). We have also reviewed the practice and approaches in several outstanding colleges. The standards here have been developed by NCG's communities of practice – for example teaching and quality, apprenticeships, SEND, and English and maths – over 200 staff have had some involvement (around 10% of NCG staff and 20% of teaching staff).

In developing these standards, we have sought to simplify and prioritise several essential themes drawn from those national standards above.

By focussing on a finite number of essential expectations we hope to improve the quality of evaluation and support provided to our teachers and educators.

This is not intended to be restrictive, and many staff will continue to work to those national standards as they rightly develop their professional status and practice. However, this approach will seek to ensure that no NCG learners receive anything less than a good experience, and the majority will benefit from quality first teaching and training, built around several consistent standards.

NCG teachers and educators are also encouraged to engage with the Microsoft Innovative Educator resources as a source of professional development. The online modules within Microsoft Learn present a modern pedagogy that combines technology with rubrics for learning.

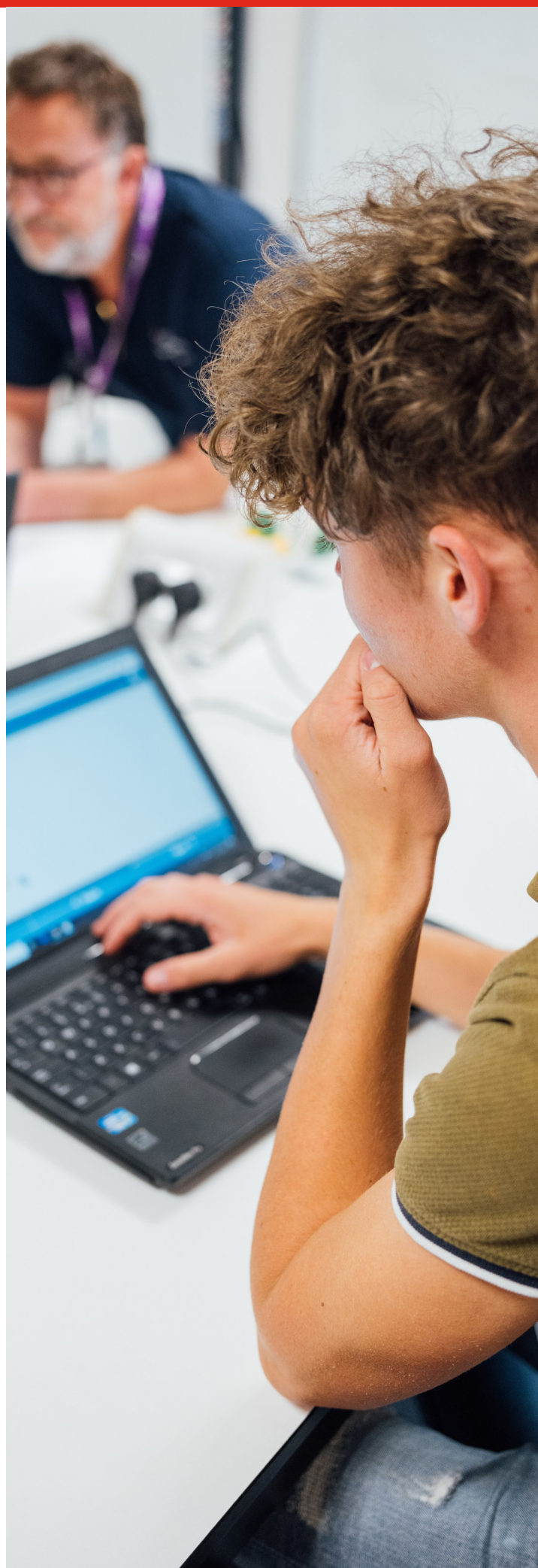


LINKS TO NCG CURRICULUM AND QUALITY POLICY

This Quality Plan aligns with the NCG Curriculum and Quality Policy. The Policy sets out the arrangements to deliver, and quality assure, a successful curriculum. The Policy is an essential reference document to understand 'how we approach things around here'. It includes the components of the annual quality cycle, that have been introduced to support policy implementation and continuous improvement.

Following several years of consolidation and unification, the result is a standardised QA model across the Group, which follows typical practice in the FE and Skills sector. The model is comprised of:

- Evaluating the teaching and learning experience received by our learners, students, and apprentices.
- Evaluating the progress being made by learners and apprentices, and the extent by which they receive useful feedback, guidance, and challenging... and challenging targets throughout the academic year.
- Receiving and acting on learners' views in the pursuit of both continuous improvement and maintaining learner wellbeing.
- Measuring the impact of our delivery, and careers advice, through the proportion of successful learner destinations.
- Measuring the attendance and retention within our programmes/courses and working to understand the ongoing causes of variation between our courses and provision types.
- Measuring the outcomes, grades and attainment from our programmes/courses.



LINKS TO ISO 9001 AND EFQM

This Quality Plan aligns to the ISO 9001 seven principles of Quality Management. For example, the Plan has a clear and consistent **focus on customers** (our learner experiences and quality of teaching), **investment in leadership** (through our strategic intent and Leadership Hub investment), **engagement of people** (through extensive surveys and consultative opportunities), **process-based approaches, improvement and evidenced-based decision making** (including lean working as being used as part of our Brilliant at the Basics initiatives) and **relationship management** within NCG, and with our external civic, community, education, and employer partners.

Throughout the lifetime of this Plan we will implement, test and review a suitable approach to ensure that our professional services are able to consistently review the quality of service, strategic alignment and ability to drive-up the standards and value provided to our college-based activities for the benefit of our staff, students and stakeholders. We will base this approach on the EFQM (European Foundation for Quality Management) model, initially through a simplified version, with an aspiration to eventually align to this internationally recognised approach.

¹*Ofsted and the Office for Students (OfS)*



KEY INITIATIVES

GREAT PLACE TO TEACH

Great Place to Teach is an NCG brand used for Group-wide activity associated with teaching and learning development, including online masterclasses, mini-conferences and online resources that support college-based teacher development. The purpose of Great Place to Teach is to make pedagogy accessible, and relevant, and share and model excellence wherever we find it.

NCG GUARANTEE

The NCG Guarantee is an internal campaign that centred around five core areas: **employability, mental fitness, community, digital, enterprise**. The specific activity will vary by sector, curriculum area, level, and college. The purpose is to provide a common language and approach to the key areas of personal development, employability skills, and social responsibility.

NCG SKILLS

NCG Skills is our grassroots skills competitions, aimed to encourage and widen participation, and embed the aims of WorldSkills UK to raise teaching and training standards. We recognise that skills competitions are an effective way for learners to hone their employability and attitude skills such as time management, reliability, resilience, teamwork, and self-confidence under competitive pressures. We are committed to ensuring that all learners participate in some form of competition, and where possible support learners to participate in regional competition and WorldSkills feeders. For our staff, we will continue recent work, initiated through our accreditation with the WorldSkills Centre of Excellence, to cascade CPD resources and training opportunities.



LEADERSHIP HUB

The Leadership Hub is an internally funded initiative intended to provide developmental training, coaching and mentorship for staff at all levels of the organisation. The Hub is open to all staff, via a periodic application process and is offered at three levels of leadership associated with inclusive leadership, and personal growth. The training involves online and in-person workshops, alongside an annual conference. To date over 500 NCG staff have participated in one of three programmes (Aspire, Ambition, Inspire).

EDIB STRATEGY

NCG aims to be an open and welcoming place that inspires excellence and curiosity through exceptional education. The NCG EDIB Strategy provides a clear intent statement and aligns a series of deliverables and milestones to each of the six strategic themes. In the context of curriculum and quality our success will be measured by carefully identifying and reducing residual, trend variations in outcomes, and learner destinations, based on personal characteristics.

BRILLIANT AT THE BASICS

Brilliant at the Basics (BATB) seeks to improve our working practices by applying the Managing Successful Programmes (MSP) framework in relation to process design and implementation. With a goal of delivering first class professional services, the BATB approach combines MSP, with Lean Sigma, to streamline existing and carefully design new processes, to reduce wasteful activity wherever possible. As of August 2023, over 120 staff have participated in Lean Sigma introduction workshops as the Group seeks to reduce workload, and improve efficiency, whilst also providing a better service to colleagues and learners.

OUR COMMUNITY, IS YOUR COMMUNITY

Our Community...is an NCG workstream to ensure that refugees can successfully integrate into learning, work, and social communities, within and local to, our family of colleges. NCG is well placed to offer support to these individuals, families and groups and the initiative seeks to both support the individual and their needs, but also to benefit the community by promoting the skills and abilities that these individuals have to offer.

ANNEX – NCG STANDARDS FOR DELIVERY

The delivery standards set out here have been developed with the help of over 200 staff across the Group. They are best viewed as reference points to clarify the expectation (standard) required. There are several standards intended to be applied at an individual level, and team-based standards which are applied at a programme/course team level.

NCG is a large and diverse teaching and learning community, our colleges are very different from one another, as they reflect the curriculum needs of our local communities. These standards therefore set out the common features that any learner should expect from any part of the Group.

As many NCG staff will work across different types of provision, these standards are intended to provide a level of consistency for developmental training, quality action planning and continuous improvement feedback. There is no need for any one person to memorise these standards in detail - they are intended to be 'touch points', to help draw out the 'good routines' in each area of our delivery. If a team is predominately working around SEND, then it is this

set of expectations that is most relevant, the same for technical delivery, and apprenticeships and so on. The list is not exhaustive, and if a particular area is not mentioned, then a best fit will be used.

In setting the NCG standards, we have also made clear that the focus from leaders, at all levels, must be on providing the means (resources, tools, materials) and ability (knowledge and training) to be supported to attain the standard. This simple premise is not aimed at perfection, but instead will aim to be 'fit to deliver' for our learners, higher education students and apprentices.

Similarly, we pledge to identify and recognise the contributions of our staff teams that are achieving the standard and celebrate more openly when we achieve those outstanding features.

The term 'learner' is used for convenience to represent all learner, students, and apprentices. The term 'teacher' is used for convenience to represent all teaching, training, lecturing, and learning support staff.



SECTION A - STANDARDS

This section provides the only standards that are applied at an individual level. The standards are intended to provide a level of consistency for staff engaging in professional discussion, and feedback arising from teaching and learning evaluations.

DELIVERY STANDARDS FOR TEACHING AND TRAINING

Good Quality Standard		Relevant Policy:
TL1.	Purpose, Planning & Readiness: Teacher uses their expert knowledge for considered planning , involving expert colleagues or stakeholders ¹ to develop a clearly sequenced, logical, and challenging scheme of delivery . Literacy and numeracy <i>skills are promoted where contextually relevant</i> .	• TLA Policy
TL2.	Managing Learning, Value Added Delivery: A climate of high expectations and positive behaviours is evident. There are episodes of competent explicit direct instruction, demonstration , and/or coaching to introduce new skills and knowledge to the learners.	• TLA Policy
TL3.	Individualisation: Delivery is adjusted to take account of learner starting points to build on existing knowledge and skills, and address misconceptions. Tasks and feedback are mindful of learner needs to ensure stretch and challenge at the given success criteria over time, including consideration to SEND/EHCP detail and outcomes.	• TLA Policy
TL4.	Progress, Pace, and Assessment for Learning: Considered assessment strategies, with skilful questioning techniques and/or pacy activities are in place to systematically check the attainment of skills and knowledge, and identify misconceptions. This will directly support the development of long-term memory, whilst monitoring the development of work-ready behaviours. Learners make careful notes over time to record their learning.	• TLA Policy
TL5.	Pace, Progress, and Feedback: Activities are designed to allow learners to demonstrate or display their knowledge and skills fluently , improving on what they already know and can do. Learners receive clear and useful feedback on their progress, with helpful actions to ensure they are on track to achieve their designated targets.	• TLA Policy
Outstanding Standards		Naturally Occurring
TL6.	Purpose, Pace, Progress & Adding Value: Recent industry/business liaison and/or engagement with research/external learning platforms/projects is evident in the delivery of the curriculum. Skills competitions/challenge activities/assessment/WEX are effectively implemented to ensure that students can test their knowledge and skills under competitive,	• TLA Policy
TL7.	Planning, Purpose, & Progress: Teachers provide work to learners that is consistently demanding ensuring that learners develop long term memory, build knowledge, and acquire new skills through coherent sequencing, skilful interleaving and retrieval practice.	• TLA Policy
TL8.	Assessment for Learning, Pace, Progress and Added Value: Learners demonstrate or display evidence of rapid and sustained progress of knowledge and skills from starting points. They produce and record work of a consistently high standard, and/or can demonstrate exceptional responses to technical questions, and/or in skills assessment challenge.	• TLA Policy

¹(for example employers, SEN experts, WorldSkills educators)

DELIVERY STANDARDS FOR COURSE/PROGRAMME LEADERS

Good Quality Standard		Relevant NCG Policy and Further Guidance
CL1.	Expectations: The course leader sets and maintains high standards – this includes regular reminders on the clear expectations for conduct and behaviour, attendance, personal safety and respect.	<ul style="list-style-type: none"> • Positive Behaviour Policy • Attendance Management
CL2.	Insight: The course leader frequently uses the system reports available to monitor attendance and progress trends to plan and implement meaningful interventions for attendance management and progress tracking. They refer to other teams only when they have implemented reasonable adjustments and the principles of quality first teaching.	<ul style="list-style-type: none"> • Positive Behaviour Policy • Tutorial, Progress, Attainment Policy, Attendance Management Policy
CL3.	Learner Personal Growth: The course leader supports the learner(s) next steps by integrating careers guidance and the core standards of the NCG Guarantee using specialist support where necessary.	<ul style="list-style-type: none"> • Careers Education Policy • Tutorial, Progress, Attainment
CL4.	Course Management: The course leader takes an active role in the continuous development of their course. They effectively manage delivery and assessment plans, and IQA/EQA and quality improvement tasks for themselves, whilst also coordinating the contribution from other course team members.	<ul style="list-style-type: none"> • Curriculum and Quality Policy • Assessment and Verification Policy
CL5.	Peer Engagement: The course leader works effectively with other professionals – including delivery tutors, learning support, pastoral, careers, LDS and welfare professionals, to ensure there is a team around the learner(s). They keep brief, accurate, and timely records on eTrackr, or SmartAssessor, or the HE Programme Tracker.	<ul style="list-style-type: none"> • Tutorial, Progress, Attainment Policy
Outstanding Standards		Relevant NCG Policy and Further Guidance
CL6.	Stakeholder Engagement: The course leader actively seeks out meaningful participation from expert industry professionals to enhance the learner experience – for example in reviewing delivery plans, or the involvement in masterclass sessions and assessment.	<ul style="list-style-type: none"> • TLA Policy
CL7.	Learner Progress: The course leader ensures that learners participate in social action, skills competitions, and extra curricula events in line with the NCG Guarantee .	<ul style="list-style-type: none"> • TLA Policy
CL8.	Ambassadors: The course leader is an active participant in marketing and recruitment – they are positive ambassadors for the organisation internally (amongst their peers) and externally (within the community).	<ul style="list-style-type: none"> • NCG Values

DELIVERY STANDARDS FOR LEADERS OF CURRICULUM, TEACHING AND LEARNING (AT ALL LEVELS)

Good Quality Standard		Relevant NCG Policy and Further Guidance
L1.	Means & Ability: Leaders will prioritise the developmental support to their staff, to ensure that they have the means (resources) and ability (through training) to meet the standards within this document and associated policy.	• Curriculum and Quality Policy
L2.	Visibility: Leaders will be visible in the teaching and training environments. They should seek to undertake frequent, informal visits to the 'classroom' to offer observe practice, offer developmental advice, guidance, and modelling .	• TLA Policy
L3.	Heavy Lifting: Leaders are expected to support teaching staff with the management of more significant attendance, or behavioural issues , whilst exploring the underlying causes of low retention, and implementing dynamic solutions where possible (including those relating to safeguarding or welfare).	• Attendance Management Policy • Safeguarding Policy
L4.	Learner Progress: Leaders are expected to review the relative progress being made by the learners , in addition to gathering their views through ad-hoc conversations and learning visits. They should use this information to work with programme leaders to continuously improve the quality of provision, pace of progress, and progression of learners.	• Tutorial, Progress, Attainment Policy
L5.	Insight: Leaders are expected to proactively review management information and dashboards to identify potential issues, and remedy wherever possible. They should be able to use this information to differentiate between successful programme areas, and those programme areas that require support and development.	• Quality and Curriculum Policy
Outstanding Standards		Relevant NCG Policy and Further Guidance
L6	Ambassadors: Leaders will establish meaningful participation from expert industry professionals to enhance the learner experience – this includes leading technical discussion on the sequencing of learning/delivery schemes, enabling the provision of social action, and championing skills competitions.	• NCG Guarantee
L7.	Advocacy: Leaders are proactive in removing barriers and challenges faced by staff they contribute to the wider values, aims, and deliverable of the wider Group. Leaders champion EDIB themes to widen participation, economic	• Leadership Hub
L8.	Academic Leadership: Leaders make strong connections between college accountability agreements, and course team operations, including the efficient implementation of new curricula by supporting and challenging teachers and	• College Accountability Agreements



SECTION B – NCG STANDARDS FOR DELIVERY TEAMS

This section highlights the standards that are to be applied at a team level. The standards are intended to provide a level of consistency for staff when working as a course/programme team when planning developmental actions, when participating and receiving feedback from focused curriculum and quality reviews/deep dives, and for completing self-assessment (starting in the 2023/24 academic year).

DELIVERY STANDARDS FOR THE NCG GUARANTEE

Good Quality Standard		Relevant NCG Policy and Further Guidance
G1.	<p>Employability: every full-time learner will develop their work readiness by being involved in work-related learning, and a skills competition.</p> <p>All learners must experience at least two meaningful engagements per year with employers and/or business leaders through work experience, visits, work-related learning, extended placement and a skills competition.</p>	• NCG Guarantee
G2.	<p>Community: every full-time learner will undertake social action, for example local charity work, community projects, or volunteering.</p> <p>They must experience at least two meaningful engagements per year with community leaders/groups or social action advocates. This can be achieved through active participation in community services projects, visits to relevant organisations, hands-on learning experiences, voluntary work, or extended placements within social action initiatives.</p>	• NCG Guarantee
G3.	<p>Enterprise: every full-time learner will engage in at least one interaction with enterprise and entrepreneurship.</p> <p>This might take the form of enterprise or start-up skills competitions, engagement with experienced business/social enterprise leaders, working with industry experts in the form of mentorship, industry visits, small business start-up advice, practical learning experiences, or extended placements within entrepreneurial ventures or businesses.</p>	• NCG Guarantee
G4.	<p>Mental Health: every NCG learner should engage in a minimum of two significant interactions per year with positive role models, ambassadors for wellbeing, sports and healthy lifestyle specialists, mental health professionals, or well-being advocates.</p> <p>These engagements can involve tutorial instruction on healthy lifestyle, counselling sessions, mindfulness workshops, mental health education, relationship education, or extended participation in activities that promote mental wellness and resilience.</p>	• NCG Guarantee
G5.	<p>Digital: every NCG learner be able to understand how to keep themselves safe online and will understand how digital innovation will continue to shape their lives and future careers.</p>	• NCG Guarantee

Outstanding Standards		Relevant NCG Policy and Further Guidance
G6.	Personal Growth: Learners take advantage of opportunities provided, and proactively acquire opportunities for themselves to develop work-ready skills. They can clearly articulate their career goal , the knowledge, skills, and behaviours required for their chosen career and can evidence engagement, progression and commendations.	• NCG Guarantee
G7.	Personal Growth: Learners consistently take advantage of opportunities provided and proactively acquire opportunities for themselves to demonstrate active and positive citizenship . They can readily evidence sustained positive impact from their citizenship activities and can clearly articulate how their experience is supporting their community.	• NCG Guarantee
G8.	Personal Growth: Learners consistently take advantage of opportunities provided and proactively acquire opportunities for themselves to develop their digital literacy skills. They can demonstrate impressive knowledge and skills, relative to their stage of learning/	• NCG Guarantee



DELIVERY STANDARDS FOR TECHNICAL EDUCATION

Good Quality Standard		Relevant NCG Policy and Further Guidance
Tec1.	Planning/Sequencing: Teachers use the outcomes of inclusive initial assessment, and collaboration with employers to tailor a curriculum which is relevant, current, and ambitious. Schemes of Learning are clearly sequenced, logical, and challenging providing regular opportunities for learners to apply their occupationally specific (technical)	<ul style="list-style-type: none"> • TLA Policy • T-Level Delivery Plans
Tec2.	Industry Currency: Teachers proactively engage in occupationally specific industrial updating enabling learners to effectively demonstrate work ready threshold competence in (technical) practical skills* and associated professional standards.	<ul style="list-style-type: none"> • TLA Policy
Tec3.	Industry Placement: Teachers develop a (technical) industry placement programme and objectives with tripartite agreement (teacher developed with appropriate learning aims for the course, right employer for the right learner), that ensure successful outcomes and added value for the learner and employer.	<ul style="list-style-type: none"> • NCG Guarantee • Work Experience Policy
Tec4.	Progress and Attainment: Teachers frequently assesses progress using a range of inclusive assessment methods, checking for attainment and retention of (technical) skills* and theoretical knowledge. Learners are therefore well prepared for successful formative and summative assessment, and external examinations.	<ul style="list-style-type: none"> • Tutorial, Progress, Attainment Policy
Tec5.	Personal Development: Teachers plans and deliver a career-focussed personal development programme resulting in well-informed knowledge and aspirations that supports transition into positive and sustained (technical) destinations.	<ul style="list-style-type: none"> • Career Framework Policy
Outstanding Standards		Relevant NCG Policy and Further Guidance
Tec6.	Skills Mastery/competition success Teachers motivate and enthuse their learners by encouraging them to apply and develop (technical) skills mastery through time, environmental and/or competitive pressured real situations and scenarios that reflect current industry, business practices.	<ul style="list-style-type: none"> • TLA Policy
Tec7.	Inspiration/Aspiration for sector Teachers are role models who raise the aspirations of their learners, so that their learners are able to see clear pathways to success and are motivated to go further and higher.	<ul style="list-style-type: none"> • TLA Policy
Tec8.	Exceptional teaching and outcomes Teachers are masters of their (technical) craft, and successful knowledge transfer results in rapid and sustained learner progress, high standards of student work, and a demonstrable contribution to the employers with whom the learners engage.	<ul style="list-style-type: none"> • TLA Policy

*including English, maths and digital competencies where relevant

DELIVERY STANDARDS FOR EDUCATING LEARNERS WITH SPECIAL EDUCATION NEEDS (SEN)

Good Quality Standard		Relevant NCG Policy and Further Guidance
SEND1.	Transition: (SEND) Learners take part in individualised, well planned and implemented transition processes prior to enrolment. This will ensure that learners are familiar with the environment and sufficiently confident to progress to their new/next course at the college.	• TLA Policy
SEND2.	Induction and Settling: Learners receive appropriate and high-quality support, which meets their needs, during induction and which subsequently enables them to settle into their course, department and college quickly. Learners with high needs will have an assigned point of contact.	• TLA Policy
SEND3.	Learner Progress: Learners receive inclusive, high quality support from knowledgeable and well trained staff, in line with their learning needs. They can articulate their progress towards targets, including Education Health Care Plan (EHCP) outcomes.	• Tutorial and Progress Policy
SEND4.	Personal Development: Issues with punctuality and attendance are swiftly and collaboratively addressed, considering the individual needs and barriers to learning experienced by the learner. Parents, Carers, and external partners are fully involved in the learner journey and work with the college to address issues which may impact on the experience and achievement of learners.	• Attendance Management Policy
SEND5.	Advice & Guidance: Learners receive high quality advice and guidance on their next steps and are supported to enable them to access these opportunities. Learners will be supported in developing skills to help them prepare for their next steps, including work and independent living.	• Career Framework Policy
Outstanding Standards		Relevant NCG Policy and Further Guidance
SEND6.	Life Skills: Learners take part in meaningful work readiness activities to prepare them for the world of work or further study and move into positive and sustained destinations.	• NCG Guarantee
SEND7.	Learner Voice: Learners are well represented in student voice activities to ensure the provision reflects their perspectives on what constitutes a successful learner experience.	• Curriculum and Quality Policy
SEND8.	Teaching and Learning: Teaching, Learning and Assessment of SEND Learners is consistently well planned and delivered, underpinned by Quality First Teaching (QFT).	• TLA Policy

DELIVERY STANDARDS FOR APPRENTICESHIP TRAINING

Good Quality Standard		Relevant NCG Policy and Further Guidance
Ap1.	Right Employer/Right Apprentice: The employer and apprentice are recruited with integrity . The employer and apprentice meet the requirements of the NCG Staff Handbook and NCG Apprenticeship Prospectus.	• Apprenticeship Policy/Handbook
Ap2.	Right Delivery: The apprentice receives high quality technical delivery , via one of the four agreed NCG Delivery Models. Teacher and trainers (delivery teams) use their subject expertise to ensure every session adds value. There is no 'low impact' time, and as result the apprentice makes demonstrable progress in line with NCG approved delivery plans.	• TLA Policy
Ap3.	Progress: The apprenticeship progress reviews are conducted thoroughly , to the agreed example standard. It forms an essential opportunity to check wellbeing, career flightpaths progression, and the attainment of knowledge, skills, and behaviours. The employer and apprentice are active participants. There are no, or very limited, delays in conducting these reviews.	• Apprenticeship Policy/Handbook
Ap4.	Right Delivery: The tutor/delivery team are meticulous in maintaining compliant records , as identified in the Apprenticeship Handbook.	• Apprenticeship Policy/Handbook
Ap5.	Skills: The tutor/team ensures that skills competitions are an essential component in apprentice assessment plan – the team actively support progression from class-based competition to NCG Skills and external competitions such as SkillsBuild and WorldSkills. By doing so this helps the apprentice prepare for EPA.	• Apprenticeship Policy/Handbook
Outstanding Standards		Relevant NCG Policy and Further Guidance
Ap6.	Stakeholder Influence: The delivery team actively seeks out meaningful participation from expert industry professionals to enhance the training, and assessment process. They work closely with employers to periodically review the NCG delivery plans. The Delivery Team activity seek out opportunities for social action in the community.	• Apprenticeship Policy/Handbook
Ap7.	High Expectations: The delivery team is relentless in pursuing high expectations within the group. Apprentices can highlight frequent examples of how the delivery team sets and maintains high standards for training, attendance, behaviour, target setting, recording progress and progression.	• Apprenticeship Policy/Handbook
Ap8.	Positive Ambassadors: The delivery team are active participants in the marketing, recruitment and promotion of the merits of apprenticeships. The team are strong and positive advocates for apprenticeships internally (amongst their peers) and externally (within the community).	• NCG Values



