

POLICY / PROCEDURE TITLE		DATE OF APPROVAL
Tutorial, Progress and Attainment Policy		April 2025
APPROVED BY	VERSION NO.	VALID UNTIL
Executive Board	4	September 2028

<b>OWNER</b>	Assistant Director of Quality		
<b>GROUP EXECUTIVE LEAD</b>	Executive Director of Quality		
<b>DOCUMENT TYPE</b>	Policy <input checked="" type="checkbox"/> Group Procedure <input type="checkbox"/> Local Procedure <input type="checkbox"/>		
<b>PURPOSE</b>	This policy details the key stages of the learner journey from induction, through to securing a sustained positive destination. The policy sets out the processes and requirements to ensure all learners at NCG are set personalised attainment targets towards their learning goals and career ambitions. This policy also sets out the process for measuring progress towards the attainment of these targets.		
<b>APPLICABLE TO</b>	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.		
<b>EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	(If EA not applicable, please explain)		
<b>KEY THINGS TO KNOW ABOUT THIS POLICY</b>	It is the responsibility of College SLT to ensure that a designated curriculum/course lead is appointed to manage the defined course(s). The policy identifies the staff roles and responsibilities at each stage of the learner journey.		
<b>EXPECTED OUTCOME</b>	The policy applies to all staff in NCG in providing learners with individualised support to develop academic, vocational, technical, and applied knowledge, skills and behaviours, and attainment towards their targets and aspirational career goals.		

MISCELLANEOUS	
<b>LINKED DOCUMENTS</b>	<ul style="list-style-type: none"> <li>• NCG Quality Plan 2023-26</li> <li>• Equality, Diversity, Inclusion and Belonging (EBID) Policy</li> <li>• Malpractice Policy</li> <li>• Code of Conduct</li> <li>• Performance Management Policy</li> </ul>

	<ul style="list-style-type: none"> <li>• Assessment, Internal Quality Assurance and Moderation Policy</li> <li>• Student Positive Behaviour Policy</li> <li>• Non-Examination Assessment Policy</li> <li>• Quality Assurance of Non-Regulated Provision Procedure</li> </ul>
<b>KEYWORDS</b>	<ul style="list-style-type: none"> <li>• Course Targets</li> <li>• Progress</li> <li>• Attainment</li> </ul>

## Equality Impact Assessment

EQUALITY IMPACT ASSESSMENT			
	Yes	No	Explanatory Note if required
EIA 1 - Does the proposed policy/procedure align with the intention of the NCG Mission and EDIB Intent Statement in Section 2?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The answer to this must be YES
EIA 2 - Does the proposed policy/procedure in any way impact unfairly on any protected characteristics below?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Disability / Difficulty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Gender Reassignment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Marriage and Civil Partnership	<input type="checkbox"/>	<input type="checkbox"/>	The answer to this must be NO
Race	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Religion or Belief	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sex	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
Sexual Orientation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA3 - Does the proposed policy/processes contain any language/terms/references/ phrasing that could cause offence to any specific groups of people or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA4 - Does the policy/process discriminate or victimise any groups or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA 5 - Does this policy/process positively discriminate against any group of people, or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this must be NO
EIA 5 - Does this policy/process include any positive action to support underrepresented groups of people, or individuals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The answer to this could be yes or no as positive action is lawful. However, an explanation must be provided for clarity.
EIA 6 - How do you know that the above is correct?	<p>This policy has been reviewed by the QTLA forum, Policy Review Council, NCG Executive, prior to approval by NCG Corporation.</p> <p>The membership of these groups is indicative of the wider population within NCG.</p>		

## 1. GENERAL POLICY STATEMENT

NCG is one of the country's leading college groups. Learners studying at any of our colleges will have access to a relevant curriculum, resources, and initiatives to help them achieve their ambitions and career goals. The fundamental ethos of this policy is to ensure all learners at NCG have regular checkpoints to receive opportunities for progress checks, information, advice, and guidance in pursuit of their academic and career aspirations.

To enact this, this policy sets out a consistent framework and process, required for monitoring the progress of a learners' academic, vocational, technical, and applied knowledge, skills and behaviours, and attainment towards these targets and aspirational career goals. All learners at NCG, regardless of their starting points, are set informed, personalised, and appropriate targets that are individualised to their own learning goals and career ambitions. The policy should be read in conjunction with the NCG Guarantee, which sets out a consistent approach to NCG's tutorial approach. The purpose is to provide a common language and approach to the key areas of personal development, employability skills, and social responsibility. This is carefully aligned to the strategic goal of 'Exceptional teaching, learner experience and outcomes'.

This policy is aimed at the following groups of funded learners, further clarification of policy scope is illustrated in Annex A:

- 16-18 study programmes
- Adult provision (excluding short aims and non-regulated provision).
- Substantial subcontracted provision
- **For apprentices, please follow the NCG Apprenticeship policy.**

### Links to Higher Education

Whilst much of the detail within this policy will have synergies with Higher Education (HE) delivery, those teachers of HE will follow the HE Tutorial Policy, HE Assessment Policy and HE Assessment Framework as defined by NCG Registry, when considering the target setting, review, and confirmation of qualification outcomes.

## 2. DEFINITIONS

- The term **learner** is used in its widest sense and includes all learners, whether young people aged 14-18, learners with specific high needs, 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 / coordinators and teachers in managing positions.
- **SLT** relates to the senior leadership team in the College – comprised of a Principal and their Senior Leadership Team (SLT).
- The term **curriculum or course lead/tutor** refers to a designated course or programme leader/manager, usually a tutor, designated teacher, personal tutor – larger courses may have several designated staff.
- 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.
- The term **destination or progression** is used to refer to the intended or established next steps of the learner, ideally to a higher level of study, apprenticeship, or employment; a **sustained positive destination** is a measure whereby the learner remains in further training, higher education, substantial employment, or apprenticeships for a period of 6 months or more.

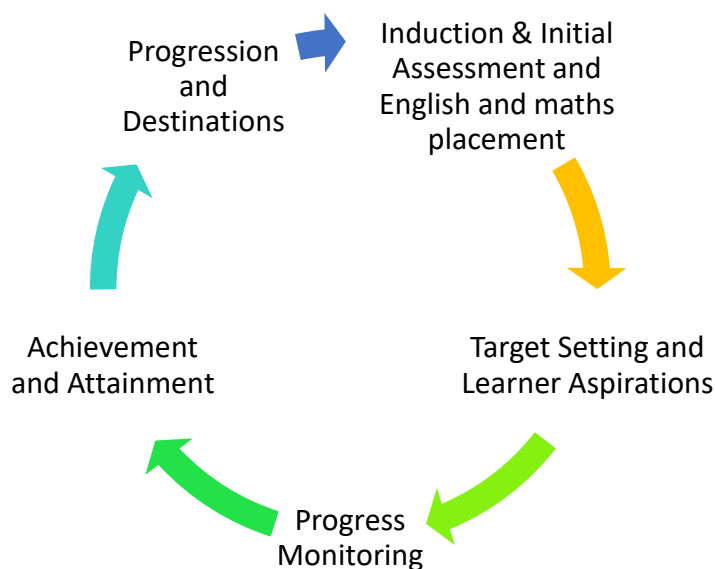
## 3. NON-REGULATED PROVISION

When delivering non-regulated aims, 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 provision

following the 'The Recognising and Recording Progress and Achievement (RARPA) Cycle'. The aim of this procedure is to outline how the Colleges 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 as detailed in this policy.

#### **4. LEARNER JOURNEY**

This policy is arranged to deal with the key stages of the learner journey from induction, through to securing a sustained positive destination. It is a learner-centred approach that identifies the importance of robust target setting and progress monitoring in the context of the delivery standards for course/programme leaders.



#### **5. LEARNER STAGES JOURNEY**

##### **5.1 INDUCTION**

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). The designated curriculum/course lead will ensure that the learners receive a thorough induction to their course following the NCG Induction unit. For all courses within the scope of this policy, this should include as a minimum:

- Introduction to the designated course lead and wider course team.
- Tour of the campus/college/College site and/or employer premises (apprentices).
- Relevant health & safety induction to the specific work areas, issue of Personal Protective Equipment (PPE); expectations for behaviour and attitudes to learning.
- Issue of timetables or schedule of work.
- Issue and explanation of learner/course handbook (usually incorporating content and assessment requirements of the course, including work experience).
- Safeguarding and Prevent training (including the importance of wearing badges for identification and how to access support when learners have safeguarding concerns).
- E-safety training.
- Introduction to a Virtual Learning Environment (VLE) such as Microsoft Teams, access to email/web resource e.g., KOHA library system and the Student IT Induction handbook
- Introduction to their career plan, learner services and/or relevant careers and guidance staff. During their study programme all learners should access and use information about career paths and the labour market to inform their own decisions on study options.
- Introduction to key targets and progress reviews, linked to assessment, progression, and personal development.
- Introduction to academic/subject learner support mechanisms to support attainment and destination planning.
- Access and signposting to Careers, Advice, and guidance appropriate to making progression decisions.
- Activities set out in the NCG Guarantee, for example access to the mental fitness curriculum.

On completion of the above, the curriculum/course lead must ensure the induction process has been completed and will be either documented within for example, eTrackr or agreed local procedures. At this point, the enrolment is formally

confirmed, and the student is ready to proceed with the core education and training. If at any point there is system failure during the induction period, an appropriate paper-based procedure will be implemented by professional services QA. Additional induction arrangements may be in place for full time study programmes including:

- Fresher and/or welcome events.
- Introduction to enrichment and sports clubs.
- Learner voice process, including learner forums and surveys.
- Arrangements where appropriate for Industry Placements / Work Experience

A full matrix of provision type and requirements is set out in Annex A.

### **Summary of Roles and Responsibilities – Induction**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / Professional Services QA	Implement a sampling plan to check completion and quality of learner inductions. Submit a sampling plan and remedial action to group quality to be reviewed in the College QCPR.	Quality Curriculum Performance Review (QCPR)
Curriculum/ Course Lead	Perform regular audit checks to confirm that the NCG Induction unit has been completed. Implement any remedial action as required. Ensure compliance by the defined completion date.	Identified eTrackr compliance report
Teacher/ Tutor	Ensure all learners receive a thorough induction into their course and complete the NCG induction unit for all learners in scope.	Identified eTrackr compliance report

## **5.2 INITIAL ASSESSMENT**

It is the responsibility of the designated curriculum / course lead to ensure that a comprehensive initial assessment is carried out to ensure the learner's suitability for the course and to support the production of a course profile Any learner who is unsuitable for the course or who are displaying 'at risk of withdrawal' behaviour



must be referred to the appropriate Careers Education, Information, Advice and Guidance (CEIAG) service.

Initial assessment activities must include as a minimum:

- English and mathematics initial assessment alongside appropriate diagnostics to support the planning of teaching and learning.
- 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).
- For vocational/practical skills courses, carry out a skills assessment to establish the learners' existing practical skills and competencies, for example through an activity or trade test exercise.
- Assessment of study skills relevant to their programme of study.
- Digital literacy initial assessment.
- 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.

NCG also has a duty to provide reasonable adjustments for our learners with disabilities and learning difficulties to support their access to education, and ensure they are not disadvantaged during teaching, learning and assessment in comparison to their peers. This also includes understanding the barriers and disadvantages care experienced learners have encountered and anticipate their needs. 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. High needs learners will receive high quality learning and wellbeing support which is in line with the needs identified in their support plan.

Reasonable adjustments should be discussed and confirmed with learners at the earliest opportunity (typically at enrolment and/or initial assessment) to ensure that timely adjustments and/or support can be implemented. Examples of reasonable adjustments to teaching and learning may include, providing information in advance

of lessons, seating plan adjustments, assistive technologies (e.g., reading pens, laptops, recording device), coloured overlays, repeating instructions, transcription, seating plan adjustments, alternative formats of lessons, materials and/or handouts. An adjustment may not be determined as reasonable if it impacts the integrity of an assessment or involves immoderate or excessive costs.

The English and maths initial assessment will be completed in line with approved systems, as a baseline assessment. Further diagnostics will be completed within this system or on a locally agreed system to provide a rigorous gauge of the learner's current capabilities, typically when a learner is also enrolled on English and maths aims. The initial assessment will be documented within the learner record system through direct upload via a data bridge and/or documenting via the notes function in eTrackr if this is not possible. This is typically applicable to all long programmes of study.

The NCG English and Maths policy sets out the general arrangements for placement of 16-18 study programme learners into the appropriate level of English and mathematics. Curriculum managers must take note of the placement table in the policy to ensure that curriculum design both: adheres to the condition of funding; and provides the learner with an opportunity to successfully progress through the hierarchy of English and mathematics qualifications. The success of this will impact directly on the key stage 5 (16-18) Department for Education (DfE) performance measures.

### **Summary of Roles and Responsibilities – Initial Assessment**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / Professional Services QA	Implement a sampling plan to check compliance and quality of initial assessments and group profiles. Submit a sampling plan and remedial action to group quality to be reviewed in the College QCPR.	QCPR
Curriculum/ Course Lead	Perform regular audit checks to confirm that initial assessments have been completed, and the outcomes are recorded within the learner record systems. Implement any remedial action as required.  Ensure outcomes are disseminated to the wider course team to inform the learner profiling and	Group profile documentation  Initial Assessment compliance

	lesson planning process. Ensure compliance by the defined completion date.	report for E&M through diagnostic system
Teacher/ Tutor	Ensure all learners receive a thorough initial assessment to identify their individual starting point and outcomes are used to inform group profiles.	Group profile documentation

### **5.3 COURSE DEFINED INDUCTION & INITIAL ASSESSMENT (for short duration adult provision)**

This policy makes allowance for ESFA funded courses with shorter durations, usually delivered to adults as re-engagement activity or community learning (RARPA), please also refer to section 3.

These courses are required to devise an induction that provides the learner with a safe and secure introduction to the course and accommodation and therefore follow an abridged version of the full induction set out in 5.1. Whilst this allows for a proportional approach, as a minimum it must include:

- 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.
- Arrangements for recording and recognising progress and achievement (RARPA).
- Details on how to access independent careers advice and guidance.

Whilst there is no requirement to complete full initial assessment (using an approved system), 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.

A full overview of the policy requirements for types of provision – induction, initial assessment, English, and maths can be found in Annex A.

Please also see the NCG Quality Assurance for RARPA for the procedures on quality assurance of non-regulated provision.

## 5.4 TARGET SETTING

The following framework seeks to provide clarity on what is required for attainment target setting and progress monitoring. It is not an exhaustive list, nor does it seek to limit the way in which innovative and creative teachers approach their practice. It does however articulate a common reference for teachers and managers within the Group. The approach is further detailed in Annex B.

The expectation for **all managers, teachers, and pastoral tutors**:

- All learners must be set defined, minimum Initial Target Grade (ITG) and Aspirational Target Grades (ATG's) based on the qualification measurement i.e., a grade, mark, percentage or stated level of competency. The aspirational attainment target, where available must be a minimum of one grade higher than the minimum target.
- All learners must be set interpersonal targets that complement the attainment target(s) and their chosen aspiration/destination, including attendance and behavioural expectations; these targets must be clearly distinguishable from the qualification/course target.
- 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.
- All learners must know how their progress toward their attainment target(s) will be measured, by whom, in what format and at what intervals.
- Attainment targets must be set based on aspirational national frameworks (where available) and/or reputable data sources (such as ALPS) and in conjunction with initial assessment findings.
- Course leads/tutors should be mindful that Higher Education Institute conditional (offer) targets should never supersede national targets (only if the conditional offer target, is higher than the national target).

- Course leads/tutors must make arrangements to formally follow the learner journey cycle with the 'five points of contact/review' per academic year and within that 2 formal progress review monitoring points.

Learner prior attainment will be gathered at point of enrolment and via the annual Personal Learner Record (PLR)<sup>1</sup> export where available.

Where available, functions within specialist software, such as eTrackr, will be used to convert the prior attainment grades (and associated points) into target grades, alternatively a dedicated spreadsheet (L3 VA ready reckoner) or NCG defined matrix for T-level learners.

Where this is not available, professional services QA in consultation with College leaders will devise a local set of progress measures and build/store within the learner record system where possible.

The platform will be reviewed in line with procurement procedures taking into account considerations including capacity to support this policy, currency of the system, technical capacity and accessibility.

A full overview of the policy framework for prior attainment and target setting can be found in annex B, together with NCG defined matrix for T Levels in annex C.

### **Summary of Roles and Responsibilities – Prior Attainment & Target Setting**

<b>Role</b>	<b>Work Instruction</b>	<b>Control</b>
SLT / Professional Services QA	<p>Perform regular and periodic checks to confirm that all learners have PLRs within the learner record system and/or check compliance against the work instruction for curriculum/course lead.</p> <p>Review the appropriate target setting reports identifying anomalies, including learners with missing target grades and those not following the policy directive. Completion of checks should be reported to NCG Quality Team via the QCPR.</p>	<p>eTrackr compliance report</p> <p>QCPR</p>
Curriculum/ Course Lead	Ensure prior learner attainment is documented within the learner record system. Where the PLR is unavailable or there is a technical issue	eTrackr compliance report

<sup>1</sup> This is a secure, DfE-administered tool for providing learner prior attainment grades based on a unique learner record reference.

	then an explanation/rationale should be documented in the learner record system i.e., within notes, with an audit trail kept of remedial action.	
Teacher/ Tutor	<p>Ensure prior learner attainment is documented within the learner record system. Where the PLR is unavailable or there is a technical issue then an explanation/rationale should be documented in the learner record system i.e., within notes, with an audit trail kept of remedial action.</p> <p>Document the attainment target at the start of the programme within the learner record system, following the policy instructions. This will be communicated formally through the learner record system (for example, a confirmation note in eTrackr or Smart Assessor).</p> <p>Ensure that the attainment target remains visible to the student<sup>2</sup>.</p>	eTrackr compliance report

## 5.5 ASPIRATIONS & INTENDED DESTINATIONS

NCG is committed to providing high quality careers education, information, advice, and guidance (CEIAG) to its learners, please refer to the [CEIAG](#) policy and Matrix Standard This includes supporting the progression of care experienced students to positive destinations both inside and outside the organisation. During their study programme, all learners must access and use information about career paths and the labour market to inform their own decisions on study options. In addition, all full-time learners will have guaranteed access to a named student adviser, personal tutor or learning coach / coordinator who will work closely with both the learner and the course lead/tutor to deliver CEIAG. All full-time learners will participate in a CEIAG programme of activities, which will ensure that the learner is able to research career (employment and apprenticeships) or further/higher education and training opportunities; can make realistic decisions regarding progression opportunities and understand how the course targets for progress are aligned to successful progression.

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<sup>2</sup> Simple examples include: a sticker on the student badge; reference points in notes, books, or handbooks.

All learners studying on a full time Level 3 programme will participate in activities to promote progression to higher education (including apprenticeships) – this may extend to visits to universities and higher education providers, higher education fayres and visits to leading employers.

All learners are entitled to confidential individual guidance appointments with their named student adviser and can access advice and guidance as per the CEIAG Policy.

### **Summary of Roles and Responsibilities – Intended Destinations**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / Professional Services QA	Perform periodic sample checks to review that destinations have been recorded in line with guidance and identify any instances of non-compliance. Completion of checks reported to NCG Quality Team via the QCPR.	QCPR
Curriculum/ Course Lead	Ensure all learners participate in a CEIAG programme of activities. Liaise with the College's student support team to facilitate the delivery of specialist activities to support UCAS applications and career / progression planning.	Attendance records
Teacher/ Tutor	<p>Ensure that IAG provided to students is documented within the learner record system in line with the CEIAG Policy</p> <p>Record intended destinations through each contact points of the learner journey within the appropriate learner record system.</p> <ul style="list-style-type: none"> <li>• Induction – recorded by the learner in the appropriate section of the learner record system.</li> <li>• Progress monitoring – the intended destination will be recorded within the progress review narrative.</li> </ul> <p>Actual destinations will be recorded within the learner record system where possible or a locally agreed system.</p>	eTrackr compliance report

## 5.6 PROGRESS MONITORING

Central to the learner journey is providing and supporting learners in an assessment and reflection on their current knowledge, skills, and behaviours and how this is supporting them to achieve their attainment targets, ambitions, and career goals.

The term **progress** refers to the relative measure or evaluation of how well the learners are working toward their specific attainment or destination targets, based on known (assessed) starting and destination points. Progress will still be quantified (measured) or qualified (evaluated) based on given milestones and involves a rounded understanding of learners' development and transparent review of knowledge, skills, and behaviours attainment, translated into clear and attainable milestones, to stretch them beyond their potential and reach their intended destination. The frequency/type of review is dependent on the programme mode and is illustrated in Annex D.

All NCG Colleges must follow the NCG Tutorial, Progress and Attainment procedures for eTrackr to ensure the learner journey is effectively monitored and in completion of high-quality learner progress reviews. By the end of each progress monitoring window all learners in scope will have received a holistic review of their learner journey to date with a reflection on how this will future study or career pathway options.

The Progress Reviews in combination with the Individual Learning Plan (ILP) should contain evidence of robust SMART (specific, measurable, achievable, realistic, time-framed) action planning to enable them to achieve their potential as well as those who are not progressing satisfactorily.

Where learners are at risk of not completing their programme of study or achieving their initial target grades, additional one to one support must be implemented through Personal Tutors, Lecturers, and where applicable additional learning support (ALS) staff. To ensure all T level learners' make the progress inferred by their qualifications on entry, the NCG T level Resit Expectations / framework will be applied (Annex E). The resit expectations are still subject to approval through the FE Academic Board.



In line with the NCG Care Experienced policy, progress reviews will maintain high individual expectations for care experienced learners with their academic, personal, and professional development and support structures will reflect this through liaison with key stakeholders. To enable an early identification of support required, colleges will implement local procedures for monitoring the progress toward attainment targets. The local college procedure will set out:

- The expectations for reporting formative and summative assessment work.
- The arrangements and expectations for marked learner notes, exercise books, files, portfolio, and other coursework.
- The arrangements for regular and constructive feedback, with clear guidance on the measures of success and advice on how to improve.
- The arrangements for periodic milestone reporting to the learner, their parents\*, their employers\* (\*where applicable) and College leaders and managers.

#### **Summary of Roles and Responsibilities – Progress Monitoring**

<b>Role</b>	<b>Work Instruction</b>	<b>Assurance Control</b>
SLT / Professional Services 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. Completion of checks should be reported to NCG Quality Team via the QCPR	QCPR
Curriculum/ Course Lead	Ensure progress reviews have been completed in line with defined timescales and meet NCG 'Standard'  Instigate remedial action (e.g., additional guidance and training to tutors) to ensure progress reviews meet the NCG 'Standard'	eTrackr compliance report  Sampling plan
Teacher/ Tutor	Update unit progress information/grades or learner trackers in preparation for progress reviews  Provide an assessment of Currently Working at Grade and Forecast Grade, with an assessment of Progress towards ATG or wider	eTrackr compliance report

	skills 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	
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## 5.7 ASSESSMENT OF LEARNER WORK / KSB's

To establish each learner's progress and attainment, all teachers and educators are required to make frequent and challenging checks of knowledge and skills to underpin all progress and attainment evaluations and measure. As a minimum, teachers in NCG are expected to:

- Provide opportunities for ongoing checks of skills and knowledge through formative assessment including questioning, activity, exercise, workshops etc. It is good practice for teachers to share the specification or scheme with the learners at regular periods throughout the year to highlight the wider progress toward stated objectives. Exemplar practice would include the use of resources such as knowledge organisers, bespoke learning plans or skill-scans to help illustrate the progress in developing academic, applied, technical and personal skills and knowledge.
- Regularly monitor the format and condition of learner notes, files, portfolios, and exercise books. To provide constructive feedback to improve the format and content, including Spelling Punctuation and Grammar (SPaG) correction and due consideration to literacy and numeracy development, where applicable.
- To maintain records of summative assessment. Summative assessment feedback will additionally reference personal skills development and English and maths where applicable.

## 5.8 ACHIEVEMENT & DESTINATION

The final stage of the tutorial process will confirm and report on the learner attainment and progress toward targets. This process will additionally detail the intended destination following completion of the course or programme. This information will be provided to College MIS, following agreed local procedures.

All ESFA funded learners must have an intended destination returned in the Individual Learner Record (ILR) when they have completed or withdrawn from the activities on their original learning agreement or plan.

It is used to demonstrate how the FE sector is contributing to the future success of learners and is included as part of the published DfE completion and attainment measure.

Professional services QA will coordinate the project for collecting the sustained destinations of learners and apprentices together with College Quality leads. This information will form part of the annual self-assessment process and will be treated as a key measure of success within the Group.

## **6. STATEMENT ON IMPLEMENTATION AND ASSURANCE**

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. The policy sets out clear roles and responsibilities with work instructions at each stage of the learner's journey. In order to provide the Group Executive and Corporation Board with assurance that the policy is implemented consistently across all areas of NCG, the following steps will be taken to demonstrate compliance.

- SLT will ensure regular annual training is implemented in collaboration with professional services QA, together with risk-based analysis development.
- Professional services QA and Business Assurance (BA) 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.
- The alignment between management information and learner perspectives will be tested for accuracy and consistency.
- Arising from the review, professional services QA will ensure that supportive action is made available for continuous improvement. Typically, this will be through training, sharing of NCG and sector best practice and in some cases, coaching. Professional services QA will monitor the effectiveness of the policy and provide opportunities for formal review and updating.
- If at any point during the learner journey there is a sustained systems failure, an appropriate paper-based procedure will be implemented by professional services QA.

## **7. 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.

## **8. 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	Scheduled Review	Update to new policy format. Terminology changed to colleges. Additions to the policy requirements in terms of learner purpose. Inclusion in induction for career plan/learner support mechanisms.	Assistant Director of Quality	02 2020
2	Scheduled Review	Update to include specific work instructions at each stage of the learner journey and specific reference to the identification of CEIAG responsibility at milestone points. Apprenticeship specific guidance removed and to be included in the NCG Apprenticeship Policy.  Updated to include reasonable adjustments in 5.2.  Clarification of BKSB as underlying IA tool in 5.2  Inclusion of specific progression support available to CES in 5.2,5.5 and 5.6.  Removal of annex D Conditions of funding and annex E GCSE and Basic Skills indicative placement table – these are now in the NCG English and Maths policy.	Assistant Director of Quality	06 2022
3	Scheduled Review	Addition of T-level progress monitoring points to annex D, reference of T-level target setting, annex C  Inclusion of JCQ information for candidates in section 5.  Reference to professional services, instead of 'group'.	Assistant Director of Quality	07 2023
4	Scheduled Review / New policy format	Details the requirements for non-regulated provision.  Included year 2 T-level target setting matrix  Defined 'long' course provision length	Assistant Director of Quality	01 2025
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**Annex A – Policy Requirements for Types of Provision – Induction, Initial Assessment, English, and maths**

<b>Provision Type</b>	<b>Induction</b>	<b>Initial Assessment – maths and English</b>	<b>Initial Assessment – Skills and Knowledge</b>	<b>English and maths placement</b>
<b>16-18 Study Programme</b>	Follow 5.1	Follow 5.2	Follow 5.2	Refer to English and Maths Policy
<b>Adults (substantial aims such as GCSE, diploma, and Access)</b>	Follow 5.1	Follow 5.2	Follow 5.2	Refer to English and Maths Policy
<b>Adults (short aims)</b>	Follow 5.3	Follow 5.3	Follow 5.3	Refer to English and Maths Policy
<b>ESFA Subcontracted In (from Prime)</b>  <b>(study)</b>	As defined in SLA Advisory: 5.1	As defined in SLA Advisory: 5.2	As defined in SLA Advisory: 5.2	Refer to English and Maths Policy
<b>ESFA Subcontracted Out (to Partner)</b>  <b>(study)</b>	Follow 5.1	Follow 5.2	Follow 5.2	Refer to English and Maths Policy

<b>Traineeships</b>	Follow 5.1	Follow 5.2	Follow 5.2	Refer to English and Maths Policy
<b>International study programme</b>	Follow 5.1	IELTS at appropriate level	Follow 5.2	Refer to English and Maths Policy

## Annex B – Policy Framework for Attainment Target Setting

As identified in 5.4, the table below seeks to provide further guidance on the approach to specific targets; progress monitoring will follow arrangements in 5.6. As identified in section 3, those learners on non-regulated provision, please follow the Quality Assurance of Non-Regulated Provision procedure.

Provision Type	Area or Qualification Category	Attainment Target(s) - Measured	Note and Guidance
All learners	Attendance and Readiness	100% attendance  (see notes for College KPI)	<p>NCG has an expectation that learners attend all lessons hence 100% attendance.</p> <p>However, the attendance KPI will be agreed and set annually by the College Principal and Executive Principal. This target is usually around 90% and forms a realistic curriculum target that is adjusted to consider the relevant context of the College and national data – it should not be widely communicated to learners, otherwise it may suggest that missing a day, every 10 days, is acceptable preparation for next steps employment, which is not the case.</p> <p>Learners are expected to turn up on time, with appropriate resources (e.g., PPE, stationary, relevant workbooks, and equipment).</p>
16 -18 Study or, Adult (long)	A Level	ALPS	<p>A Level – A level targets will always follow ALPS as the market leading data set.</p> <p>The ALPS KPI will be agreed and set annually by the College Principal and Executive Principal</p>



<b>16 – 18 Study, or Adult (long), or Subcontracted In</b>	Main L2 and L3 Aims: (T Levels, Applied General, technical Certificates, Diplomas, Other Regulated, Certificates)	L3VA or ALPS	<p>Where available, qualifications will follow national standard data sets to calculate expected grades. This will often be an auto calculation where the learner has qualification on entry data.</p> <p>For other provision and a level of consistency, professional services and College leads will develop a best-fit function and integrate into the system software where possible.</p> <p>The progress KPI will be agreed and set annually by the College Principal and Executive Principal</p>
<b>16 – 18 Study, or Adult (long), or Subcontracted</b>	Aims at L1, for example Diplomas and Certificates		<p>For foundation learners, attainment will be measured in the acquisition of a particular set of skills or knowledge. This may be expressed as competency and in some cases, a differential mark provided.</p> <p>Foundation learning is a crucial step for re-engaging or building confidence for many learners, and at this level, teachers would be expected to set and measure clear interpersonal targets. These targets are often (but not exclusively) linked to attendance, behaviour, and independence.</p> <p>The achievement KPI will be agreed and set annually by the College Principal and Executive Principal</p>
<b>16 – 18 Study, or Adult (long), Including Subcontract</b>	Basic Functional Skills LE – L2	Set within boundaries of pass mark*	<p>Teachers of basic skills English and maths are expected to set targets based on relative competency. Teachers must take into account the learner starting points and in doing so make use of initial assessment feedback. Teachers must differentiate and distinguish between learners who are competent and those demonstrating relative strengths in their target setting.</p> <p>The achievement KPI will be agreed and set annually by the College Principal and Executive Principal</p>

<b>16 – 18 Study, or Adult (long), Including Subcontract</b>	GCSE English and maths	Set at appropriate, challenging grade based on entry qualifications	<p>Teachers of English and maths are expected to set targets based on relative competency and the entry grade. Teachers must take into account the learner starting points and in doing so make use of initial assessment feedback. Teachers must differentiate and distinguish in their target setting between the intended grade and the key skills and competencies that are relevant to the learner. Teachers should also make use of the relative position (mark) within the grade boundary, where available.</p> <p>The high grade KPI will be agreed and set annually by the College Principal and Executive Principal</p>
<b>16 – 18 Study, or Adult (long), Including Subcontract</b>	L1 and L2 NVQ and other competency-based qualifications		<p>Whilst technical achievement may be binary competence (pass) or not yet competent (fail), the Tutor is required to set an appropriate level of skill or knowledge, that would ensure learners make their expected progress, consistent with their entry; crucially this target setting should align with the learners intended next step.</p> <p>Whilst the tracking of unit progress, as a percentage completion, (for example through e-portfolio) is a useful management tool, it should not replace a wider appraisal of the learner's wider skills and knowledge base, nor should it discount the importance of personal/employability skills.</p> <p>The achievement KPI will be agreed and set annually by the College Principal and Executive Principal</p>
<b>Adult (long)</b>	Access to HE		<p>The aim of Access provision is to prepare students for Higher Education. As such targets must go beyond attainment targets and incorporate the development of skills, qualities and behaviours that adequately prepare for Higher Education:</p>

			This will include independence, critical thinking, reasoning, time management and study skills (reading for purpose, writing for purpose)
<b>Higher Education</b>	All NCG Group Registry approved courses at L4 and above		Higher education will follow the HE Assessment Framework and associated HE Assessment Policy

## Annex C – NCG Target Setting Matrix for T-levels

The table below shows the target setting guidance for T-level programmes. This should be applied alongside robust initial assessment, if the teacher's professional judgement is different to the table below then a note must be added to eTrackr to provide the rationale / evidence/ Curriculum/programme leaders should also familiarise themselves with the T level grading look-up tables based on the proportions of the components.

Average Points Score (APS)	Year 1		Year 2		
	Initial Target Grade (ITG)	Aspirational Target Grade (ATG)	Year 1 Grade	Initial Target Grade (ITG)	Aspirational Target Grade (ATG)
> = 7.75	A*/A	A*/A	A*/A	D*	D*
> = 7 and <7.75	A	A*	A	D	D*
> = 6.55 and <7.0	B	A	B	D	D*
> = 6.1 and < 6.55	B	A	B	D	D*
> = 5.65 and < 6.1	B/C	A/ B	B/C	M	D
> = 5.21 and < 5.65	B/C	B	B/C	M	D
> = 4.77 and < 5.21	C	B	C	M	D
> = 4.37 and 4.77	C	B	C	P	M
> = 3.79 and < 4.37	C/D	C	C/D	P	M
> = 3.05 and < 3.79	C/D	C	C/D	P	M
> = 0 and < 3.05	C/D	C	C/D	P	M

## Annex D – Progress Review/Audit Frequency

For the purposes of this document, long provision is defined as any programme that is over 6 weeks.

Provision Type	Frequency of Review	Review per academic year
<b>16 -18 Study programme</b>	2 x per academic year	2 occasions – full progress review or progression audits
<b>16 – 18 T-levels</b>	4 x Per academic year	2 full progress reviews and 2 data collection points only
<b>16 – 18 Other</b>	RARPA	Depends on duration/GLH – locally devised
<b>Adult provision (long)</b>	2 x per academic year	2 occasions
<b>Adult provision (short)</b>	RARPA	Depends on duration/GLH – locally devised

## Annex E - NCG T level Resit Expectations/framework

In order to ensure all T level learners, make the progress inferred by their qualifications on entry:

- All learners who achieved a grade below a C for their overall core component at their first attempt will re-sit at least once to improve their grade.
- Those learners who have an ITG of A to C and have failed to achieve their target grade at the first attempt will also be expected to re-sit.
- A second re-sit option for those who have not achieved a Grade C on their first re-sit attempt.

Grade achieved in Core Component	Core ITG	Resit(s) target grade
A*	A*	N/A
A	A*	Re-sit - ITG target
B	A* - A	Re-sit - ITG target
C	A* - B	Re-sit - ITG target
D	D - A*	Re-sit Min C
E	D - A*	Re-sit Min C
U	D - A*	Re-sit Min C

Re-sit considerations:

1. Whether to re-sit Core Exams and/or Project (ESP) - what were the marks/grades for each of the Core components
2. Timing and frequency of re-sits - autumn and/or summer series
3. Second re-sits for those learners who have achieved above a C but are not yet at ITG would need to consider on an individual basis.

Potential exceptions – acceptable justification/rationale:

1. Student wellbeing/welfare – if discussion with student, parents and SLT lead has indicated that a re-sit would have a detrimental impact on the learner putting them at risk of withdrawing.
2. Grade boundaries – how close to the grade boundary was a student's mark – are they likely to be able to move up a grade if they are currently at the low end?
3. Weighting of Core component V Occupational specialism component (Applicable if OS is weighted 60 / 40 or 70/30) - does the learner struggle with exams are they likely to perform better on non-examination assessments?
4. Consideration of a student's prior English and Maths GCSE grades in addition to ITG which we know can be inflated by non-GCSE qualifications which skews their ITG.