

<u>Policy Title</u>	NCG Tutorial Progress Attainment Policy	
<u>Policy Category</u>	Compliant	
<u>Owner</u>	Assistant Director of Quality	
<u>Group Executive Lead</u>	Executive Director for Quality	
<u>Date Written</u>	December 2018	
<u>Considered By</u>	Executive Board	
<u>Approved By</u>	Executive Board	
<u>Date Approved</u>	March 2020	
<u>Equality Impact Assessment</u>	The implementation of this policy is not considered to have a negative impact on protected characteristics	
<u>Freedom of Information</u>	This document will be publicly available through the Group's Publication Scheme.	
<u>Review Date</u>	September 2021	
<u>Policy Summary</u>	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.	
<u>Applicability of Policy</u>	<u>Consultation Undertaken</u>	<u>Applicable To</u>
Newcastle	Yes	Yes
Newcastle 6th Form	Yes	Yes
Carlisle	Yes	Yes
Kidderminster	Yes	Yes
Lewisham	Yes	Yes
Southwark	Yes	Yes
West Lancashire	Yes	Yes
Group Services	Yes	Yes
<u>Changes to Earlier Versions</u>		
<u>Previous Approval Date</u>	<u>Summarise Changes Made Here</u>	
20/12/2018 - Reviewed Feb 2020	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.	
<u>Linked Documents</u>		
<u>Document Title</u>	<u>Relevance</u>	
Student/ Staff Disciplinary Policy (College)	If malpractice is confirmed the Student/ Staff Disciplinary Policy will set out the actions to take.	
NCG Internal Notification Process	Details the reporting process where potential staff malpractice or maladministration is identified.	
Student/ Staff Appeals Policy (College)	If malpractice is confirmed and disciplinary action is taken, the Student/ Staff Appeals Policy will set out the options available to those involved.	

1. Definitions, Scope and Purpose of Policy

1.1. Definitions:

- The term **teacher and educator** is used to refer to all teaching and training staff within the Group, including teachers, lecturers, assessors, skills trainers, instructors, learning support.
- The term **learner** is used to refer to recipients of teaching and training and will include learners on study programmes, substantial adult provision, high needs learners and apprentices.
- The term **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 **College head** is used to refer to the college principal or managing director; **College leaders** refers to those senior managers with responsibility for curriculum and quality.
- 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.
- 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 may typically be expressed as a percentage, points, mark and/or assessment of the skills, knowledge and personal skills gained.

1.2. Policy Scope

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 (regardless of guided learning).
- Adult provision (excluding short and very short aims).
- Apprenticeships (all age and level).
- Traineeships.
- Substantial subcontracted provision from other providers such as study programmes and apprenticeships.
- Subcontracted (policy) in scope provision to other providers.

1.2.1. Links to Higher Education

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

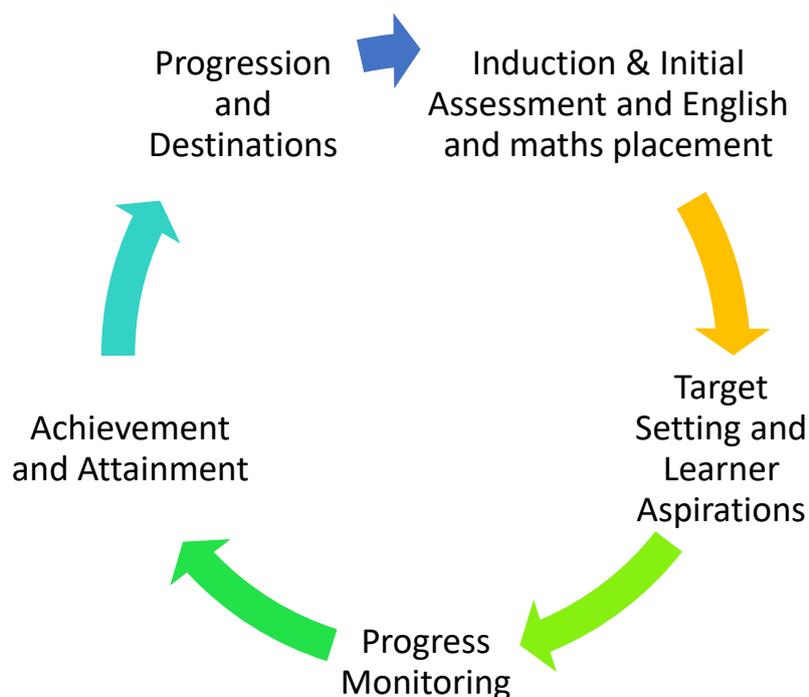
1.3. Purpose of Policy

The purpose of this policy is to ensure that all learners at NCG, regardless of their starting points, are set informed, personalised and appropriate targets that are readily understandable and contextualised to their learning goals and career ambitions. It sets out a process for agreeing these targets and the process required for regular monitoring and review.

Secondly, this policy provides NCG with a consistent framework for setting and measuring progress toward attainment targets. The Policy applies only to FE funded learners and apprentices as set out in the definitions.

2. Policy Statement

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 wider tutorial process, rather than as a separate process.



2.1. Policy Requirements

Each NCG College is required to create a local procedure, and review for currency each academic year, that ensures full compliance with this NCG policy. The procedures must be approved by the College Senior Leadership Team.

College Heads and their leaders must ensure that quality processes are in place to support the successful implementation of this policy, through regular annual training and risk based analysis development requirements, in addition to curriculum scrutiny through sampling.

Learner progress reviews should be used to set high expectations, motivate learners and raise overall learner effort and attainment. Reviews and audits of practice will measure and drive forward the quality and effectiveness of learner progress reviews against identified college quality standards.

Group QA and Colleges 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.

Good quality sampling should incorporate:

- A representative sample of the provision.
- Courses with new or inexperienced course lead/tutor(s).
- Courses that have historically underperformed, in comparison to sector attainment benchmarks.
- Courses where a complaint or internal/external quality issue has arisen.

3. Induction and Initial Assessment

3.1. Induction

It is the responsibility of College leaders to ensure that a designated course lead/tutor is appointed to manage the learner journey for a defined course(s) or programme. The designated course lead/tutor will ensure that the learners receive a thorough induction to their course. 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 PPE; expectations for behaviour and attitudes to learning.
- Issue of timetables or schedule of work.
- Issue and explanation of student/course handbook (usually incorporating content and assessment requirements of the course).
- Safeguarding and Prevent training (including the importance of wearing badges for identification and how to access support).
- E-safety training.
- Introduction to a VLE such as Moodle and access to email/web resources.
- Introduction to student services and/or relevant careers and guidance staff.
- Introduction to their career plan and an initial advice and guidance one-to-one meeting to confirm they are on the correct programme.
- 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.
- In addition to the above apprentices require a specific induction to employment legislation, insurance and welfare policies.

On completion of the above, the course lead must document that the induction process has been completed; this will usually be on the learner record held on systems such as e-Trackr, Smart Assessor VQ Manager or in a College agreed format¹. At this point, the enrolment is formally confirmed and the student is ready to proceed with the core education and training.

Additional induction arrangements may be in place for full time study programmes including:

- Fresher and/or welcome events.
- Introduction to enrichment and sports clubs.
- Specific Surveys such as QDP and FE Choices.

Additional induction arrangements may be in place for apprentices including:

- Detailed induction to the employer workplace, including relevant prohibitions around equipment and machinery (if applicable).
- Arrangements for skill scanning of technical/applied knowledge and skills.
- Introduction to completing specific arrangements for logging off the job training, skills and knowledge.

3.2. Initial Assessment

It is the responsibility of the designated course lead/tutor to ensure that a comprehensive initial assessment is carried out. Annex A sets out the requirements for the different provision types.

At the very least the initial assessment must consider:

- English and mathematics initial assessment, alongside appropriate diagnostics to support the planning of teaching and learning.
- Establishing prior subject knowledge, for example through a quiz, on-line questionnaire or activity.
- For vocational/practical skill courses, carry out a skills assessment to establish the learners' practical skills and existing competencies, for example through an activity or trade test exercise.

¹ Not an exhaustive list

- Assessment of study skills relevant to their programme of study.
- Values and behaviours, for example through a team activity.
- Personal aspiration, ambition and intended destination.

On completion of the initial assessment, the course lead/tutor is required to complete and record the outcomes in a College agreed format and disseminate to the wider course team to support the course/lesson planning process. Colleges are encouraged to hold this information electronically for ease of access and security of data.

Annex D 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 table in Annex D 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) DfE performance measures, which are published annually.

3.3. Course Defined Induction and Initial Assessment (for short duration adult provision)

This policy makes allowance for ESFA funded courses with shorter durations, usually delivered to adults as community learning or re-engagement activity.

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 aims 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).

Whilst there is no requirement to complete full initial assessment (using BKSB or similar), course leads must still establish the learner's relative

starting points for literacy, numeracy and any relevant technical or knowledge requirements to facilitate good quality subject planning.

3.4. 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 and aspirational attainment targets based on the qualification measurement i.e. a grade, mark, percentage or stated level of competency.
- 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.
- 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) or reputable data sources (such as ALPS where possible).
- 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 review targets with the learner on a half termly basis (every 6-8 weeks) and with an expectation of a minimum 'five points of contact/review' per academic year.

Learner prior attainment will be gathered at point of enrolment and via the annual Personal Learner Record (PLR)² export where available.

Where available functions within specialist software, such as eTrackr will be used to convert the prior attainment grades (and associated

² This is a secure, DfE-administered tool for providing learner prior attainment grades based on a unique learner record reference.

points) into target grades or alternatively a dedicated spreadsheet (L3 VA ready reckoner).

Where this is not available, Group QA in consultation with College leaders will devise a local set of progress measures and build into the learner management software where possible. Group or College devised progress measures will be stored on a central portal once approved for use.

College and Group leaders must ensure that a mechanism exists for documenting the attainment target at the commencement of the learning aim. This will be stored in a secure and approved learner management system, so that the target can be viewed by the learner, their parents*, carers* or employers* (*where applicable), in addition to the course team throughout the duration of the planned learning.

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.

The learner must understand the target setting process and agree the targets with their designated course lead; for apprentices this will additionally involve the employer. This must be complete within 5 weeks of commencing the course. This will be communicated formally through a student record or pastoral system. Courses lead/tutors are expected to make additional arrangements to ensure that the attainment target remains visible to the student³.

3.5. Aspirations and Intended Destinations

All learners are entitled to impartial information, advice and guidance to assist them with progression and career planning. In addition, all full time learners will have guaranteed access to a named student adviser, personal tutor or learning coach who will work closely with both the learner and the course lead/tutor to deliver a careers education information advice and guidance service (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 higher education opportunities; can make realistic decisions regarding progression opportunities and understand how the course targets for progress are aligned to successful progression.

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

³ – Simple examples include: a sticker on the student badge; reference points in notes, books or handbooks.

It is the course leads responsibility to liaise with the College's student support team to facilitate the delivery of specialist activities to support UCAS applications and career / progression planning, if not included in mainstream delivery. Colleges are encouraged to seek and attain Matrix accreditation as a national standard.

All learners are entitled to confidential individual guidance appointments with their named Student Adviser and can access advice and guidance from the National Careers Service if required.

3.6. Progress Monitoring

Central to the tutorial process is the regular monitoring of relative learner progress against attainment targets. The type of review is dependent on the programme mode and is illustrated in Annex C.

Underpinning all reviews of progress is a commitment to ensuring that learners reach their potential. This involves a rounded understanding of learners' development and attainment of knowledge, skills and behaviours, translated into clear and attainable milestones, to stretch them beyond their potential and reach their intended destination.

All NCG Colleges must either follow or ensure that a procedure exists for monitoring the progress toward attainment targets.

The 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.

3.7. Expectations for assessment and marking of learner work

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 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.

3.8. Links to the Teaching, Learning and Assessment Policy

Whilst this will take many forms, the Teaching, Learning and Assessment Policy sets out several key principles which underpin this process.

- Purpose - all sessions will have a clear purpose, that is articulated to the learners – this will include the success criteria in the context of the session and the steps required to exceed the specification standard (stretch target).
- Assessment for Learning - all sessions will begin with an understanding of how best to evaluate or measure existing and new skills and/or knowledge taking into account the relative position in the planned journey – for example the extent to which the assessment is developmental, formative and/or summative.
- Individualisation - all teachers must understand the learners' relative starting points, which will be dependent on how far they have progressed through the planned learning – this will underpin the entire process of lesson planning, whilst concurrently ensuring an equitable and diverse approach to practice.
- Planning - planning must be sufficient to ensure that learning and assessment is always purposeful and that learners have the opportunity to learn and be assessed in a variety of ways.
- Adding Value- the process of determining progress must add demonstrable value – this generally help consolidate current skills and knowledge whilst identifying opportunities for the delivery of new skills and knowledge; in addition HE students should be encouraged to engage in meaningful collaboration between staff and students in programme design, content and deliver adopting the concept 'Student as Producer' which recognises outputs of student research as a valued activity within an inclusive academic community.
- Progress - learners should be able to 'showcase' or 'demonstrate' new skills or knowledge throughout their planned learning – if not,

then the teacher should reflect and improve the planning and delivery accordingly. The very best teachers will engage their learners with opportunities that challenge their new knowledge and skills – such as challenging work placement, aspirational higher education applications, skills competitions, additional work, higher level thinking, research and scholarship in their chosen subject, vocation or discipline.

3.9. Achievement and 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.

Group Quality 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.

4. Group Assurance and Continuous Improvement

In order to provide the Group Executive and Corporation Board with assurance that the policy is implemented consistently across all areas of the Group, the following steps will be taken to demonstrate compliance.

The procedures will be reviewed annually for adherence to this policy.

The impact of the procedures will be tested through curriculum scrutiny and learner forums, extending to focus groups and an evaluation of progress review.

Learners will be expected to know their attainment targets, the progress they are making and the steps required to consolidate their knowledge skills (including personal) or how to improve further.

The alignment between management information and learner perspectives will be tested for accuracy and consistency.

Arising from the review, Group 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. Group QA will monitor the effectiveness of the policy, and its derivative



College procedures, and provide opportunities for formal review and updating.

5. Linked Policies

- NCG Teaching, Learning and Assessment Policy
- NCG Apprenticeships Policy
- NCG Attendance Management Policy
- NCG Single Safeguarding Policy

6. Linked Procedures

- NCG Guidance Procedure for Progress Monitoring in eTrackr
- College Procedures

7. Equal Opportunities Statement

An Equality Impact Assessment will be completed by each College. This policy may be subject to review following Equality Impact Assessment by the Colleges.

8. Location and Access to the Policy

This Policy is located as follows:

- NCG Intranet: Group Services: Group Policies and Procedures.
- NCG Website: Media Centre: Guide to Information: Our policies & procedures.

9. Person Responsible for the Policy

NCG Executive Director of Quality



Annex A – Policy Requirements for Types of Provision – Induction, Initial Assessment, English and maths

Provision Type	Induction	Initial Assessment – maths and English	Initial Assessment – Skills and Knowledge	English and maths placement
16-18 Study Programme	Follow 5.1	Follow 5.2	Follow 5.2	Annex D
Apprenticeships	Follow 5.1	Follow 5.2	Follow 5.2	SASE Framework or Standard requirements
Adults (substantial aims such as GCSE, diploma and Access)	Follow 5.1	Follow 5.2	Follow 5.2	Not applicable
Adults (short aims)	Follow 5.3	Follow 5.3	Follow 5.3	Not applicable
ESFA Subcontracted In (from Prime) (study or apprenticeship)	As defined in SLA Advisory: 5.1	As defined in SLA Advisory: 5.2	As defined in SLA Advisory: 5.2	As defined in SLA Advisory: Annex D, or SASE Framework or Standard requirements
ESFA Subcontracted Out (to Partner) (study or apprenticeship)	Follow 5.1	Follow 5.2	Follow 5.2	Annex D, or SASE Framework or Standard requirements
Traineeships	Follow 5.1	Follow 5.2	Follow 5.2	Annex D
International study programme	Follow 5.1	IELTS at appropriate level	Follow 5.2	Dependent on entry requirements (e.g. IELTS)

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

Provision Type	Area Qualification Category	or	Attainment Measured	Target(s)	-	Note and Guidance
All learners	Attendance Readiness	and	100% attendance (see notes for College KPI)			The Group has an expectation that learners attend all lessons hence 100% attendance. However, the attendance KPI will be agreed and set annually by the College Head and Group CEO. This target is usually around 90% and forms a realistic curriculum target that is adjusted to take into account 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. Learners are expected to turn up on time, with appropriate resources (e.g. PPE, stationary, relevant workbooks and equipment).
16 -18 Study or, Adult (long)	A Level		ALPS			A Level – A level targets will always follow ALPS as the market leading data set. The ALPS KPI will be agreed and set annually by the College Head and Group CEO.
16 – 18 Study, or Adult (long), or Subcontracted In	Main L2 and L3 Aims: (Applied General, technical Certificates, Diplomas, Other Regulated, Certificates)		L3VA or ALPS			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. For other provision and a level of consistency, Group and College leads will develop a best-fit function and integrate into the system software where possible. The progress KPI will be agreed and set annually by the College Head and Group CEO,
16 – 18 Study, or Adult (long), or Subcontracted	Aims at L1, for example Diplomas and Certificates					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. 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.

			The achievement KPI will be agreed and set annually by the College Head and Group CEO.
16 – 18 Study, or Adult (long), Including Subcontract	Basic Functional Skills LE – L2	Set within boundaries of pass mark*	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. The achievement KPI will be agreed and set annually by the College Head and Group CEO.
16 – 18 Study, or Adult (long), Including Subcontract	GCSE English and maths	Set at appropriate, challenging grade based on entry qualifications	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. The high grade KPI will be agreed and set annually by the College Head and Group CEO.
16 – 18 Study, or Adult (long), Including Subcontract	L1 and L2 NVQ and other competency-based qualifications		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. 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. The achievement KPI will be agreed and set annually by the College Head and Group CEO.
Adult (long)	Access to HE		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: This will include: independence, critical thinking, reasoning, time management and study skills (reading for purpose; writing for purpose)

Apprenticeships	All frameworks and standards at L2 and above (including higher apprenticeships)		<p>For apprentices on standards or frameworks, the attainment would be explicitly set out to identify the required and desired knowledge, skills and behaviours required to thrive in the chosen occupation. 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 apprentice's wider skills and knowledge base, nor should it discount the important of personal/employability skills.</p> <p>Interpersonal targets here will often be linked to sustainable employer skills such as punctuality, attendance, teamwork and paying due attention to workplace regulations.</p> <p>Apprentices completing technical courses will follow the study programme guidance where applicable (e.g. L3 VA or ALPS)</p> <p>The timely achievement KPI will be agreed and set annually by the College Head and Group CEO.</p>
Higher Education	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 – Progress Review Frequency

Provision Type	Frequency of Review	Review per academic year
16 -18 Study programme	Half Termly	5 occasions
16 – 18 Other	RARPA	Depends on duration/GLH – locally devised
Adult provision (long)	Half Termly	5 occasions
Adult provision (short)	RARPA	Depends on duration/GLH – locally devised
Apprenticeships	Half Termly	Reviews will continue through summer and holidays in line with College apprenticeship procedures

Annex D – English and mathematics condition of funding - for curriculum managers

For information only, the associated entry and outgoing entry points are detailed overleaf. The grading of GCSE English and maths was reformed for first teaching in September 2016 and exams/award in summer 2018. The grading structure is illustrated (right). It is an expectation that all learners reach a satisfactory standard of English and mathematics. The government currently stipulate an acceptable standard is a GCSE grade C/Grade 4.

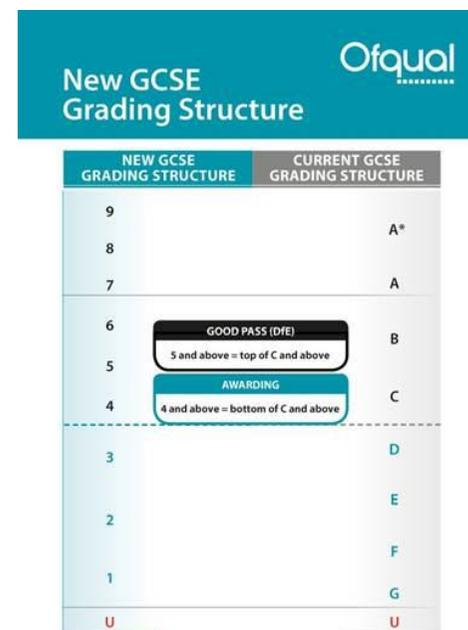
To meet the English and maths (DfE) condition of funding, a student must be:

- Enrolled to an approved qualification
- Timetabled to attend lessons and be progressing in the subject
- Must pass the qualifying period for each math and English qualification (42 consecutive days) before the enrolment counts

Full time students (those on a study programme of at least 540 planned hours if age 16 to 17 or at least 450 hours if age 18) starting their study programme who have a grade D/3 GCSE or equivalent qualification in maths and/or English must be enrolled on a GCSE.

To count as enrolled and meet the condition of funding a student has to meet the qualifying period for funding (6 weeks for students with a planned length of 24 weeks) against the maths and/or English aim. Students who have already achieved at least a C/4/5 grade in any one of the English qualifications listed below by age 16 will meet the condition of funding:

- GCSE English;
- GCSE English Language;
- GCSE English Language and Literature;
- GCSE English Literature.



The chart illustrates the mapping between the new GCSE grading structure (grades 1-9) and the current GCSE grading structure (grades A*-G). It also highlights the 'GOOD PASS (DfE)' range (grades 5 and above) and the 'AWARDING' range (grades 4 and above).

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

GCSE and basic skills indicative placement based on incoming grade, mark and initial assessment

The following table is provided as indicative guidance for curriculum managers when designing new study programmes:

Incoming Grade	Associated GCSE Grade (Points)	Approx. Banding [within grade boundaries]	Initial Assessment	Indicative Enrolment	Outgoing Grade (Points)	DfE Progress If successful
Grade 4 Grade C	Grade 4 = 5p Grade C = 5p	Recorded to monitor progression	Recorded for IA and planning	Optional GCSE Improver Group or L3 core maths	Grade 9 = 8p Grade 8 = 7.7p Grade 7 = 7p Grade 6 = 6.3p Grade 5 = 5.7p	+0.7p = grade 5 +3p = grade 9
Grade 3 Grade D	Grade 3 = 4p Grade D = 4p	Recorded to monitor progression	GCSE Diagnostic	GCSE Target Group	Grade 4 = 5p	+1.7p = grade 4 +5p = grade 9
Grade E	Grade E = 3p	>50%	L1 diagnostic [high]	L2 FS [if resitting]	Grade 3 = 4p FS L2 = 4p	+1p = grade 3 +2p = grade 4 +1p = FS L2
Grade E	Grade E = 3p	<50%	L1 diagnostic [low]	L1 Functional Skills [if resitting]	L1 = 2.5p	-0.5p = L1
Grade 2	Grade 2 = 3p	>50%	L1 diagnostic [high]	L1 FS or GCSE Improver	L1 = 2.5p Grade 3 = 4p	-0.5p = L1 +1p = grade 3
Grade 2	Grade 2 = 3p	<50%	L1 diagnostic [low]	L1 Functional Skills	L1 = 2.5p LE = 0.4p	-0.5p = L1
Grade F	Grade F = 2p	>50%	L1 diagnostic	L1 Functional Skills	L1 = 2.5p	+0.5p = L1
Grade F	Grade F = 2p	<50%	LE diagnostic [low]	L1 Functional* required additional evidence for LE	L1 = 2.5p	+0.5p = L1
Grade 1 Grade G	Grade G = 1p Grade 1 = 1p	NA	NA	LE Functional Skills	LE = 0.4p	-0.6p = LE
L2 basic skills Achiever	L2 = 4p	Recorded to monitor progression	Recorded for IA and planning	GCSE Target Group	Grade 4 = 5p Grade 5 = 5.7p	Depends on GCSE at KS4
L1 basic skills Achiever	L1 = 2.5p	>50%	L1 diagnostic [high]	GCSE Improver	Grade 3 = 4p FS L2 = 4p	Depends on GCSE at KS4