

POLICY / PROCEDURE TITLE		DATE OF APPROVAL
NCG Teaching, Learning and Assessment Policy		October 2024
APPROVED BY	VERSION NO.	VALID UNTIL
Executive Board	5	October 2026

OWNER	Assistant Director Quality (TLA)		
GROUP EXECUTIVE LEAD	Executive Director of Quality		
DOCUMENT TYPE	Policy <input checked="" type="checkbox"/>	Group Procedure <input type="checkbox"/>	Local Procedure <input type="checkbox"/>
PURPOSE	This policy identifies the required characteristics of all teaching, learning and assessment at NCG. The policy sets out the framework for the evaluation of teaching and learning and aligns the NCG strategic aim to pursue exceptional teaching, learner experienced and outcomes with national standards for teaching and education.		
APPLICABLE TO	All NCG employees, as well as consultants, vendors, agency workers, contractors, service users, trainees/students, volunteers and/or any other parties who have a business relationship with NCG.		
EQUALITY ANALYSIS COMPLETED [POLICIES ONLY]	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	N/A <input type="checkbox"/>
	(If EA not applicable, please explain)		
KEY THINGS TO KNOW ABOUT THIS POLICY	Learners' studying at any of our colleges will have access to a suitably engaging, challenging and inclusive teaching, learning and assessment (TLA) experience to help them achieve their ambitions and career goals. The fundamental ethos of this policy is to facilitate teachers 'crafting' their practice through professional feedback and a range of supportive approaches in coaching, modelling and reflection.		
EXPECTED OUTCOME	Readers are expected to understand the organisational position on the teaching, learning and assessment process, know their responsibilities in relation to the policy and comply with the terms of the policy.		

MISCELLANEOUS	
LINKED DOCUMENTS	<ul style="list-style-type: none"> • NCG Strategy Towards 2030 • NCG Quality Plan 2023-26 • NCG HE Strategy to 2030 • NCG Safeguarding Policy • NCG Equality, Diversity, Inclusion and Belonging (EBID) Policy

	<ul style="list-style-type: none">• NCG Malpractice Policy• NCG Attendance Management Policy• NCG Code of Conduct Policy• NCG Performance Policy• NCG Assessment and Internal Quality Assurance Policy• NCG Student Positive Behaviour Policy• NCG Careers Education, Information Advice and Guidance Framework
KEYWORDS	<ul style="list-style-type: none">• Teaching• Learning• Assessment

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, trade unions, Policy Review Council, NCG Executive NCG, 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 suitably engaging, challenging and inclusive teaching, learning and assessment (TLA) experience to help them secure exceptional outcomes, including NCG 'Awards', and achieve their ambitions and career goals. The fundamental ethos of this policy is to facilitate teachers 'crafting' their practice through professional feedback and a range of supportive approaches in coaching, modelling and reflection. Reflection is widely regarded as one of the most important ingredients in any recipe for professional growth and the development of teachers (O'Leary, 2020). As such we hope that the Group's teachers and educators will welcome the evaluation of teaching, learning and assessment in the spirit in which it is intended, which is to receive feedback on their contribution to the learner journey, actively engage in professional discussion and reflection and, with considered guidance on how to improve practice and pedagogical approaches to aspire to outstanding practice.

To enact this, this policy identifies the arrangements for implementing the common annual improvement cycle for teaching, learning and assessment across NCG, in pursuit the NCG strategic theme of *exceptional teaching, learner experiences and outcomes*. The policy sets out the framework for the evaluation of teaching and learning into a pragmatic framework, by considering national standards for teaching and education and checked against sector norms to ensure that it is fair and representative of current practice.

Through this policy, NCG will ensure that: a) the learner experiences meet expectations; and b) teachers receive regular feedback on how to further develop their practice for their ongoing professional development. The premise underlying this strand is that all teachers can develop and improve their practice, given considered and well-intended feedback.

2. DEFINITIONS

- The term **learner/student** is used interchangeably to include in its widest sense all learners, whether young people aged 14-18, learners with specific high needs, care experienced learners, apprentices, adult learners or higher education students.
- The term **teacher** is used to describe all teaching and training staff, including teachers, lecturers, instructors, skills trainers, learning support practitioners, coaches/mentors, work experience coaches and teachers in managing positions.
- **SLT** relates to the senior leadership team in the College – comprised of a Principal and their senior deputies.
- **Great Place to Teach** is an NCG brand, used occasionally for communications associated with TLA, to represent Group-wide events, conferences, good practice and highlight the annual cycle of continuous improvement.

3. **IMPLEMENTATION AND COMPLIANCE**

This policy is reviewed and agreed in line with the policy cycle and must be implemented in full through college TLA/ETLA procedures, alongside the NCG delivery standards for teaching and training.

The policy will be reviewed by Quality Assurance and Teaching, Learning and Assessment (QTLA) forum and is consulted upon with relevant trade unions at a national level on behalf of all colleges and approved by the Policy Council and Executive Board.

The policy applies to all teachers and educators in NCG – without such policy, college leaders cannot carry out their duty to evaluate the quality of education in their college and ensure that the learners receive the required standard of education. It is the responsibility of college SLT to share the policy and local procedures through, for example teacher forums, guidance for teachers or any other relevant communication channels.

4. **NCG DELIVERY STANDARD FOR TEACHING AND TRAINING**

The Quality Plan 2023/26 is one of several documents that underpins NCG's

Strategy Towards 2030. The plan sets out a set of organisational standards which are to be maintained consistently by our staff in pursuit of our intent to be 'Ambitious for Outstanding'. One of the key standards is the delivery standards for teaching and training, which are best viewed as reference points to clarify an attainable standard required in the delivery of teaching and learning. These standards are being fully introduced in line with this policy in 2024/25. As many NCG staff will work across different types of provision, these standards are intended to provide a level of consistency for professional dialogue, feedback and developmental training, for all teachers to take full ownership of their own professional development. The standards have been developed to show teachers need to have an expert knowledge and understanding of the subject(s) they teach. As well as this, they need to know how to effectively teach the knowledge and skills required in that subject and more generally, how to teach to enable a challenging and inclusive teaching and learning experience.

The delivery standards have been shaped with NCG's 12 TLA indicators as the core ingredients and these are reflected at naturally occurring points where they are most prominent (see appendix A for the full description of each indicator). The standards are checked against national standards for teaching e.g. ETF Professional Standards 2022 (appendix B), sector norms and provide a succinct focus for the group, but also a set of more attainable set of expectations. In setting the NCG standards for teaching and training, 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 to work towards open-door culture of trusted development and support. Similarly, we pledge to work harder to identify and recognise the contributions of our staff and our teams that are achieving the standard and celebrate more openly when we achieve those outstanding features.

NCG DELIVERY STANDARD FOR TEACHING AND TRAINING

Good Quality Standard	
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 skills are promoted where contextually relevant.
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.
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.
TL4.	Progress, Pace, and Assessment for Learning: Considered assessment strategies , with skillful 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.
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.
Outstanding Standards	
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, or environmental pressures.
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, skillful interleaving and retrieval practice.
TL8.	Assessment for Learning, Pace, Progress & 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 challenges.

5. NCG AND TEACHER COMMITMENT

NCG is committed to the professional status of the profession and as such will ensure that all teachers on permanent contracts work toward the following:

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

- all (unqualified) teachers at NCG will work toward, and typically complete, a recognised teaching qualification, at an appropriate level within 2 years. In exceptional circumstances, a teacher joining NCG may hold a qualification which is deemed to be equivalent to recognised Initial Teacher and Education (ITE) qualifications. Colleges will hold an internal review on these and seek formal approval of equivalency at the ITE council.
- all teachers whilst undertaking a teaching qualification or deemed to hold an equivalent qualification, will be supported through a structured Early Career Teacher (ECT) teaching and learning support programme.
- all teachers of academic (A level) courses will arrive with teaching training/qualifications at an appropriate level.
- all teachers at NCG will be functionally competent at level 2 or higher (equivalent to a good GCSE pass or L2 functional skill) in both English and maths on joining NCG. This will be evidenced through a qualification.
- all teachers at NCG will have access to a TLA induction when joining the group, including an introduction to the NCG Delivery Standards for Teaching and Training, and CPD opportunities aligned to the standards.
- all teachers at NCG will have access to professional development in reflection peer learning walk reflection and discussions techniques.
- all teachers at NCG will have access to basic digital training via MicrosoftLearn, local college provision or from NCG Professional Services.
- all teachers at NCG will have access to online masterclass sessions at least once per term, organised by NCG Professional Services.
- all teachers at NCG will be supported with their applied literacy and numeracy subject knowledge and pedagogy where required or requested.
- all teachers who have been away from industry for 2 years or more will be encouraged to undertake at least 3 days immersive project work/industry secondment with an industrially relevant employer of their choosing every two years – the timing in the academic year and nature of this leave must be

agreed with the college principal and will be paid absence.

- all teachers in NCG must reflect on their teaching practice / pedagogical development and record their professional development activities / reflections linked to the NCG standards in their TLA Personal Development Plans (TLA PDP's).

6. The Evaluation of Teaching, Learning and Assessment (ETLA)

NCG recognises the uniqueness of our college communities and the importance for leaders of teaching and learning to enact this policy by taking ownership, accommodating local differences and starting points in college teaching and learning communities. There are also a number of different and equally successful approaches to improving teaching and learning in education and we understand that 'a one size fits all' approach, may not always be appropriate to facilitate improvement. Colleges are therefore required to implement and maintain an evaluation of teaching, learning and assessment (ETLA) procedure that meets their needs, but is consistent with the criteria below:

- 6.1. The ETLA procedure must apply the NCG Delivery Standards for Teaching and Training and the inputs into a successful session (i.e. subject knowledge, pedagogy and subject pedagogy) in the professional feedback to teachers.
- 6.2 The ETLA procedure should not be limited to a single learning visit of teaching exposition or demonstration, instead the process must include wider evaluation over time, including the extent to which planning, delivery and assessment is typical. The annual process of ETLA will therefore make use of a range of ETLA activities, including a formal learning visit, curriculum learning walks, peer learning walks and work scrutiny. The wider evaluation is intended to support the one to one TLA meeting and engage in a professional discussion around a teacher's holistic practice.
- 6.3 **Formal learning visit** - There should be at least one formal learning visit that will be selected within the college quality cycle and any risk assessment arising from self-assessment. This may be organised, for example, as part of curriculum 'deep dive', or it may be scheduled individually. The teacher should be given at least 2 working days' notice

and the window for evaluation should not typically be longer than 5 working days. This is to ensure that the teacher has time to collate evidence or provide access to planning for effective learning, examples of learner work and any examples of good practice, but does not promote excessive lesson preparation, that exceeds requirements and is not typical of usual practice. The principal may agree an extension to the evaluation if part of a wider college or department technical review, which may make the timeframe and learning visit time inappropriate, however the intent of this clause (to reduce staff workload) must be considered and applied. The evaluation will typically last longer than 30 minutes and not more than 45 minutes, with verbal feedback being provided within 48 working hours and written feedback within 5 working days. ETLA used for new teachers, as part of teacher training courses, can be used to satisfy this element of the policy as long as SLT are satisfied in the rigour and quality of feedback is aligned to the NCG delivery standards for teaching and training.

- 6.4 **Peer Learning Walk (PLW)** - The teacher will be responsible for selecting the peer who must be an employee of the college, be a trained teacher, have relevant (ideally at least 3 years') experience and be experienced in the subject area of delivery, but does not have to be from the same curriculum area or subject. The peer will be required to complete the college feedback proforma (in a timely fashion) with details of the post-learning walk discussion and individual reflections on the visit. This will include what has been learnt by the visiting teacher both in the classroom visit and from the discussion with their peer. The teacher will include details of what they will implement in their own teaching practice and record their individual actions following the peer learning walk in their PDP's. The completed form will also assist colleges in determining areas of strength, and further development areas across the College to support CPD plans and formal reporting to senior leaders.
- 6.5 **TLA Review Meetings (TRM)** - All teachers will receive at least one TLA Review Meeting per year. The purpose of these meetings is to establish a culture of reflective conversations, through actively engaging in professional discussion with naturally occurring evidence of the delivery standards for teaching and training, for example, schemes of learning, group profiles, learning visits, and learner work/feedback. The TRMs are

conducted by managers and designated individuals and aim to identify strengths and support needs against the standards and ensure the teacher has the means (resources, tools, materials) and ability (knowledge and training) to craft their practice, for example through coaching and mentoring approaches. This will inevitably require an ongoing dialogue with staff to review the efficacy of this approach.

6.6 **Thematic Learning Walk (TLW)** - College procedures should make clear where thematic learning walks are agreed/scheduled/unannounced and all college SLTs should work towards an open-door culture of trusted development and support.

- **College level TLW's** typically have a specific theme and/or focus and will be used to evaluate effectiveness of a theme or establish improvement made against a development area following a period of CPD at college level.
- **Curriculum Level TLW's** have a clear purpose to ensure curriculum and TLA leaders are visible in the teaching and training environments (NCG Leadership standard 2), in supporting teachers with the means (resources) and associated training to meet the NCG TLA standards. The visibility of curriculum leaders will also support in dealing with more persistent student issues and/or concerns that impact on the learner experience. At the same time providing the means for leaders if curriculum and TLA to meet their leadership standard.
- These are non-judgemental, informal temperature checks to support teachers. Curriculum TLW's offer developmental feedback to teachers and facilitate teachers 'crafting' their practice through developmental advice, guidance, and modelling.
- These will endeavour to avoid unnecessary duplication and excessive visits, taking into account staff workload and wellbeing.

6.6 Teachers delivering via blended routes should expect a proportional balance between evaluation of face to face and online delivery; virtual walkthroughs may need to be agreed and scheduled in advance as part

of the thematic learning walk process to overcome access issues to streaming/conferencing apps such as Microsoft Teams (see 6.2).

- 6.7 Staff evaluating TLA (formal learning visits) must be suitably qualified and experienced teachers, who are appointed by the college SLT. Processes must be established for annual training/updating for evaluators to ensure they work towards a consistent standard, with standardisation of evaluating staff being conducted by Group QA. Experienced college leaders are expected to show academic leadership and support the investment in teaching staff by participating in formal learning visits and curriculum learning walks. College leaders who teach will also receive feedback using the college procedure. Group Quality, and/or external consultants, will occasionally support the process to undertake ETLA on behalf of the college. Again, only suitably qualified and experienced teachers will participate. Group Quality may also support local procedures by evaluating college leaders with a teaching caseload. Where possible and practical, evaluators will have relevant subject expertise.
- 6.8 The procedure must allow for 'higher risk' provision to be evaluated early in annual cycle – high risk areas may include new teaching staff, or historically weak provision (identified in self-assessment), courses that have received complaints, or have ongoing sanctions from awarding organisations.
- 6.9 As it is a personalised, developmental process, it must be inclusive so that every teacher participates and benefits from evaluation every year (regardless of length or service); teachers working as advanced practitioner or learning coaches can be evaluated in their delivery of CPD or mentorship of colleagues as it naturally occurs.
- 6.10 Procedures must follow the annual improvement cycle identified within this policy (section 8) and adhere to NCG's Strategy towards 2030.
- 6.11 Procedures must make reference to how on-line, distant or remote learning will be evaluated – additional guidance, based on sector best practice, will be provided to evaluators via the GPTT microsite. Evaluators must show understanding if the technology fails, or if the teacher experiences issues out of their control. The teacher should not be penalised if trying out new technology or methods if the intended purpose

is clear.

- 6.12 Procedures will make clear the grounds to appeal the summary evaluation. This appeal must be focused on naturally occurring, demonstrable evidence/examples of teaching, learning, assessment that do not appear (to the teacher) to have been taken into consideration in the summary evaluation and feedback, yet it could make a material difference in the feedback summary. Teachers who believe that the process is unfair/biased/discriminatory should follow the NCG complaints policy.
- 6.13 Procedures must recognise outstanding practice when we see it – this may be in the form of sharing best practice through CPD, showcase events, recognition schemes, whether at college or Group-level (through communities of practice, Great Place to Teach events).
- 6.14 This policy is intended to ensure that successful teachers are able to progress and thrive through meeting the delivery standards for teaching and training, whilst ensuring that any weak provision improves quickly for the benefit of the learners. Procedures must integrate with arrangements for annual appraisal and performance review. Pay progression arrangements are part of an agreement made separately through a joint working group with trade union colleagues and HR at NCG nationally, and are covered in the performance management policy.
- 6.15 The scale of NCG does mean that the Group is able to run pilots, or experiment with new research-based ETLA practice. Should this be the case, then the college principal must request flexibility via the Curriculum Strategy Group in the preceding term. The rationale for doing this should be formally recorded.

7. ACCEPTABLE FORMS OF ETLA

- Visits to the place of learning via extended learning visits of teaching and learning or short learning walks.
- Focused curriculum/subject reviews or deep dives, through evaluation of learner work (book scrutiny), or evaluation of teacher preparation (i.e. curriculum scrutiny by looking at schemes, intent statements, records of work, teaching resources). This will extend to a review of exercise books, learner files, use of information learning technology (ILT) and virtual learning environments (VLE), product of work and portfolio work (as

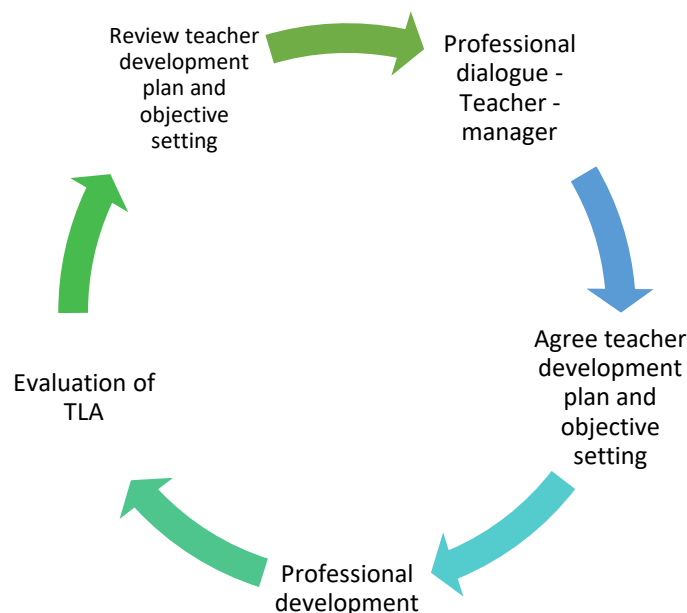
- required).
- Evaluation of learning progress records (ILP's), including progress reviews and eILP (eTrackr/Smart Assessor).
 - Evaluation of learner progress reviews.
 - Evaluation of feedback from learners and apprentices through discussion, forums, or survey.
 - Evaluation of feedback from parents or employers, through discussion or survey.
 - Evaluation of online delivery material and VLE resources.
 - Virtual learning walks (for online live-streamed delivery).

8. PROCESS - ANNUAL IMPROVEMENT CYCLE

- All teachers will engage in self-reflection and professional dialogue with their TLA meeting, based on holistic ETLA feedback to determine relative strengths and areas for further improvement, informed by NCG's delivery standards for teaching and training. Whilst the nature of this discussion will vary, it will be uniformly recorded on a Teacher Development Plan (TDP) proformas within the college. The purpose is to enable teachers to reflect on the impact of professional development on their teaching practice. The TDP will be typically set at the start of the academic year, updated mid-year, with a final 'closing of the loop' at the end of the academic year.
- Colleges will implement a form of skills scanning exercise for teachers to reflect on their relative strengths and areas for improvement in relation to TLA standards. This will provide a stimulus for professional dialogue with line managers and/or TLA coaches and inform their TDP.
- ETLA Feedback to the teacher, based on the items above, must reference the NCG delivery standards and will be recorded formally in their TLA meeting. In the majority of cases most of the standards will be naturally occurring in any session and the longitudinal nature of the ETLA (involving for example, formal learning visits, peer learning walks and work scrutiny) will ensure that staff receive composite feedback over the academic year.
- The views of the teachers should also be considered and recorded as reflections on the ETLA feedback during the one-to-one TLA meeting. This

should focus on the development aspects.

- Staff making the evaluation must ensure that an adequate provision of time is made to engage in professional dialogue with the teacher and with the learner group during any evaluations.
- As a result of both the ETLA, and the resultant personal development plan, teachers can expect to receive personalised training and/or support. This may be delivered in a variety of ways included bespoke sessions, college or Group CPD, online resources or mentorship.
- The professional dialogue will also seek to establish best practice from across the Group. Where best practice is identified, colleagues will have the opportunity to provide mentorship for example within the ITE provision, share practice in masterclasses and take a role within the subject community of practice leadership.
- The process is summarised below. The process is best described as one of development-support, not of punitive-compliance. Very few teachers will ever leave NCG due to ETLA, however most, if not all, will benefit from honest, well intended feedback.



9. ALIGNMENT WITH PROFESSIONAL STANDARDS FOR TEACHERS AND THE UKPROFESSIONAL STANDARDS FRAMEWORK FOR TEACHING AND SUPPORTING HE

The policy framework seeks to simplify and combine existing and complementary

standards currently used by many teaching professionals across the sector, whilst setting a consistent framework for teacher feedback across NCG.

NCG Teachers are encouraged to attain Qualified Teaching and Learning Status (QTLS) and Advanced Teacher Status (ATS) with the Education and Training Foundation, or equivalent professional body.

- Department for Education (DFE) Teachers' Standards can be viewed in full [here](#):

[Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teachers-standards)

- Education and Training Foundation (ETF) professional teaching standards can be viewed in full [here](#):
[Professional Standards for Teachers and Trainers \(et-foundation.co.uk\)](https://www.et-foundation.co.uk/professional-standards)

- UK Professional Standards Framework (UKPSF) for teaching and learning in Higher Education can be viewed [here](#):
<https://www.advance-he.ac.uk/teaching-and-learning/psf>

10. STATEMENT ON IMPLEMENTATION [REQUIRED, DO NOT DELETE]

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.

11. 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.

12. STATEMENT ON CONSULTATION

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

VERSION CONTROL				
Version No.	Documentation Section/Page No.	Description of Change and Rationale	Author/Reviewer	Date Revised
1	New Policy Developed	Update to new policy format. The 12 TLA Keys changed and/or included the word indicators. Separation of Lewisham and Southwark College in the implementation of the policy to individual colleges.		Sept 18
2	Scheduled Review	Minor changes made to reflect detail with Ofsted education inspection framework.	Assistant Director Quality (TLA)	Sept 20
3	Scheduled Review	Makes clear the minimum expectations for ETLA and arrangements for remote and online learning.	Assistant Director Quality (TLA)	Sept 22
4	Scheduled Review	Transferred to the new template. Inclusion of the TLA standards and introduction of the TLA review meeting, replacing the formal learning walk. Inclusion of the thematic learning walks. Consulted with trade unions – policy agreed 25.6.2024	Assistant Director Quality (TLA)	Sept 24

Annex A: NCG 12 Teaching and Learning Indicators

Indicator	Description
Planning	Planning must be sufficient to give students an appropriate sequence of learning tasks that embed and reinforce learning, with the opportunity to gain new knowledge and skills, whilst allowing time to review previous material for the purposes of successful revision and recall. Planning should draw on the subject knowledge and subject pedagogy of the teacher and take into account opportunities to integrate wider themes where naturally occurring and/or relevant (this may include equalities and respect, English and maths, British values and learner personal growth by promoting independence and curiosity). Planning for online sessions should incorporate appropriate adjustments– what works in a face to face classroom session, may not always be suitable for online delivery.
Individualisation	All teachers must understand the learners’ relative starting points, including any reasonable adjustments, which will be dependent on their entry skills and knowledge and 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.

Purpose	All sessions will have a clear purpose to develop relevant knowledge, skills and behaviours, which are articulated to learners. This will include the success criteria in the context of the session and the steps required to exceed the basic expectation (challenge).
Readiness	All sessions must ensure that teachers and their learners are appropriately prepared for and are ready to participate; high risk practical sessions should always start with a check of PPE, risks and hazards; teachers will set a positive example through their own readiness and standards. Online sessions should include a reminder of basic etiquette and e-safety.
Managing Learning	NCG teachers must be able to manage the delivery and learning process through skillful classroom management, modelling and technology where appropriate in creating a climate of high expectations, with high challenge and trust; they should be mindful in their planning of the common stimuli that influence learner engagement (i.e. emotional, behavioural, cognitive factors) and implement reasonable adjustments in all learning environments. Adjustments must be made when delivering online or blended delivery and teachers should not simply assume that methods in the classroom are instantly transferrable.
Pace	NCG teachers will maintain a suitable pace (to maximise productivity and minimise wasted time e.g. starts and transitions) by providing clear, explicit instruction and by moving briskly through planned theory and practical activity and exercise work (where applicable); if the guided content is covered, learner centred activity must have a clear purpose, timescale for completion and success criteria; online delivery must be adjusted accordingly to ensure engagement remains high
Assessment for learning	All sessions will begin with an evaluation of existing skills and/or knowledge – this may be a skill scan, exercise or activity, it may be questioning – but it must connect new ideas to what has previously been learned (and re-activating/checking that prior knowledge), the assessment process will then be continued throughout the session to appropriately gauge learner progress, identify misconceptions, sticking points and respond through additional teaching, training and assessment as required. Online sessions are encouraged to use integrated tools such as posting, hands up and surveys to help with assessments as appropriate.
Questioning	Verbal and written questioning must take into account the learners' starting points and will be used effectively to elicit student thinking, check learning and develop deeper understanding; questioning must be both frequent and reaching to determine how successfully core knowledge is

	retained and understood by the learner.
English and maths	All NCG teachers are also teachers of English/communication and mathematics/numeracy and should therefore plan to actively develop and consolidate English and maths knowledge or skills and seek opportunities to develop learner understanding wherever relevant and reasonable. Basic numeracy, reading skills and oracy should be developed in the majority of sessions.
Feedback	All learners should expect and receive prompt and useful feedback, so that they understand how they can improve, if they have met or exceeded the success criteria and/or what they need to do to improve further – learners should be able to confirm that they understand what this means to them, and what they will do as a result; teachers will monitor the impact of their feedback and correct learner misunderstandings immediately
Adding value	The course must add demonstrable value – this will generally include a balance of consolidation/recall, of which the proportion will increase as the course session moves through the year, however it should always contain the delivery of new skills and knowledge, or new examples, case studies to help consolidate understanding; learners should be encouraged to be both curious and independent. HE students should be encouraged to engage in meaningful collaboration between staff and students in programme design, content and delivery, adopting the concept ‘Student as Producer’, which seeks to recognise outputs of student research as a valued activity within an inclusive academic community.
Progress	Linked closely to adding value, 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. This may involve covering similar ground as recap and reskilling and reducing the effects that a learner’s disability or difficulty may have on their learning.



Appendix B – Mapping to the ETF Standards

For colleagues working toward the existing Education and Training Foundation (2022) standards, the NCG Standards may offer nothing new, other than assurance that Group expectations are in line with professional teaching and learning expectations. NCG Teachers are encouraged to attain Qualified Teaching and Learning Status (QTLS) and Advanced Teacher Status (ATS) with the ETF and to aid with their applications, the table below provides a ‘best fit’, rather than direct reference to the NCG Standards as some standards could be aligned to multiple NCG standards (some are identified against multiple standards, for example ETF standards 1, 9,17 and 19). The ETF standards consist of 20 standards organised into three domains of practice, Professional Values and Attributes (PVA), Professional Knowledge and Understanding (PKU) and Professional Skills (PS).

NCG Standards		ETF Professional Standards
TL1.	Purpose, Planning & Readiness: Teacher uses their expert knowledge for considered planning , involving expert colleagues or stakeholders ² to develop a clearly sequenced, logical, and challenging scheme of delivery . Literacy and numeracy skills are promoted where contextually relevant.	<ul style="list-style-type: none"> • Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. (PKU 8) • Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. (PVA 6) • Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. (PVA 1) • Engage with and promote a culture of continuous learning and quality improvement. (PVA 7) – <i>implicit within the policy cycle</i> • Promote and embed education for sustainable development (ESD) across learning and working practices. (PVA 2) • Develop learners’ mathematics, English, digital and wider employability skills. (PS 17)

² (for example, employers, SEN experts, WorldSkills educators)

TL2.	<p>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.</p>	<ul style="list-style-type: none"> • Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning. (PVA 3) • Promote and support positive learner behaviour, attitudes and wellbeing. (PS 13) • Apply motivational, coaching and skill development strategies to help learners progress and achieve. (PS 14) • Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. (PKU 9) • Select and use digital technologies safely and effectively to promote learning. (PS 16)
TL3.	<p>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.</p>	<ul style="list-style-type: none"> • Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs. (PS 15) • Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. (PKU 11) • Value and champion diversity, equality of opportunity, inclusion and social equity. (PVA 5)
TL4.	<p>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.</p>	<ul style="list-style-type: none"> • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. (PS 19) • Develop learners' mathematics, English, digital and wider employability skills. (PS 17)
TL5.	<p>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.</p>	<ul style="list-style-type: none"> • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. (PS 19) • Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. (PKU 9)

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, or environmental pressures.	<ul style="list-style-type: none"> • Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. (PKU 1) • Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement. (PKU 10) • Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. (PS 20) • Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. (PS 18)
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.	<ul style="list-style-type: none"> • Support and develop learners' confidence, autonomy and thinking skills, taking account of their needs and starting points. (PVA 4)
TL8.	Assessment for Learning, Pace, Progress & 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 challenges.	<ul style="list-style-type: none"> • Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. (PS 19)

Professional Knowledge and Understanding – This ETF spans different quality standards within the NCG Quality Plan 2023-26.

12. Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.