

**Name of Policy**

LZ6 STUDENT PROGRESSION POLICY

**Purposes**

To provide clarity on what each learner needs to achieve in order to progress

**Author / Job Title**

Head of School / LZ6

**Equality Assessment  
By Whom**

Ann Bailey, Quality Assurance  
Manager

**Date**

15<sup>th</sup> March  
2011

**Version**

2

**Date of next review  
(month & year)**

November 2011

**Approved by**

Senior Manager

**Date**

SMT

November 2008

Corporation

**Related policies or  
procedures or parent  
policy if applicable**

**Groups/bodies  
consulted in the  
development of the  
policy**

## **LZ6 STUDENT PROGRESSION POLICY**

LZ6 is committed to providing an outstanding responsive educational service that enables young people to raise their aspirations, achieve their full academic potential and progress into Higher Education or their chosen career.

Academic achievement and attendance targets are discussed and agreed with every learner at the start of their chosen programme. Short, medium and long term goals are recorded on an Individual Learning Plan (ILP) during an initial learner review. Progress is then regularly monitored by lecturers/teachers and a nominated Personal Tutor.

This policy aims to provide clarity on what each learner needs to achieve in order to progress.

### **Academic Achievement**

Learner progression will normally be through one of two main routes

- from one level of programme onto the next level
- from Year 12 into Year 13 on Level 3 programmes.

#### **1 Progression from one level of programme onto the next level**

By the end of their current programme, learners must meet required criteria in order to progress onto a programme at the next level. As a guide, the following minimum entry requirements apply:

- **Level 1 vocational programmes:** 4 GCSE passes at grade F or above
- **Level 2 vocational programmes:** 4 GCSE passes at grade D or above or a Level 1 qualification at Merit or above
- **Level 3 vocational programmes:** 4 GCSE passes at grade C or above or a Level 2 qualification at Merit or above
- **Level 3 A level programmes:** 5 GCSE passes at grade C or above. For some programmes, a grade B at GCSE in the subject to be studied is additionally required. This is clearly indicated in the course information literature.

#### **2 Progression from Year 12 into Year 13 on Level 3 programmes**

By the end of Year 12, learners must meet the following criteria in order to progress to the next year of their chosen programme:

- achievement of all first year units of study, for learners on two-year vocational programmes.
- achievement of a minimum of 3 AS level qualifications at grades A to E (or equivalent), for learners on A level programmes.

Further information can be found within the Courses section at [www.learningzone.ac.uk/lz6](http://www.learningzone.ac.uk/lz6)

## **Attendance and Punctuality**

Good attendance and punctuality for all scheduled classes is essential for learner success. The LZ6 attendance target for an individual learner is set at 100% and each learner is expected to aim to achieve this. In cases where learner attendance falls below 90%, this will normally result in a written disciplinary referral.

## **Framework for Support**

LZ6 provides an effective learning framework and a range of learning support services underpin and enhance the experience of every learner at all stages of their learning. Consideration of progression opportunities and choices are formally recorded at each of these stages, including in the Learner ILP: at initial guidance interviews on entry; following initial and diagnostic assessment; following any on-programme assessment for learning and following achievement.

LZ6 systematically reviews each learner's progression and in cases where needs are identified more specialised support and guidance will be provided. Every effort is made to help learners fulfil their obligation to participate fully in their learning and to overcome any adverse circumstances which could affect achievement of their final qualification.

Effective and supportive policies are in place to ensure that all learners are on a trajectory, with clear progression options and routes. However, if learners are unable to follow their planned progression routes due to issues with attendance or performance, their progression options may need to be reviewed to reflect this.

Julia Kelly  
Head of LZ6  
November 2008

(approved at LZ6 Joint Management Committee 25 November 2008)

[N:\Progression\LZ6 STUDENT PROGRESSION POLICY.doc]