



SPARSHOLT
COLLEGE HAMPSHIRE

ANDOVER COLLEGE
... prepared for life

Policy and Procedures for Promoting Effective Learner Performance (Further Education Programmes)

Excellence, Integrity, Supportiveness



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Our Mission

To inspire learners to recognise and achieve their full potential

Our Values

Excellence, Passion, Team Work, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

Sparsholt College Hampshire, incorporating Andover College

The *Policy and Procedures for Promoting Effective Learner Performance* was approved by the Board of Governors in December 2018. This supersedes the previous publications.

Equality Impact Assessment	Conducted:
Originator: Deputy Principal	Located:
	College Intranet
	College Website
	Managers Tool Kit
Date of next scheduled review:	May 2021

Policy and Procedures for Promoting Effective Learner Performance

The purpose of the Policy and Procedures for Promoting Learner Performance is:

- To provide a supportive framework, which allows Sparsholt College Hampshire (“the College”) to help learners manage their performance in ensuring their success.
- Through induction and the programme of study, to provide learners with a clear understanding of the commitment they need to make to succeed in their studies and College life.
- To ensure that any intervention is coupled with support for the learner that considers their individual circumstances.
- To appropriately involve parents* of 14–18 learners (14 – 25 for vulnerable learners) in any actions regarding performance.
- To invite parents of learners aged 19-21 on Further Education programmes to be involved in addressing performance concerns, with consent.

College staff are passionate about learners always trying their best. They therefore require the learner (and, where appropriate, their parents) to be clear when performance has slipped below the expected standard and what is required to correct / improve. This is the purpose of the formalised procedure with its various “Stages” and particularly where this involves other more senior members of staff in a “Hearing”.

Note: Where Under 18 learners are referred to within this document, this is meant to include all learners who are under the age of 18 at the commencement of the academic year.

*In the College’s context the term ‘parents’ should be taken to include all parents, guardian or carers.

Procedures for the Management of Learner Performance

Performance Concerns

Performance Concerns are for issues that, if not addressed by the learner, may impact upon academic achievement.

Some examples of issues which would trigger an alert include:

- Attendance/punctuality
- Late hand-in of work
- Standard of work or effort to produce work below that known to be that which the learner can achieve
- Lack of preparedness for learning
- Poor co-operation in classes or practical sessions
- Non-completion of homework tasks

The list above is not exhaustive and is intended to provide examples only.

Process

Any teacher, instructor, instructor technician, technician, or other member of staff (e.g. Learning Support Assistant) with a role in supervising learners may raise a performance concern.

The member of staff will clearly explain, usually verbally, to the learner the reasons for the concern being raised.

The member of staff is responsible for ensuring (through the curriculum administrator if appropriate) that the relevant part of the e-ILP is completed.

Concerns may also be raised automatically electronically for non-submission of homework, or assessment activities.

Concerns/Sanctions

Learners may trigger a number of performance alerts, which the Pastoral Tutor will follow up. When, in the judgement of the delivery team, a learner's performance warrants a formal review, the Pastoral Tutor will instigate a performance review.

Support/Follow up

The Pastoral Tutor is responsible for monitoring the learner's progress.

Formal Performance Review

A **Formal Performance Review** is triggered where there has been insufficient improvement in performance such that the learner is at risk of failing their course.

Some examples which may trigger a Formal Performance Review include:

- Performance below Pass standard
- Persistent late hand-in of work
- Low level plagiarism
- Accessing inappropriate material on IT network
- Refusal to co-operate during taught sessions.

The list above is not exhaustive and is intended to provide examples only.

Process

Formal Performance Reviews are normally conducted by either Pastoral Tutors or Course Co-ordinators. Where it is deemed in the learner's interest, a Curriculum Leader might chair a formal performance review so that the Pastoral Tutor can support their learner.

Where appropriate, parents will be notified of the meeting in advance and, should they specifically request, be permitted to attend providing this does not create inappropriate delay to a formal review. The outcomes will be recorded in the relevant parts of the e-ILP, including a performance action plan, with appropriate targets for completion in the next month.

Parents, as appropriate, will be notified in writing of the meeting and the targets set within five working days.

Sanctions

The learner may be put on 'academic report' and be responsible for ensuring that teachers and instructors complete a weekly report card for attendance and engagement. There may be a loss of access to optional visits, or assessment for Secondary Learning Goals, where appropriate.

Support/Follow up

Pastoral Tutors are responsible for a formal desk-based review of targets set at monthly intervals. If targets are met, they are marked as 'completed'. However, if some/all targets remain incomplete, then learners may be referred for a Serious Performance Review. This is mandatory if insufficient improvement in performance has occurred.

Serious Performance Review

Serious Performance Reviews are carried out when either a serious performance issue is identified or where, despite support, performance is failing to improve, putting the learner at serious risk of failing their course of study.

Some examples where a Serious Performance Review will take place include:

- Non-completion of previous action plan
- Failure to comply with requirements for organising work placement
- Unauthorised absence from College for holiday purposes
- Performance consistently below Pass standard
- Repeated plagiarism

The list above is not exhaustive and is intended to provide examples only.

Process

A formal performance review will be chaired by the Assistant Principal (or Head of Faculty), or, exceptionally, by a Curriculum Leader. The chair of a serious performance review must only convene the meeting once they are satisfied that there is compelling evidence to proceed.

Parents must be informed, where appropriate, of the intention to carry out a Serious Performance Review meeting. The invitation must include details of the reason for the review, together with a copy of the College procedures, and be communicated two to five working days before the intended meeting date. Where parents choose not to attend, the hearing will proceed in their absence. All learners may be accompanied by an advocate or support person but not by a professionally hired legal representative.

The learner's Pastoral Tutor, in conjunction with relevant Course/Subject Co-ordinators and teachers, is responsible for presenting details of the reason for the Serious Performance Review.

The outcome of the meeting will be confirmed in writing within five working days, together with the content of the action plan, the support that is being put in place and any other sanctions, such as access to optional trips or study tours.

Support / Follow up

The Pastoral Tutor is responsible for a formal desk-based review of targets set at regular intervals. If targets are met they will be marked as 'Complete'. Where some/all targets remain incomplete, then Pastoral Tutors are responsible for discussing and implementing further support and, where appropriate, the setting of additional targets.

Where a learner fails to demonstrate sufficient progress towards their expected level of performance, despite the necessary support being provided, the Pastoral Tutor will refer the learner to the Head of Faculty for a final decision about the learner's place on their study programme.

Exclusion

Where, despite the provision of appropriate support, a learner is continuing to perform below the level expected of them, the Assistant Principal (or Head of Faculty) will make a final decision about the appropriateness of the learner's current study programme.

This may include (but not be limited to):

- Transfer to another programme of study
- Exclusion from elements of the existing programme of study
- Exclusion from the College

Where such decisions are being considered, they will be conducted in the presence of both the learner and the parents, where appropriate, in order that all possible consideration can be given to ensuring that the learner is supported to transfer to another programme either within the College or with another learning provider.

Decisions

These are not legal procedures. There must be a fair and equitable process in considering cases of all allegations. Any mitigating circumstances need to be considered. The emphasis is on promoting learning, supporting effective learning behaviour and achievement.

Levels of Concerns (warnings) and any Sanctions will, therefore, be decided in terms of:

- Recognition by the learner of their personal responsibility and the likelihood of the individual improving their own performance
- Coherence and consistency across the College
- The need to maintain the standards of performance of a class and therefore be seen to recognise performance which does not meet expectations and where the learner is responsible for failing to meet a standard judged to be one of which they are capable.

In making judgements and deciding sanctions, consideration will be given to the personal circumstances of the individual e.g. any medical conditions or learning difficulties that might contribute to their performance.

Appeals

The individual may appeal against sanctions imposed because of the process by writing to the appropriate manager within 10 working days of the decision.

The appeals process will be:

- **Performance Concerns** and **Formal Performance Reviews** to the Assistant Principal (or Head of Faculty)
- **Serious Performance Reviews** and **Exclusion** to the Deputy Principal Curriculum

The appeals process for exclusion on the grounds of academic performance will be:

- The learner should appeal to the **Deputy Principal Curriculum** in writing and within 10 College working days of receiving confirmation of the loss of course place. The letter should clearly set out the grounds for appeal.

The outcomes of an appeal may be that:

- The findings are upheld and withdrawal is appropriate
- The findings are upheld but withdrawal was not warranted
- The findings are flawed due to failings in the original hearing or because new evidence has come to light.

The outcome of any appeal will be final.

Training and Monitoring

All College staff who chair hearings will be given sufficient training to fulfil this role effectively.

Serious Performance Reviews will be reported by the Deputy Principal Curriculum monthly (as a numeric total) to the Board of Governors and will be supplemented with an annual equality monitoring report.