

- Learner journey interventions
- School College onwards transition support package
- Holistic Rag rating

For ease of reference I will be identifying each document as a number as this will be included as an attachment;

## Learner Journey Interventions and Holistic Rag Rating

### Background

This was created as a positive response to the issues arising from the Level 1 provision at the College and the need to improve College retention rates as identified in the 2010 College Quality Improvement Plan (QIP).

A working group consisting of teaching and management staff was formed to develop a strategy of focused intervention for those learners that require support with the transition from school to College and during the course of their studies. It was hoped that by developing this strategy, retention of learners on programme would be improved. It was felt important that a cross section of staff members with expertise in their own areas be seconded onto the group.

### The Level 1 experience:

During the 2010-11 academic year it became apparent that Level one learner's were coming to College with a range of issues such as low self-esteem, lack of motivation, they had challenging behaviour and anger management issues. During the first term a full review of the course took place with the decision to embed changes at the start of the second term. After discussions with teaching staff and management it was decided that the following should take place:

- Pilot a short Focused intervention programme using the College NEET staff to lead on discrete sessions with those learners that were identified as needing support.
- Refine the teaching team so that learners could build relationships with a small core of lecturers
- Review the timetabling of practical vocational activities and taught classroom sessions
- Develop a range of teaching and classroom management techniques focusing on support needs for these learners

Activities included the use of timeout cards, target setting relating to positive achievement and using a study skills room so that those learners can be supervised if needing time out from a classroom environment. The result of this intervention supported a 93% success rate for this programme and it was agreed that the lessons learnt during the trial be developed further to include all learners from the start of the **2011-12** year.

## The need to improve retention and reduce withdrawals

The project team undertook analysis regarding the levels of withdrawals during 2010-11. It was clear that although the Early Intervention Strategy was developed initially to review and provide support for learners during the first 6 weeks, data identified that withdrawals were consistently occurring throughout the academic year.

Table 1: withdrawal analysis 16-18 age group 2010-11

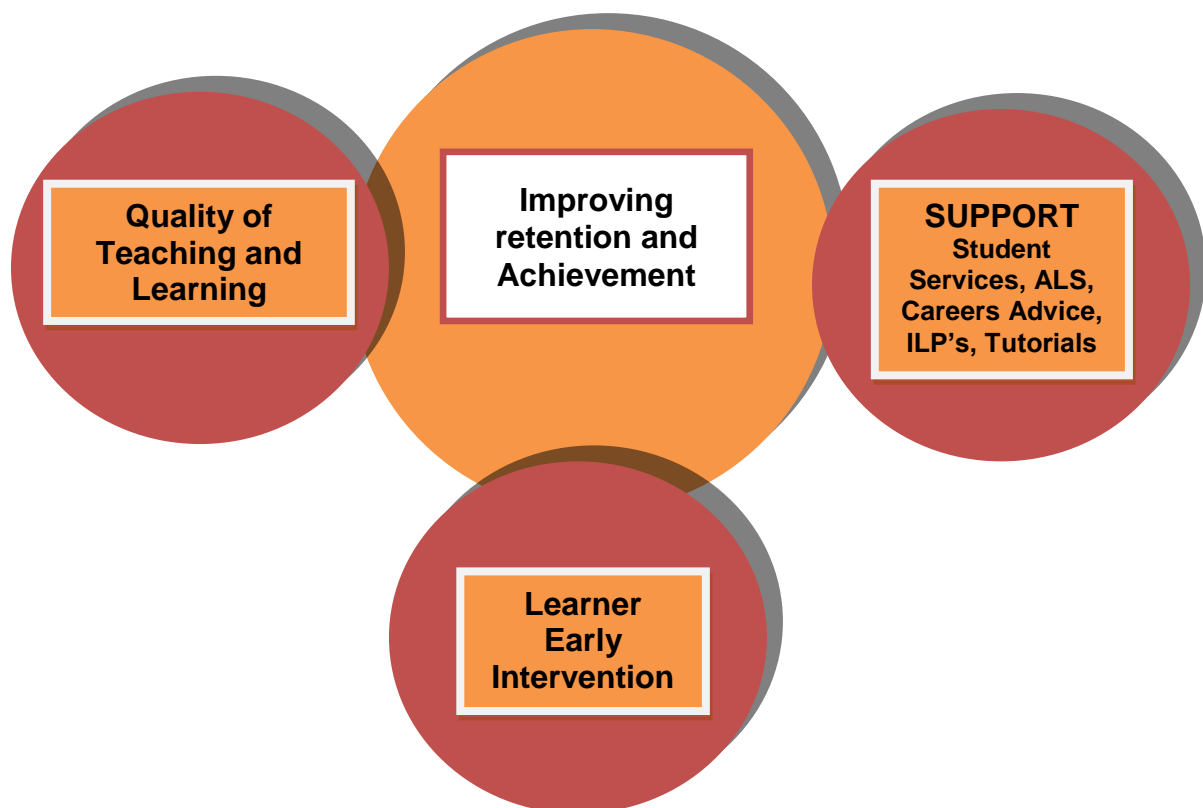
Learner withdrawals during first 6 weeks	Withdrawals Period from October to December 2010	Withdrawals Period from January to April 2011	Withdrawals Period from April to July 2011	Total withdrawals
75 16-18's	68 16-18's	86 16-18's	18 16-18's	247 16-18's from total starts
				172 16-18's from net starts

It was widely assumed that most withdrawals occurred in the lower level provision at the College. However, data analysis suggests that this is not the case and any intervention strategies to be embedded should include learners of ALL levels. Data also suggested that the levels of withdrawals were not isolated to specific department areas but mostly spread evenly across the College. Overall the College retention rates were 85% for 2010-11.

Table 2: Withdrawals by level

Level of Learners 2010-11	Number of withdrawals from starts
Level 1	63
Level 2	83
Level 3	95

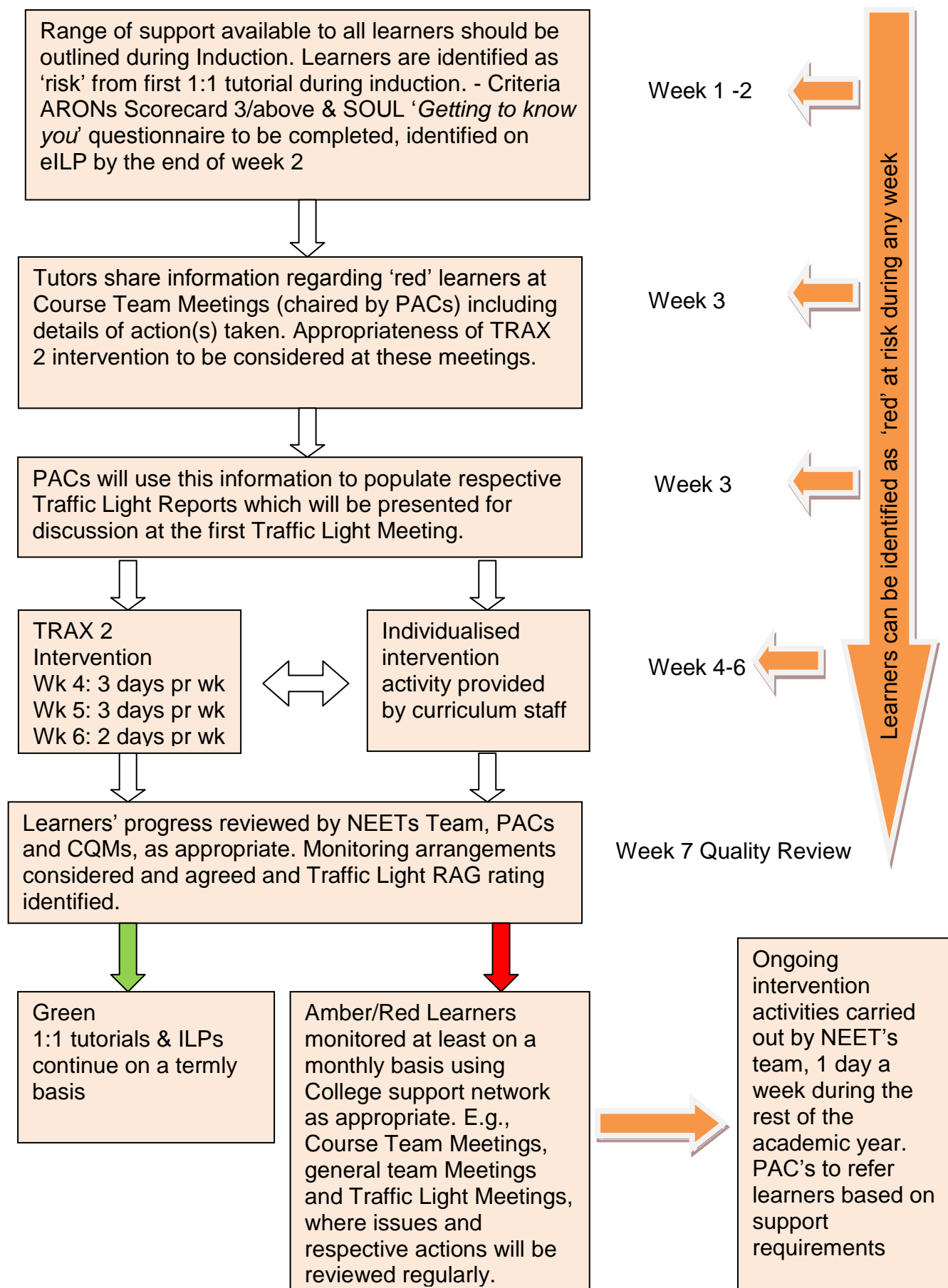
## The Learner Early Intervention Strategy (LEIS):



To improve retention, it would be suggested that (LEIS) should not be viewed in isolation but as a positive process which is used for those learners that are at risk of non-achievement and withdrawing from their courses. It is preferable that (LEIS) should rather be identified as one of three key interlinked components which if delivered properly will form the basis for learners being retained and achieving.

## Learner Early Intervention Strategy

### Stages of Intervention



From the initial project identified above my colleagues and I developed the Learner journey intervention this was to enable any member of staff, teaching or support, to identify a learner at risk of not succeeding .

Otley College identifies an at risk learner by **the student traffic light risk assessment**. This document is used for determining whether a learner should be flagged up as 'red' or 'amber' and teaching teams should use their whole understanding of a learner to make a judgement but the following should be used as a guide:

Red traffic light status – consider when 2 or more risk factors are identified for a learner

Amber traffic light status – consider when 1 or 2 factors are identified

## **The learner journey intervention**

This is supported by hyperlinks that will sign post you to the appropriate advice and guidance. Each document is self explanatory and will enable any member of staff to support an at risk learner within the college.

For ease of reference I will be identifying each document as a number as this will be included as an attachment;

1. Student traffic light risk assessment
2. Transition Programme
3. Additional learning support (ALS)
4. Learning Resource Centre (LRC)
5. Intervention workshops
6. Welfare Services
7. Success mentors

## **School College onwards transition support package**

This was a direct response to the recommendations of a serious case review where a young man with Autism aged 18 years committed suicide as he was in transition. One of the actions was to review the current Transitions Protocol to make it more accessible and clearer to all professionals engaged in the process.

This is a really good guide for all professionals to refer to and from which we will produce a public information document in a diagrammatic format, that all can use with parents/carers and young people. With so many changes in staff within SCC, it is becoming even more important if we are to ensure all relevant young people have an improved transition experience.

8. School college onward transition support package