REPACKING ALS FOR ADDITIONAL LEARNER SATISFACTION AND ADVANCED LEARNER SUCCESS

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AIMS

- Address declarations in national media regarding the employability standards of educational leavers and develop and deliver methods of targeted Additional Learning Support.

- It is proposed that innovative Additional Learning Support (ALS) packages can raise achievement and retention as well as prepare learners with the skills they need in order to enter employment.

- With systematic cuts being made to educational funding over the coming years, it is hoped that research into this area can boost not only achievement and employability skills, but also sustain the numbers of learners who may otherwise leave education.

OBJECTIVES

- To examine ways in which to improve the effectiveness of current Additional Learning Support by assessing different methods and modes of delivery.

- To develop bespoke packages of ALS to ensure support is targeted, effective and provides the opportunity for appropriate skills development to achieve on programme and succeed in further study or employment.

- To promote learner voice and involvement by involving them in the process and developing a more learner responsive approach to delivery and tracking of ALS.

Sunderland College

METHODOLOGY

- This research project aim was to implement two other styles of ALS alongside the current system to compare the impact on retention and results.

- Retention and achievement data was collected from each of the sample groups, in addition to improvement in target levels of basic skills to assess impact. Learner questionnaires, in addition to focus groups, were also used to measure quality and learner experience.

- A triangulation of quantitative data from test scores and exam results, along with qualitative feedback from learners and other staff members, was used in the final research.

THE MODELS
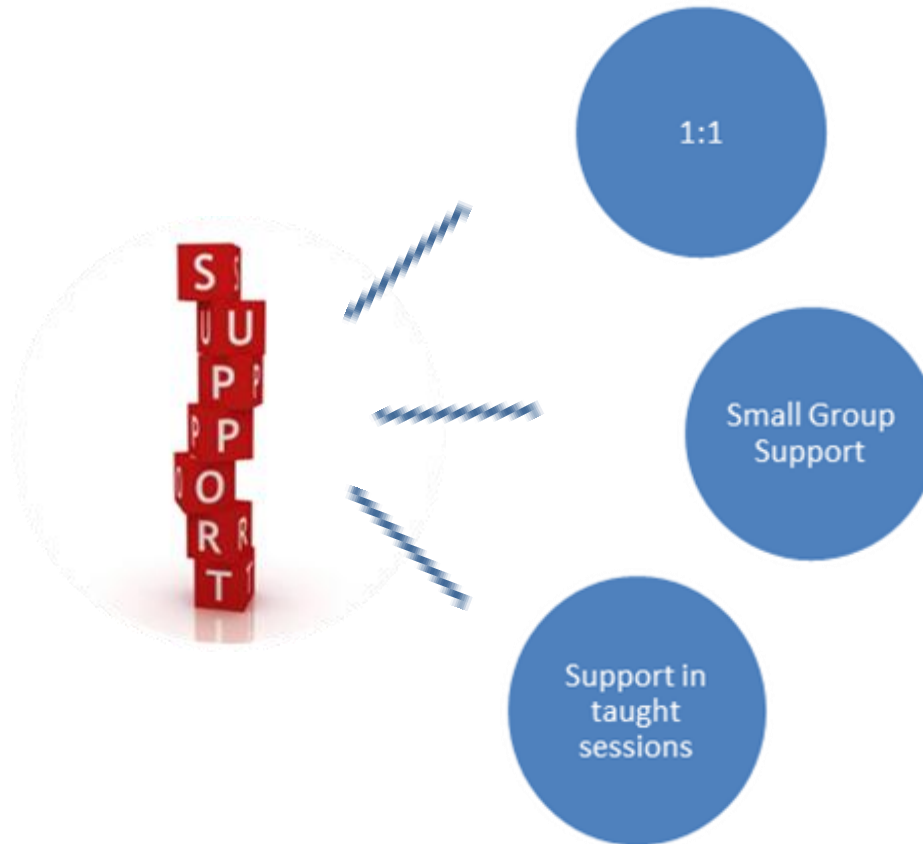
FINDINGS

- Results have highlighted the significant value of ALS.
- Retention 100% across all ALS models.
- Attendance   95% 1:1 support

                      93% taught session support

                      91% small group support

- For Vocational students, 100% achievement. All learners across sample passed course.
- Of those supported in taught sessions, 67% of learners passed literacy/numeracy qualification first time.
- Comparatively, those taught in small groups away from curriculum session, 100% of students passed the qualification first time.

FINDINGS

A Level
Value Added

Achievement	% of Learners
= Target Grade	30%
+1 Grade	60%
+2 Grades	10%

EMERGING FINDINGS

A Level

Distance travelled from first assessment to summative assessment

Achievement	% of Learners
= Target Grade	0
+1 Grade	30%
+2 Grades	40%
+3 Grades	20%
+4 Grades	10%

TEACHER AND LEARNER VOICE

• **Student: "ALS made me more confident in the subject and I achieved better results."**

• **ALS Deliverer: "I think it improves the focus of students and enables them to ask questions when they wouldn't have the courage to in front of the rest of the class."**

• **Lecturer: "Student confience, attitude and attainment have noticeably improved."**

• **Differing view of learners/deliverers versus lecturers**

RECOMMENDATIONS

- Prioritise 1:1 and small group models of ALS delivery

- To further explore working ratios of delivery models

- Closer collaboration between ALS tutors and curriculum lecturers

- To broaden application of research to a range of curriculum areas and different deliverers