HRC Probationary Review Guidance for Learners on Full Time Study Programmes - September 2017

Introduction

This document identifies key expectations about how teaching teams at Hertford Regional College manage and monitor learner progress over the course of the first six weeks of a study programme. The qualifying period (first 42 days) for full time learners studying with the college is key. During this period teaching teams make vital decisions to support every learner on a study programme to be working at a level that is appropriate to their current level of ability and their longer term career aspirations.

All learners will have a Probation Review meeting within the first six weeks of term to determine whether the course they are studying is right for them. If not, a suitable alternative must be sourced.

Key expectations for all staff and learners during the first 6 weeks

Expected Timescale	Activity	Date Completed

Week 1	All staff delivering on the study programme know the start date of the programme and the date of the final day of the six week probationary period (42 days). Note - If the programme started on 4th September, day 42 is Friday 13th October. Please remember, however, that the withdrawal process needs to have been started before this point to allow time to process. **The last date of attendance denotes the date of withdrawal.** Registers must accurately reflect this.	
Week 1 onwards	All learners are introduced to BRAVO, and then regularly reminded of, key college expectations linked to attendance, punctuality, positive learning behaviours and the timely submission of work.	
Week 1 onwards	Learners are made aware that they are monitored on both individual and overall aspects of their PoS in ProMonitor according to a RAG rating system: • If they are flagged overall as **green** within ProMonitor, they are on track to remain on their current study programme assuming that all elements of their study programme remain **green**. • If flagged as **amber**, there are concerns about their progress • If flagged as **red**, they're unlikely to succeed unless they quickly improve their commitment/conduct. As soon as any concern is raised regarding a learner (see risk rating guidance on Page 4) then the **overall rating** for that learner should be changed in ProMonitor, to either **amber** or **red**. For learners who are age 18 or under, their parent/guardian should be informed of the RAG rating and its significance, so that they have an understanding of staff concerns and can support the learner in question to take appropriate actions to address the situation.	
	When an overall rating is ragged as **amber** or **red** a 1:1 should be scheduled (ideally within that same week) to ensure that a transparent set of actions are agreed to address the concern(s) that triggered the change in rating. This should be recorded in ProMonitor as a **Probation Review Meeting** (see Page 7). **Amber** or **red** learners will access 1:1 support on a more frequent basis and records of actions to support the learner to become **green must be recorded in ProMonitor.** If agreed actions are implemented before Week 4 and the staff team are confident that the learner is now meeting college expectations the **overall rating** should return to **green**.	

By the end of Week 1	All learners have a **timetable** identifying when and where they are due to attend **each** element of their **study programme**.	
Week 2 onwards	Staff working on a given study programme (this includes staff from the vocational area and English and maths team members) meet to review ProMonitor risk ratings linked to a study programme on a **fortnightly basis** and ensure that all of the teaching team are on board with any actions to be put in place to manage the progress of amber and red learners.	
By the end of Week 2	All learners have completed **BKSB diagnostic assessments** linked to **English** and **maths.**	
By the end of Week 2	A risk based (linked to ProMonitor RAG/Risk ratings) programme of probation reviews is in place to ensure that all learners access at least one review in the first six weeks of their programme. However, there is an expectation that red and amber learners are seen more than once as outlined above. These should all be booked in advance through ProMonitor.	
By the end of Week 3	Learners understand how to access ProPortal and what information it gives them about their progress.	
By the end of Week 3	All learners have completed and submitted work linked to the **vocational element** of their programme.	
By the end of Week 3	All learners taking an **English** qualification as part of their study programme have completed and submitted a piece of work that demonstrates their English skills.	
By the end of Week 3	All learners taking a **maths** qualification as part of their study programme have completed and submitted a piece of work that demonstrates their maths skills.	
By the end of Week 4	All learners must have attended the following sessions: *Welcome to Student Services* *Induction to Safeguarding* *Learning Centre Induction*	
During Weeks 3 and 4	Probation Review meetings will be scheduled with all amber and red learners and next steps will be agreed in line with the guidance provided in this document.	
By the end of Week 5	Those learners rated green will receive feedback confirming the successful completion of their probation during a probation review meeting .	

*Where the stated timescales have not been met the team should work to address the actions expected to be completed earliest first. The timescales above allow for combined slippage of one week- **it is vital that any decisions to withdraw or transfer learners have been***

agreed by the relevant Curriculum Director and Vice Principal Curriculum & Quality, and fully processed before the end of the 42 day period.

Probation Review Meeting

A learner who has previously studied at the college and for whom there are concerns around attendance, punctuality, work submission and/or behavioural issues, can be effectively placed on a contract using this system. The student would be identified as **amber** (overall RAG) in the first week and clear actions for improvement agreed during an appraisal meeting. The Probation Review process is then followed as above.

RAG rating triggers
All Probationary Reviews need to have taken place by the end of week 6, amber and red learner reviews should be prioritised between weeks 3 and 5

Learners who remain **green** during the first six weeks will access a Probation Review Meeting during that period and should receive plenty of informal encouragement that their progress is in line with college expectations. The Probation Review Meeting, recorded in ProMonitor needs to give these learners an explicit understanding that we are pleased with their progress and that they have passed the probation period. Please refer to the Probation Review guidance section in this document for further information.

Green learners:

Likely characteristics:

- 100% for all elements of the programme of study
- A consistent pattern of punctuality
- All work has been submitted work on time and the standard of the submitted work suggests that the learner is capable of passing the qualification
- The learner consistently behaves in line with college expectations, in and out of class
- The learner engages effectively with class tasks but and demonstrates a clear motivation to learn in most contexts *Outcomes:*

- A brief Probation Review meeting will take place with the learner that endorses their current approach to learning and identifies appropriate aspirational SMART targets and actions to challenge the learner to continue to develop as a learner.

Amber learners:

Likely characteristics:

- Attendance between 90% and 99% for all elements of the programme of study
- Inconsistent pattern of punctuality
- All work has been submitted, but some of it may have been handed in late. The key difference here is that the standard of **the submitted work suggests that the learner is capable of passing the qualification**
- Some disruptive behaviour in some classes
- Some disengagement with class tasks but motivation to learn demonstrated in most contexts

- May have **green** indicator on one element of the Study programme and a **red** for the other.

Likely meeting outcome:

- Each learner will be put on an extended probation period that will be reviewed prior to the end of the autumn term in the context of a second Probation Meeting. If performance improves then the learner will be rated **green** and they will continue with their original study programme. If they do not improve during the intervening period they may:

  1. If their performance remains broadly the same with no real change, be transferred to a smaller version of the vocational programme that they started on (this is particularly relevant for those learners on nested qualifications where a move to a smaller qualification at the same level is possible). The relevant Programme Manager, Curriculum Manager and Personal Tutor are to be informed of the decision and will support next steps. These learners will access fortnightly Appraisal tutorials to monitor their progress.
  2. If their performance or behaviour declines, their overall RAG status must be changed to **red**.

Red learners:

A learner may be red for a variety of reasons and this may be in relation to their vocational courses, English and/or maths, and/or their overall conduct. It is likely that **red** learners will fit some of the characteristics listed below. Where this is the case the evidence base must be robust and we must manage the support, transfer or, where there is no alternative, withdrawal of this learner in a transparent way.

Likely characteristics:

- Attendance below 90%, with no supporting evidence to justify this
- Persistent lateness
- No submitted work
- Consistently disruptive behaviour
- Little or no engagement with class tasks and little or no motivation to learn

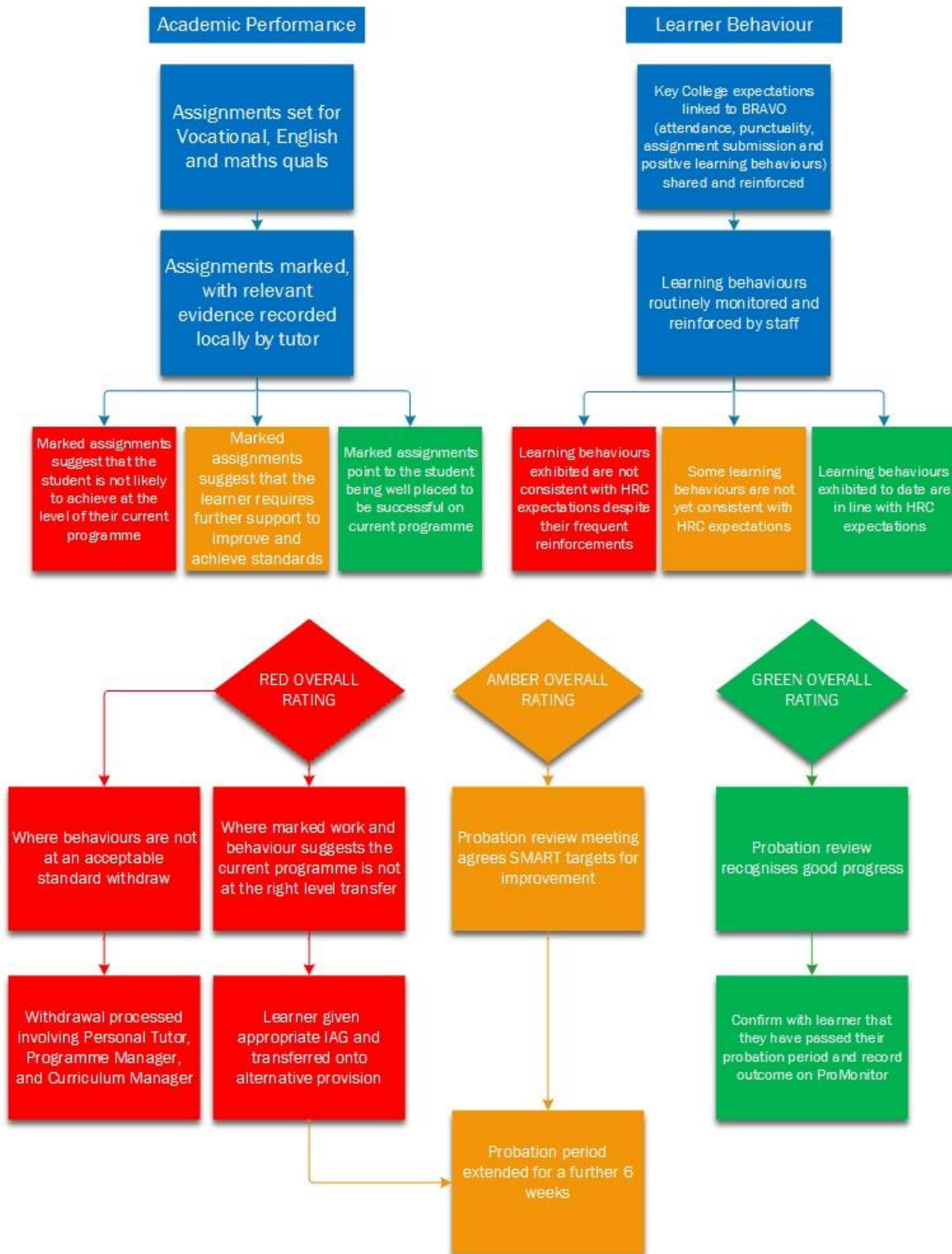These characteristics have been displayed across **all or most** elements of the programme of study.

Likely meeting outcome:

- Weeks 1 to 4 - appropriate support agreed with learner, including clear actions to improve, should be put in place. Please note that where appropriate the disciplinary process should be used in parallel with this process.
- Weeks 5 to 6 - identification of a more appropriate course for the learner to transfer onto, identified through high quality IAG. The learner would need to be interviewed by the relevant curriculum area and would access weekly or fortnightly 1:1 meetings to monitor their progress on the new programme.
  Note: In the case of English and maths, if the learner has D or 3 grade at GCSE they must remain on the same English and maths qualification. Follow up action needs to focus on strategies to support improvement (e.g. catch up sessions) and detailed

input from the relevant English or maths teacher based on the assessment evidence that has been collated to date. If the learner is a 16-18 years old and studying Functional Skills, then there is the possibility of transferring them to a lower level if all of the assessments undertaken to date suggest that they are unlikely to achieve at their current level. This decision must involve the relevant Functional Skills Teacher, Personal Tutor, Programme Manager and Curriculum manager.

- Weeks 5 to 6 – where all avenues have been explored, it may be more appropriate to withdraw a learner from all elements of their study programme and to refer the learner to Connexions. This must be discussed with the relevant Director of Curriculum, Curriculum Manager and Programme Manager.

Summary Flowchart

Academic Performance

Assignments set for Vocational, English and maths quals

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Assignments marked, with relevant evidence recorded locally by tutor

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- **Marked assignments suggest that the student is not likely to achieve at the level of their current programme**
- **Marked assignments suggest that the learner requires further support to improve and achieve standards**
- **Marked assignments point to the student being well placed to be successful on current programme**

Learner Behaviour

Key College expectations linked to BRAVO (attendance, punctuality, assignment submission and positive learning behaviours) shared and reinforced

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Learning behaviours routinely monitored and reinforced by staff

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- **Learning behaviours exhibited are not consistent with HRC expectations despite their frequent reinforcements**
- **Some learning behaviours are not yet consistent with HRC expectations**
- **Learning behaviours exhibited to date are in line with HRC expectations**

RED OVERALL RATING

- **Where behaviours are not at an acceptable standard withdraw** → **Withdrawal processed involving Personal Tutor, Programme Manager, and Curriculum Manager**
- **Where marked work and behaviour suggests the current programme is not at the right level transfer** → **Learner given appropriate IAG and transferred onto alternative provision**

AMBER OVERALL RATING

Probation review meeting agrees SMART targets for improvement

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Probation period extended for a further 6 weeks

GREEN OVERALL RATING

Probation review recognises good progress

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Confirm with learner that they have passed their probation period and record outcome on ProMonitor

HRC Probation Review

One-to-one conversations between Personal Tutors and learners are key. These conversations play a key role in helping our learners to reflect on their performance and commit to actions that will help them to improve their skills and learning behaviours.

It is essential that these meetings are structured, focused conversations. Meetings should be honest, remain focused on learner progress and result in clear actions. Tutors should never leave a class unsupervised and if a learner requests a confidential conversation this should be arranged outside of a group tutorial environment.

Setting up a Probation Review Meeting

All learners must have a Probation Review meeting. Consider which learners are at highest risk on your programme and prioritise learners with Red or Amber Risk Indicators before seeing the Green learners.

1. Go to the Student Group page for your cohort

2. Click RAG & Risk Indicators (left hand menu)

3. Go to the ILP page for the individual learner.

4. If the overall RAG has not yet been set, click 'edit' at the top of this page and set it. *For guidance on setting the RAG, see 'likely characteristics' under RAG rating triggers section of this guide*.

5. Now create the meeting:

   i.   From a learner's ILP page, click Manage Learner Meetings (left hand menu).

   ii.   Set the date, time and choose '1. Probation Review' from the drop down

   iii.   Click 'Add' on the right.

6. The meeting will now be listed in the left hand menu below *Manage Learner Meetings*.

   When you are ready to write up the meeting, click it (the date).

Guidance on Completing a Probation Review Meeting

Please remember to include any feedback you get from the learner in each section. The following sections need to be reviewed:

Progress to date:

This should include comments on each aspect of the study programme. Consider whether the learner is currently making good progress with each of the following elements:

- Vocational studies
- English qualification/skills
- Maths qualification/skills
- Employability skills (HRC Skills for Success) and work experience

What factors need to be considered?

- ✓ Levels of attendance & punctuality across all lessons
- ✓ Attitude towards lessons and learning
- ✓ The extent to which learner behaviour meets college BRAVO expectations
- ✓ The ability to meet deadlines for submitting work
- ✓ Work submitted is of a standard that suggests that the learner has the ability to pass each element

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Right choice and level:

Using evidence identified above make this decision. If you have evidence that the learner is not on the right course or level, (or both) make a recommendation and document here.

Ensure the relevant Programme Manager, Curriculum Manager and Learning and Skills Facilitator is selected on the meeting drop down list so they are informed instantly if you have documented concerns that the learner is on the wrong course/level. A meeting/conversation also then needs to be followed up with the learner's parent (if under 18).

Issues and concerns:

Ask the learner if they would have any issues or concerns to raise which could impact on their progress on their study programme and document.

Next Steps:

Please refer to the Probation Review Guidance above to consider the appropriate next steps depending on the overall risk rating of the learner in question.

Agreed actions for improvement must be included here so that the learner knows what they need to do to improve and become **green**.

Decision: *Drop down menus*

- **Learner has passed their probation period** and is RAG rated as **green**
- Learner is **amber**, support/improvement **actions agreed and a further probation review meeting required**
- Learner is **red**, support/improvement **actions agreed and a further probation review meeting required**
- Learner is **red** and **recommendation is IAG from Careers team and investigation of a more appropriate programme of study**
- Learner is **red** and **recommendation is for withdrawal** from all elements of programme of study (**must be agreed with Director of Curriculum**)

Please refer to the Probation Review Guidance to consider the appropriate next steps depending on the overall risk rating of the learner in question.

Where your discussions identify areas for improvement, SMART targets and associated actions should be added to ProMonitor. Prioritise the areas for improvement so that learners are working on a manageable number (3-5) at any one point in time. Ensure that each target set is reviewed during the first part of the next 1:1 meeting - this review should note whether agreed actions have been implemented and comment on their impact.

Note also - Where a recommendation is made for IAG and transferral to a more appropriate programme, or for withdrawal, this must be discussed with the relevant Curriculum Manager and

Director of Curriculum, and if agreed, the Programme Manager must then ensure the recommendations are undertaken.

How to Complete a Probation Review Meeting in ProMonitor

First, make sure your meeting has been created, then open the meeting. (see step 6 of 'setting up a probation review meeting'.)

1. Fill in the text boxes under each heading
2. Choose the appropriate *probation outcome* in the drop down menu
3. Add SMART Targets according to the guidance above
4. At the top of the page, click 'Complete' and then Save

(See screenshot on next page)

Save		Save

Meeting Type: 1. Probation Review   **Meeting Category:** Probation Review

Meeting Date: 13/09/2016   Time: 10:00

                                     ☐ Complete

Link to Enrolment: --Select an Enrolment-- ▾   ☐ Cancelled

                                       ☐ Read and Agreed By Student

Reviewed By: Kennedy, Sam ▾ Me

Brief notes of this meeting

Progress to date

Right choice and level?

Issues or concerns?

Next steps

Probation decision   -- Select -- ▾

-- Select --
Learner has passed their probation period
Actions agreed, further review required
IAG and possible transfer required
Recommendation to DoC for withdrawl

SMART Targets

SMART: Specific, Measurable, Achievable,

▾ Filter Options

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