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Supporting Consistent Achievement, Learning & Engagement (SCALE) Procedure

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1 Purpose

- 1.1 The purpose of this procedure is to establish a fair and consistent approach to dealing with concerns regarding a student's performance whilst at college. This includes punctuality, attendance, academic progress and attitude to learning. It also makes clear the system of responsibilities and actions to be taken when difficulties occur.

2. Scope

- 2.1 This procedure applies to all students enrolled on FE and HE Programmes at Hugh Baird College.

3 Attendance & Punctuality

- 3.1 The attendance and punctuality of all students is monitored using the College's electronic system ProSolution. All teaching staff are required to complete a class register, for each teaching session, within the first 10 minutes, ensuring accurate marks are recorded for students present, late or absent.
- 3.2 All lecturing staff are required to consistently challenge lateness and attendance concerns and work with learners to build resilience and find solutions to individual challenges. Where appropriate, students will be directed to relevant College support services.
- 3.3 Early concerns regarding a student's attendance, including attendance at maths and English classes, and or punctuality must be actioned by the tutor/and or Progress Coach and the intervention taken recorded on Promonitor.

4. Responsibilities

- 4.1 Under this procedure, academic Tutors are responsible for:
- Establishing and maintaining relationships with individual students to facilitate awareness of problems and difficulties and consistently challenging lateness and attendance concerns, working with learners to build resilience and find solutions to individual challenges.
 - Maintaining a fair and disciplined learning environment, both inside and outside of the learning environment, setting clear expectations for behaviour and addressing breaches of the Student Behaviour Policy in a timely manner.
 - Addressing any concerns regarding a student's performance informally prior to taking action under the formal procedure. Actions taken must be recorded on ProMonitor.
 - Conducting meetings at Stage 1 of the formal procedure to discuss any matters which are impacting on the progress or achievement of a student including attendance and punctuality, lateness or attitude to learning.

• ¹ Progress Coach or equivalent role within HE or South Sefton Campus
• ² Curriculum Manager or equivalent role within HE or South Sefton Campus
• ³ Director or equivalent role within HE or South Sefton Campus

- Updating the action plans of students under the formal stages of the Procedure to capture progress made by the student and any additional interventions put in place.

4.2 Progress Coaches¹ are responsible for:

- Meeting regularly with students under their area of responsibility to provide pastoral support, address any factors which may be impacting on academic progress and where appropriate referring the student to other College services.
- Addressing any concerns regarding a student's performance informally prior to taking action under the formal procedure. Actions taken must be recorded on ProMonitor.
- Conducting meetings at Stage 1 of the formal procedure to discuss all matters which are impacting on the progress or achievement of a student including attendance, punctuality or attitude to learning.
- Updating the action plans of students under the formal stages of the Procedure to capture the progress made by the student and any additional interventions put in place.

4.4 At all stages of this procedure, the individual conducting the meeting is responsible for recording details of the discussion on *Promonitor* **together with details of the positive interventions put in place to support the student** including any signposting for additional pastoral or learning support. The standard supportive action plan must be completed, a copy uploaded to the documents area on Promonitor, and a copy provided to parents.

4.5 Responsibility for conducting meetings under this procedure is as follows:

Stage 1	S1	Academic Tutor and/or Progress Coach ¹
Stage 2	S2	Course Leader/Curriculum Manager ²
Stage 3	S3	Director. ³
Stage 4	S4	Assistant Principal

5 Formal Procedure.

5.1 There are four stages at which a student's performance may be considered:

- Stage 1 (S1): Supportive Action Plan
- Stage 2 (S2): Insufficient Progress at Stage 1
- Stage 3:(S3) Final Performance Notification
- Stage 4:(S4) Notice of Withdrawal

• ¹ Progress Coach or equivalent role within HE or South Sefton Campus
 • ² Curriculum Manager or equivalent role within HE or South Sefton Campus
 • ³ Director or equivalent role within HE or South Sefton Campus

Stage 1 and Stage 2

- 5.2 A Tutor or Progress Coach may schedule a Stage 1 meeting with a student if the informal attempts to address performance concerns have not resulted in the improvements required. At the meeting, a supportive discussion should take place regarding the factors which are affecting the student's performance and the underlying reasons for the poor performance identified. The discussions should also explore any support measures which could be put in place to help the student address the issues identified in order to achieve their qualification(s) and progress to a positive destination.
- 5.3 During the meeting, an Action Plan must be created, using the standard template on Promonitor. The plan must make expectations clear and clearly state the SMART targets which need to be achieved. A copy of the action plan should be provided to the student and, for students under the age of 18, a copy also sent to the parents/carers.
- 5.4 A Progress Monitoring meeting must be scheduled for 4 weeks from the date of the Stage 1 Meeting. It should be made clear to the student that failure to achieve the targets set may result in progression to the next stage of the procedure which may ultimately result in them being withdrawn from their programme of study. During the four-week monitoring period, the Progress Coach and or Tutor are responsible for updating the action plan as appropriate to capture the progress of the student and any additional support which has been put in place.
- 5.5 The progress of all students at Stage 1 of this procedure will be reviewed at the relevant weekly Curriculum subject meeting. At the end of the four-week monitoring period, if the student's performance has not improved and the targets set have not been achieved the Curriculum Manager will determine whether the student should be progressed to the Stage 2 of the procedure or if a further monitoring/intervention is required at Stage 1. The above process is repeated at Stage 2 led by the Curriculum Manager or delegated to Course Leader as appropriate.

Stage 3 and Stage 4

- 5.6 If a student at Stage 2 of the Procedure fails to achieve the targets set during the four-week monitoring period, a Director, following receipt of a recommendation from the Curriculum Manager, should schedule a Stage 3 meeting with the student. If the student is under the age of 18 parents/guardians should be invited to attend the meeting. At least 5 days' notice of the scheduled meeting should be provided, and it should be made clear that if the student and or parent fails to attend the meeting without a satisfactory explanation, the review meeting will proceed in their absence.
- 5.7 During the meeting, the action plan and interventions which have been put in place to support the student should be discussed and the continuing areas of concern explained. The action plan should be updated with SMART targets for the following four-week period, and it must be made clear that if these are not achieved a recommendation may be made that the student is withdrawn from their programme of study at Stage 4 of the procedure.
- 5.8 In the event that a student fails to achieve the targets set at Stage 3 without an acceptable explanation, the Director may decide to refer the student's suitability to

remain on their programme of study for consideration at a stage 4 meeting. This meeting will be chaired by an Assistant Principal.

- 5.9 In advance of the meeting, the Director should prepare a report detailing all discussions, interventions and actions which have been taken to support the student to address the concerns regarding their performance. A copy of the report including the student's Action Plan should be circulated to all parties, including the student and their parents/carers if aged under 18, at least 5 days in advance of the meeting.
- 5.10 At the meeting, full consideration must be given to the documentation provided and any further information provided by the student and their parent/carer if applicable. If it is determined that the student's performance remains below an acceptable standard and there is no reasonable prospect of the required improvement being made, s/he will be informed that they are being withdrawn from their programme of study and will no longer be a student at the College.
- 5.11 The outcome of the stage 4 meeting must be confirmed in writing within 5 working days. If the student is withdrawn the letter should also explain the right of appeal against this decision.

6 Progress Monitoring Meetings

- 6.1 During each stage of the Procedure, a four-week progress monitoring meeting should be arranged chaired by the manager who conducted the relevant stage meeting. The discussion at the meeting should focus on whether or not the targets set have been achieved. If targets have been met the student will be informed that no further action will be taken, however their performance will continue to be monitored by the Tutor and Progress Coach¹. They should also be advised that they will remain at the stage of the Procedure they have reached for the remainder of the academic year and should further concerns arise, these will be considered at the next stage of the Procedure.
- 6.3 If the targets set have not been achieved the reasons for this should be discussed and the student advised if they are to be progressed to the next stage of the procedure or if a further 4 week monitoring period is to be put in place. A further monitoring period will normally only be applied if there is some evidence of improvement albeit not to the standard required.

7. Appeal

- 7.1 A student who has been withdrawn from their programme of study under this procedure has a right of appeal to the Deputy Principal, Curriculum Quality & Recruitment. Notice of appeal must be submitted in writing within 7 days of receipt of the outcome of the Stage 4 meeting setting out the grounds for appeal.
- 7.2 The appeal panel will consist of the Deputy Principal, Curriculum Quality & Recruitment and Assistant Principal Quality & Learner Services
- 7.3 The student will be invited to present their case with evidence and may be accompanied by a parent/carer or friend. The Assistant Principal/Director of Curriculum who made the decision to withdraw the student will also attend to present the reasons for their decision. A copy of all the documentation to be relied upon at the hearing will be circulated at least 5 days in advance of the hearing.

7.4 In reaching a decision, the appeal panel will consider:

- Whether withdrawal from the programme of study is fair and appropriate in all of the circumstances.
- That all procedural requirements have been met.

7.5 The decision of the Appeal panel will be notified to the student normally within 7 consecutive days of the Appeal hearing. The decision will be final and binding.

8 Application Following Withdrawal

8.1 If a student withdrawn from a programme of study under this procedure wishes to reapply to study at Hugh Baird College, they must be interviewed by a Director prior to their application being accepted.

9 Monitoring and Review

9.1 Implementation of this Procedure will be monitored and reviewed by the Assistant Principal Quality & Learner Services.

10 Equality Impact Assessment

10.1 The College is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this Procedure has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) against any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010.

Procedure for Conducting Meetings under this Procedure

1. The chair of the meeting should introduce everyone present and explain the purpose of the meeting. It should be made clear during the introductions that this is a supportive College process to enable the student to improve their performance and achieve the targets set. It should also be made clear that the meeting is part of a formal process and what stage of the Procedure the meeting is being conducted.
2. The Chair should identify the issues, actions taken and student responses to date and provide any supporting documentation which may include attendance/punctuality data, subject/personal reports, student Individual Learning Plan (ILP).
3. The Chair should ensure that parents/carers (for students under the age of 18) plus any external agency (where applicable) and the student's views are listened to and documented. The student should feel supported to raise any concerns they have or any current issues they are facing that is impacting on their performance in College. This is to allow for individualised support to be offered and discussed.
4. The chair should present and explain the Action Plan and SMART Targets set for the student.
5. It should be explained that the student's progress will be monitored over a four-week period at the end of which a Progress Monitoring meeting will be held. The date of this meeting must be set during the meeting and it should be explained that failure to achieve the targets set could result in progression to the next stage of the procedure and ultimately to the student being withdrawn from their programme of study.
6. A copy of the students Action Plan must be uploaded to the documents area of Promonitor and a copy must be sent to both student and parent(s)/carer(s) (for students under the age of 18), together with the date/time of the Progress Monitoring Meeting.

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