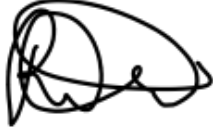




Multi Trades Training

Learner at Risk Policy

Review Date: July 2024

Approved by	RK Jones	Position	Director
		Date	15 th June 2023

Document Control

Date	Review & Revision	By
15.06.23	Inclusion of process on RecordMy, and step by step in Appendix	Quality Lead

Learners at Risk Policy

Introduction

Multi Trades Training (MTT) is committed to ensuring a fair and supported opportunity for learners to achieve their apprenticeship to the highest standard possible, with positive interventions made to support individuals who may be vulnerable or 'at risk' of not achieving their learning aims. This includes identifying and overcoming any barriers and challenges faced by learners that threaten their ability to progress, remain on programme and achieve.

The purpose of this policy is to provide an effective process for identifying and supporting learners who are not making sufficient progress and identify effective and appropriate strategies to support learners to achieve.

This policy has been developed to support learners to achieve by ensuring:

- Clarification of the difference between the need for support and the need for a sanction or intervention, and when each should be applied;
- Clear guidance around how to support learners when concerns are identified; and
- A learning environment is provided where learners feel safe, supported, and able to raise any concerns they might have

Policy intent

This policy is intended to provide clear guidance and support when concerns are raised about a learner's progress, and it is felt that their ability to complete their programme is 'at-risk.' This policy provides a robust framework and guidance to ensure a balanced approach is taken between support and formal intervention to ensure learners have the best opportunities to succeed. However, approaches will be personalised to the individual learner and their circumstances.

Scope of policy

This policy applies to all learners completing programmes of training and learning with MTT. This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following documents and policies:

- Ofsted Education Inspection Framework (2019)
- Code of Conduct for Apprentices
- Equality & Diversity Policy
- Malpractice & Maladministration Policy
- Safeguarding Policy
- Withdrawal Policy

Related Documentation

- Review Form
- Employer Review Meeting
- MIS Progress Report
- Quals Direct e portfolio
- Email correspondence
- Learner Withdrawal and Exit Review

MTT is committed to creating a positive and fully inclusive learning and working environment to keep learners engaged and enjoying their learning. There are cases where learners become disengaged and 'at risk' either leaving the programme without completing their qualification or are making slow progress and will not achieve timely completion. This policy sets out how to identify an 'at risk' learner and the escalating process for dealing with this effectively.

When is a learner deemed 'at Risk'?

- 30% behind planned progression
- Missed 3 consecutive training sessions
- Learner not handing in homework on four consecutive occasions

If these indicators occur within the first 60 days on programme the Directors and Quality Lead should be informed immediately.

These examples are the first indicators of learner's having poor attendance or beginning to disengage with their learning. Tutors should deal with these issues by planning meeting with the learner and/or employer if appropriate. The steps and actions agreed should be recorded in Quals Direct to be visible for audit and IQA.

How is a learner deemed 'at Risk'?

A learner is identified as being at risk either directly through:

- The tutor or reviewers during the review process and during meetings or lack of them
- Learner failing to attend appointments at the weekly lessons
- Learner failing to attend the mobile training workshops
- Learner failing to produce work on agreed timelines.
- Through the progress check at the one-to-one meeting.
- The Assessor Tracking Document
- Quals Direct
- Any other source of information that is valid and reliable

Impact on the learner:

The implementation of this policy will provide learners with clear guidance as to the expectations and commitment required of them, as well as a detailed overview of the support available and intervention processes that may be adopted to help them to achieve.

Procedure:

1. Risk Indicators:

Notifications that a learner may be a risk are logged into the RecordMy platform, which alerts their skills coach, tutor and the IQA and Management team. At regular meetings support plans and interventions are planned and learners are tracked on their progress.

Learners may be considered to be 'at-risk' at any point in their programme. However, if an 'at-risk' learner returns to being consistently at or above their expected progress markers, they will be removed from the RecordMy platform.

1.1 Start of programme

Information, Advice and Guidance is in place to ensure that learners are fully aware of the academic ability and practical training requirements to ensure that perspective learners are able to manage the stretch.

However, learners' individual circumstances may indicate that personal, health and wellbeing issues may present a temporary or constant risk to a learner's ability to achieve. 'At-risk' factors which might affect a learner at the start of their programme may include, but not be limited to:

- Parental/Guardian/Carer responsibility changes that may require suspension of/a break in learning
- Learners enrolling whilst on an employment probation period
- Learners that belong to a particular group that has not achieved well in the previous contract year
- Qualification required to maintain employment but there is a lack of commitment from the learner
- Socio-economic issues e.g. financial/health/welfare/childcare issues, access to IT
- Learners showing signs of vulnerability such as instability at home or poor mental health and wellbeing

1.2 During programme

An 'at-risk' learner can be identified as a learner who struggles in an area or several areas of their studies or training and has a multitude of causes. As such, during a learner's programme, a learner's behaviours and/or progress, as well as any existing or new personal, health or wellbeing issues, will identify them as being 'at-risk'. These may include, but not be limited to:

- Bereavement
- Discipline issues at work and/or during their classes/training sessions
- Home circumstances
- Illness
- Pregnancy or maternity
- Neurodiversity
- Poor/low assignment grades (underachievement)
- Plagiarism
- Poor attendance at work/on programme (disengagement)
- Increased workload
- Reduced access to the workplace (furlough)
- Poor relationship with the employer/lack of support
- Change in tutor or assessor
- Referral to safeguarding team
- Relationship issues
- Socio-economic issues e.g. finance issues, access to IT
- Travel issues

1.3 Learner Support Requirements

To ensure learners are fully supported to achieve, operational teams plan to offer the following options to learners, but must ensure that employers are involved in any significant changes to planned delivery in the apprenticeship:

- Support learners at risk of becoming an early leaver on a one-to-one basis by fast-tracking their programme so that they can achieve as soon as possible, where time requirements allow and minimum duration periods and requirements e.g., Off-the-Job hours for Apprenticeships in England have been met
- Offering additional IT support so that the learner can complete their qualification through distance learning if they are struggling with online aspects, with extra online support and resources as required
- Implementation of support plans, including input of support from the employer
- If a learner has moved to a new employer, liaise with the Directors to determine if the training plan can be transferred
- Secure equipment loans for work to be completed at home in the learners' own time
- Identify if a bursary or other source of funding could be applied for if financial hardship is the main reason for potentially becoming an early leaver
- Discuss with the director to see if an additional member of the team could be used to provide mentoring / coaching support
- Explore appropriate reasonable adjustments/access arrangements if necessary.

The two most important aspects of providing support to an 'at-risk' learner are to ensure that support is appropriate and should, therefore, always be discussed with the learner; and that it is provided promptly to reduce the period a learner has to become disengaged and demotivated.

All support agreed with the learner and put in place should be logged and entered onto Quads Direct, in the contact log and the relevant session plan and actions tab, so that all stakeholders can monitor the effectiveness of the support mechanisms in place and adjust these as required.

2 'At-Risk' rating

Throughout the learner journey, tutors and assessors need to ensure the relevant risk rating of a learner accurately reflects the risk of successful completion of their programme at any given time. The risk rating should be changed whenever the learner moves from one rating to another:

Rating	Meaning
Low	Learner ahead/at target - no obvious risk
Medium	Learner slightly behind target, and showing early signs of challenge/risk - medium risk
High	Learner significantly at risk of becoming a leaver – extremely high risk

All learners will be rated 'Low' at enrolment unless any of the start risk triggers are identified.

Where learners are rated 'medium' or 'high' risk, the rating will be entered by the tutor or reviewer at the first review or in the first 6 weeks on programme and entered into the contact log as contact type, providing for the opportunity for robust reporting and management of any learners that may show early signs of risk. Where learners are rated 'low' risk there is no requirement to add anything to the contact log. Where a tutor or assessor needs to change the risk rating, an end date is to be applied to that contact type and a new contact log entry added with the new risk rating.

All learner information is stored confidentially and securely, and any sensitive information that arises from safeguarding conversations must be shared only with the safeguarding team. Equally, any sensitive information that arises from an 'at-risk' conversation must be dealt with professionally and in confidence.

3 Escalation Process

When learners are identified as being at-risk, support interventions outlined in 1.3 should be followed in addition to regular contact attempts by phone and email. Circumstances to instigate the escalation process are set out below.

Examples of When to Escalate an “At Risk” Learner

- Learner showing signs of, or requesting needing additional support
- Mental or physical changes
- 30% behind planned progression
- Missed 3 consecutive training sessions without calling in (even if this is due to work)
- Apprentice has more than 2 unexplained absences at work
- Apprentice has left their employment

These examples are when the learner has not improved after the first intervention and at this point tutors should discuss the problems with the Quality Lead and decide the steps needed together.

How to escalate?

Skills Coaches or Digital Tutors should raise a notification in RecordMy (see appendix 1 for details) as soon as alerted to the potential risk. The team and Directors will discuss further interventions within 10 days. The meeting can be organised remotely and the tutor should have evidence of the steps they have already taken if applicable (some serious cases may need escalating immediately).

3.1 First risk identified

As learners are rated medium or high risk a support plan and engagement plan must be considered and developed, if required. These should encourage the learner to reflect on their goals and motivations for completing the course. Keeping in touch calls will be scheduled to ensure the learner has help if needed.

These plans will be shared with learners and employers (where appropriate), and there will be a clear focus on agreeing to meet deadlines and other requirements by all parties.

Where motivation contracts are not required, but other support needs are identified, actions must be agreed upon and recorded clearly in RecordMy.

3.2 Stage 1

Following multiple attempts to engage both the learner and employer (as appropriate) through three-way support meetings, a Stage 1 email will be sent to both parties (as appropriate) by the Director in response to:

- Non-attendance to a scheduled session without advance notice
- No recorded progress within 42 days for apprenticeships
- 2 cancelled visits in 4 weeks for apprenticeships

A copy of the learner response must be stored in the contact log on Qvals Direct as well as in RecordMy. Whilst a learner is considered to be 'at-risk,' copies of all correspondence must be stored in the contact log.

Learners issued with a Stage 1 notice will be recorded in RecordMy online platform. This is stored in the cloud and is secured with limited permissions and is updated by the Deputy DSL, Operations Manager, DSL and Learner support. The maintenance of this platform is supported by the central Learner Support team.

A further 2 attempts will be made, emphasising a welfare check, by telephone and email and recorded on the contact log within a 5-working day period.

If this intervention is successful, a support contract is to be put in place. Should all the above efforts be unsuccessful within 5 working days, stage 2 of the escalation process should be implemented.

3.3 Stage 2

If a learner does not respond to the Stage 1 notification, or if their 'at-risk' behaviour(s) does not demonstrate an improvement, the Learner Support or member of the Safeguarding team will contact both parties (as appropriate) by telephone. If commitment to continuing and changes to 'at-risk' behaviours are not agreed, the call should be followed up with a Stage 2 email to the learner and employer (as appropriate).

If the learner/employer responds expressing motivation to continue and improve, this must be recorded in the contact log in Qvals Direct as well as updated on RecordMy.

Whilst a learner is considered to be 'at-risk,' copies of all correspondence must be stored in RecordMy. A further 2 attempts will be made, emphasising a welfare check, by telephone and email and recorded on the contact log within a 10 day working day period.

If this intervention is successful, a support contract is to be put in place. Should all above efforts be unsuccessful within 5 working days, stage 3 of the escalation process, 'Notification of Withdrawal' should be implemented.

3.4 Stage 3

If a learner/employer does not respond to the stage 2 notification, or if their 'at-risk' behaviour(s) does not demonstrate an improvement, the Director will contact both parties (as appropriate) by telephone. If commitment to continuing and changes to 'at-risk' behaviours are not agreed, the call should be followed up with a stage 3 'Notification of Withdrawal' email to the learner and employer (as appropriate).

In the case of an apprenticeship learner, agreement must be sought from the employer to remove the learner from the programme.

All communication to and from the learner and employer, whilst the learner is considered to be 'at-risk,' must be stored in the contact log on Qvals Direct.

4. Risk Reporting

All learners considered to be 'at-risk' must be managed and monitored in a sensitive but robust way. The Safeguarding and support team must discuss 'at-risk' learners in one-to-one meetings and ensure all support plans/engagement contracts are in place and appropriate.

Learners should only be entered onto the 'at risk' log if for some reason, their learning has been impaired and that he/she is at risk of failing or leaving their chosen course. Under no circumstances should anyone enter learner names on the register who are clearly not at risk of not achieving/leaving their course.

5.0 Withdrawal and/or exit

Should all interventions and support fail, and the learner decides to leave the programme the Withdrawal Procedure will be followed and a Learner Withdrawal and Exit Review will be performed, this will inform leaders and managers the reasons for non completion.

Further scrutiny and analysis are completed of all learners formally 'at risk' by the relevant management teams. This allows the identification and monitoring of robust actions and interventions that can be put in place where needed.

The importance of learning from learners that do not achieve is recognised and learners that MTT fail to retain are reviewed every 8 weeks in a leaver panel.

This identifies themes and trends to inform improvements, and this is further scrutinised in management meetings and reviews and standardisation meetings where training needs and interventions/actions are agreed upon.

6.0 Responsibilities:

Directors:

- Ensuring Multi Trades Training is fully compliant with legal requirements
- Ensuring effective implementation of this policy
- Ensuring this policy is reviewed regularly

Managers & IQA's:

- Evaluating performance of individual teams, taking proactive steps to address potential issues
- Ensuring this policy is fully supported by their team
- Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation
- Ensuring effective implementation of the policy and process within the team, supporting with training needs, where required
- Monitoring effectiveness and consistency of action plans

Operations & Quality Function:

- Monitoring and evaluating the quality of support to learners identifying as 'at-risk' through key improvement mechanisms, such as learner survey responses, interviews, and observations.
- Provide support with auditing of support plans for quality and consistency
- Support in the delivery of training needs arising from quality activity

Tutors, trainers, coaches & assessors

- Ensuring active participation in the process and acting upon recommendations and feedback from audits and other improvement mechanisms.
- Ensuring improvements are made as documented by improvement plans and recommendations.

7. Communication

This policy is available on the Multi Trades Training website and in the learner information section of Quals Direct and may be provided in hard copy upon request.

8. Monitoring and review processes:

This policy and its procedures will be reviewed annually, to ensure it continues to meet our needs and those of our Regulators i.e., Awarding Organisations (NOCN Cskills Awards) , ESFA (Education & Skills Funding Agency) and external stakeholders.

9. Contact details:

If you would like to discuss this policy further, please contact:

Multi Trades Training Ltd

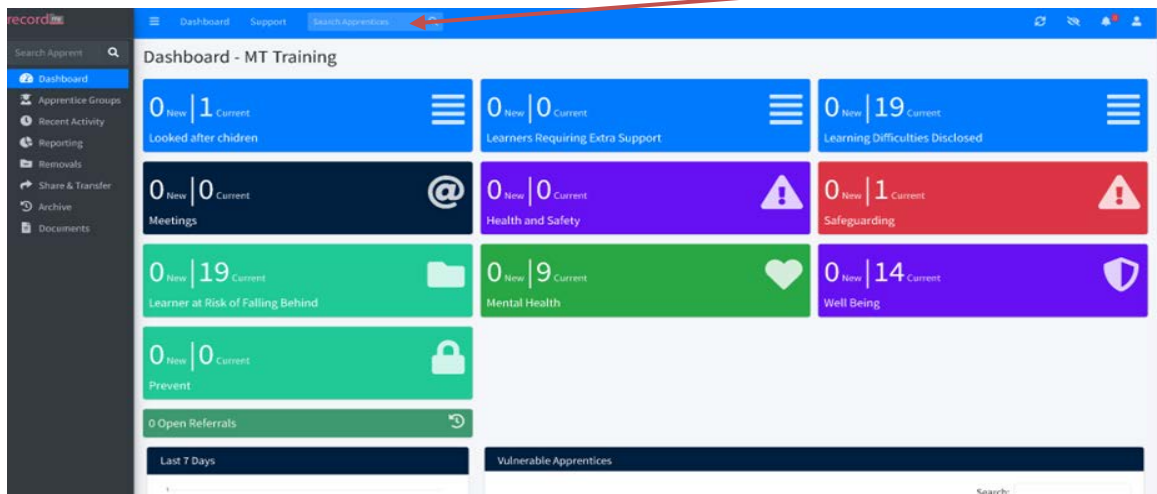
Shalford Dairy
Wasing Estate
Aldermaston
Berkshire
RG7 4NB

Tel: +44 (0) 2034 883801

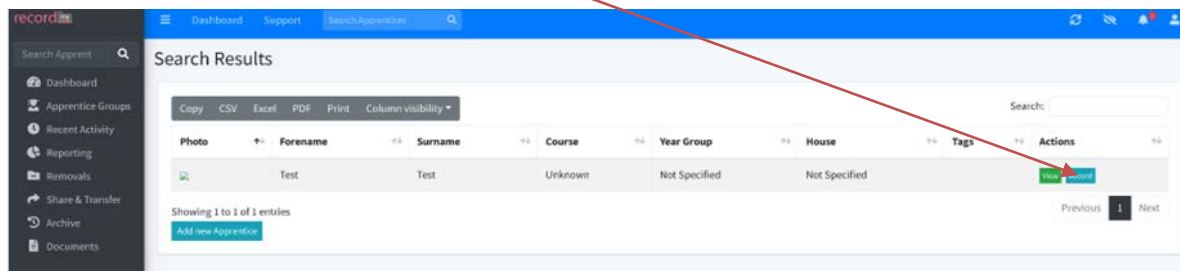
E: info@mttraining.co.uk

Appendix 1 – Reporting in RecordMy

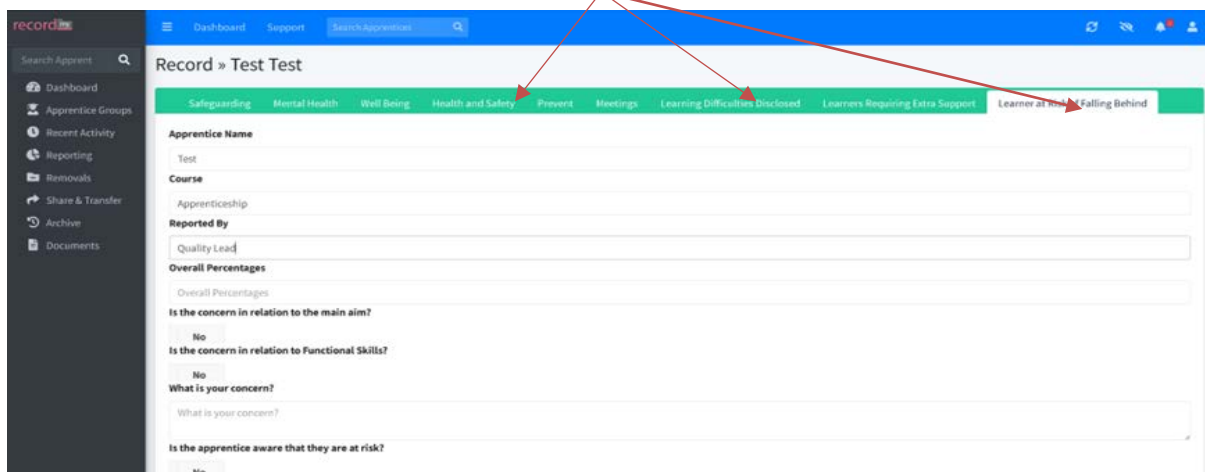
First Log into Dashboard, and type in the apprentice name into the search bar



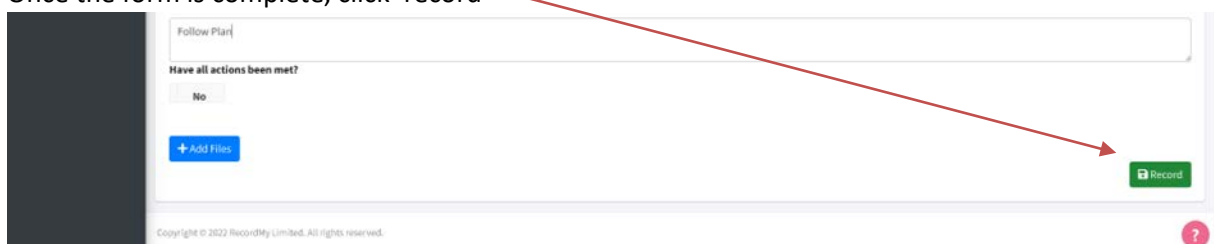
Once the learner is visible, you need to record.



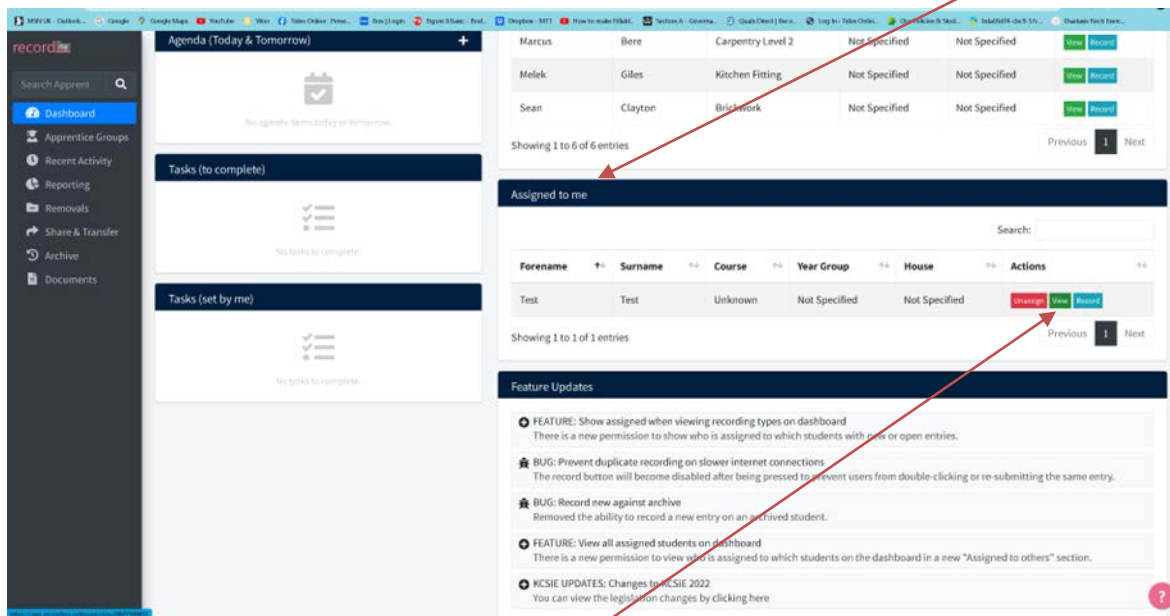
Select the appropriate notification from the top tabs and complete the form.



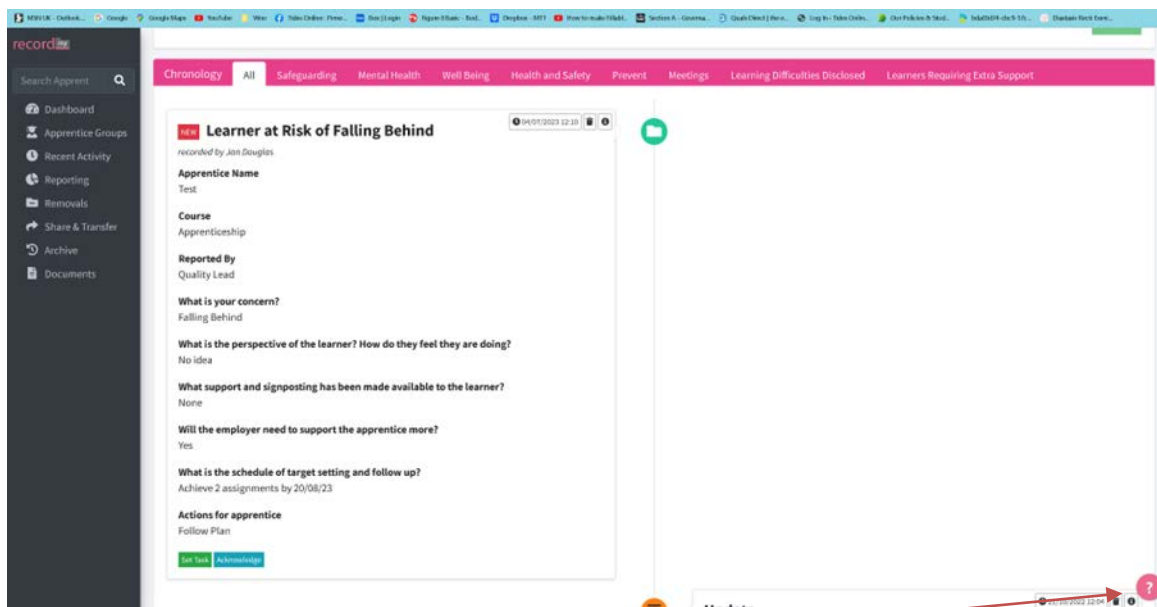
Once the form is complete, click 'record'



You will then see the new notification, as will anyone else assigned to that learner



Click 'VIEW' to open and see the notification.



Remember the pink ? is the help area!