

Long Road Sixth Form
College

This policy covers situations where a student's Study Programme is
changed post-enrolment.



**LONG
ROAD** SIXTH FORM
COLLEGE
CAMBRIDGE

Name of Policy:	Level 3 Progression and Changes to Study Programme Policy
Last Approved:	December 2018
Approved By:	Leadership Team
Due for Review:	December 2020 (COVID 19 Appendix June 2020)
Owner:	Steve Dann

Enrolment

1. Long Road Sixth Form College is an inclusive college offering a wide range of courses for 16-18 year old students. The curriculum is designed to enable all students to gain successful progression to employment, apprenticeships or continuing education.
2. The college's entry criteria are the minimum prior attainment students need in order to be successful on the qualification aim within their Study Programme, using college and national datasets.
3. Students are enrolled following detailed advice and guidance that considers prior attainment, identified strengths and the planned progression aim.
4. Students are enrolled on Level 3 courses with the intention and expectation that the Study Programme is completed over two years.
 - 4.1. Some Applied General courses allow students to gain a qualification at the end of the first year before 'stepping up' to the full qualification aim in the second year.
 - 4.2. All A Level courses are linear over 2 years.

Course Changes

5. During the first half term students may be able to make a change to their Study Programme where:
 - 5.1. they meet the entry criteria.
 - 5.2. the change supports their progression aim.
 - 5.3. the course change is viable (there are spaces and it is possible to timetable)
 - 5.4. it is not too late for the student to catch up on missed work or assignments. Students may be asked to complete some catch up work in extra sessions and this will be a condition of the change.
6. After the course change period, students are expected to complete the study programme enrolled on. Exceptions to this will fall into one of the following categories that this policy will apply to:
 - **Fitness to Study adjustment.** (section 7)
 - **Change of programme to secure success.** (section 8)
 - **Reduction in Programme for disciplinary reasons.** (section 9)
 - **Not continuing into the second year.** (section 10)

Revising a Study Programme after the Course Change Period

7. Fitness to Study adjustment.

- a. This process is managed by the Assistant Principal in consultation with the Heads of Studies, Head of Academic Support and Student Welfare.
- b. The process is designed to clarify the issues and support needed for students according to three levels of risk.
- c. If a programme is reduced in the first year, the student will be re-assessed before the second year to determine whether additional qualifications can be added to the study programme for the year.
- d. In some cases the best course of action may be for the student to have a break from education and resume the following academic year if fit to study.
- e. Students will not be allowed more than one break and returning to study may be dependent on the age of the student.

8. Change of programme to secure success.

- f. If it is clear that, on the balance of probability, a student is highly unlikely to achieve a pass in a course following robust assessment and appropriate interventions, a discussion will be held to determine if changing course will lead to better chances of successful progression.
- g. This assessment will not be based on any single assessment and is not disciplinary.
- h. There are a limited number of options for one year qualifications that will be either a certificate, extended certificate or possibly an AS.
- i. The process will be managed by the Heads of Studies in discussion with the Head of Department. The student should be in agreement with the course change.
- j. In cases where the student feels that remaining on the original subject is preferable to changing, they would be expected to undertake additional support in order to reduce the risk of failing.
- k. If the student does not comply with the support, 6.3 would apply and it may be too late to pick up an alternative course, the student would therefore be on a smaller study programme.
- l. The new qualification enrolled on will:
 - be appropriate to their prior attainment (i.e. they meet the entry criteria).
 - support their progression aim.
 - be viable (there are spaces and it is possible to timetable)

9. Reduction in Programme for disciplinary reasons.

- m. If a student has poor attendance without reasonable explanation, or is otherwise refusing to comply with expectations, for example refusing to attend, the programme may be adjusted for disciplinary reasons.
- n. This would incur a Final Warning and the course withdrawn from the programme.
- o. Where this withdrawal of a course happens in Year 1 or early in Year 2 an alternative course should be discussed in order to maintain the full time study programme and maximise potential outcomes.
- p. When this happens later in Year 2 the student may decide to enter the withdrawn qualification as a private candidate incurring the costs as appropriate.

- q. The college may decide to charge students for examination entry whilst allowing them to remain attending classes if overall attendance is poor but the student improves attendance as a condition of the Final Warning.

10. Not continuing into the second year.

- r. The decision not to allow a student to progress into the second year is a disciplinary issue, and follows the disciplinary processes.
- s. When a student has a very low attendance during Year 1, below 80%, with significant unexplained absence and little or no attempt to address the issue through support and intervention, the college may withdraw the student from the entire Study Programme.
- t. When a student has such poor attainment across the majority of the Study Programme, such that an adjustment is not appropriate and attempts to support the student have not been successful, the student may not be allowed to progress into the second year.
- u. In either case above the student would not be allowed to restart Year 1 the following year unless:
 - It is decided that the original enrolment was inappropriate and an alternative study programme is more likely to lead to successful progression. For example a student who was enrolled on an A Level programme would be better suited to an Applied course.
 - There were significant issues that resulted in poor attendance and/or attainment which has now been identified and resolved through support.
 - Students who cannot continue into the second year or allowed to restart Year 1 will be supported with advice and guidance on alternatives, for example into apprenticeships or a different education provider.

Students Appeals against this decision should be made in writing to the Principal within 5 working days of the communication.

Steve Dann
Vice Principal
December 2018

Appendix

Progression Decisions related to the disruption of teaching and learning due to the COVID-19 situation

1. The college recognises that teaching and learning has been severely disrupted for all students since the college site was closed to students from March 20th 2020.
2. The college further recognises that the disruption to learning has not been evenly spread, that some students have found it harder to make the expected progress for a number of reasons, including:
 - a. Availability IT equipment at home, or access to online learning materials
 - b. Subject specific material (for example in Art subjects)
 - c. Suitable learning space or access to collaborative team members (for example in sport and performance related subjects)
 - d. Reduced teacher instruction and feedback
 - e. Physical health
 - f. Mental health
3. Whilst the college has aimed to mitigate each of these through its online learning programme, and through open channels of communication with support services, there are inevitably students who have fallen behind compared to their peers.
4. The college strategy has been to identify this group of students before the end of the academic year and offer additional support including:
 - a. One to one learning conversations with each teacher, parents invited, to discuss current progress and set out summer work to catch up.
 - b. Invited a small group of learners onto site before the end of term to provide supportive working environment
 - c. Offer additional catch up workshops in the Plus Time slots for small group tutorials with subject specialists.
 - d. Conversations with the student's Progress Coach to discuss any barriers to learning, and to outline support available.
5. It is also noted that the DfE and OfQual are still consulting about mitigation for the loss of teaching and learning at a national scale. The Applied subjects have already outlined some measures to compensate for the incomplete assessed units during the lockdown period, including 'deferred Centre Assessed Grades, and Awarding Organisations are discussing potential modifications to assessment without CAGs for 2021.
6. With this in mind, the college Progression Policy remains largely unchanged in principle, but with the following provisos:
 - a. Progression from Y1 to Y2 on a course is assumed for all students, even if they have not been able to complete much work during the college closure. Sections 7 – 10 will take account of the unprecedented circumstances in the academic year 2019-2020. Students who are identified as falling behind will be expected to attend any catch-up provision that is available, once it is possible for them to do so.

- b. Students who request changes to their Study Programme will be reviewed on an individual basis. As per the policy, any changes to the Study Programme will be by exception and need to be fully justified. This includes:
 - i. Restarting Year 1
 - ii. Reducing the number of courses and study hours
 - iii. Dropping a subject and starting a new subject
 - iv. Adding another academic year to the Study Programme
7. It is not expected that there will be any additional college resource or funding to facilitate more than a minimal number of such changes at this time. The rationale for any change of Study Programme would need to be compelling and viewed in the context that all students have had disrupted learning since March 20th 2020.