

## **Lack of Progress and Withdrawal Policy and Procedure**

### **Purpose**

PTS are committed to supporting their learners to achieve their enrolled qualifications and apprenticeships in a timely manner.

Course start and end dates are determined by the length/duration of the qualification being undertaken and the outcome of initial assessments that establishes the amount of teaching, learning and additional support an individual will require. The qualification is funded from the Start date until the Planned funded end date.

A training and delivery plan is drawn up for each learner at the beginning of their course to show what delivery PTS will provide and what work is required by the learner and their employer/mentor (if the learner is an apprentice), to ensure progress continues throughout and that all elements of the course are completed, no later than the planned funded end date.

This plan forms part of the contract signed and committed to at the beginning of the course.

This policy and procedure is in place to ensure that any dips in progress are addressed efficiently to ensure successful course completion, identify what support PTS will put in place and outline consequences of failing to complete within the given funded timeframes.

### **Scope**

PTS recognise that on occasion, there can be extreme circumstances that arise which could impact the agreed delivery plan and adversely affect planned progress. Some examples of this could be as follows:

- Learner suffering severe and/or prolonged ill health resulting in time away from work
- Learner encountering other extreme changes in personal circumstances resulting in an inability to work and train
- Redundancy
- Pregnancy

In cases such as these, PTS will require the learner and employer (if learner is an apprentice), to keep open communication with us and in the first instance we will try and see if it is possible to put in place a break in learning, which will halt training and ensure any remaining funding is frozen and available to use once learning can recommence. There are funding guidelines around Breaks in Learning. Breaks in Learning are only permitted during the funded period of the qualification.

Should progress be adversely impacted as a direct result of PTS suffering extreme circumstances out of their control, we will endeavour to use all resource within our remit and in accordance with our Business Continuity Plan, to ensure teaching and learning continues and learners are supported to successful completion.

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## **Procedure:**

### **Return to Progress Action Plan**

Where progress has fallen behind due to an extreme circumstance on the side of either PTS or the learner, then PTS will support the learner by agreeing a Return to Progress action plan. This plan will detail what teaching and learning is needed to return to the planned delivery, along with SMART targets to include what work is needed, what assessments must take place and who is responsible for the actions. Firm and realistic timescales will be put in place and agreed between PTS, the learner, and the employer/mentor (if learner is an apprentice).

A return to progress plan is to be written and implemented as soon as it is identified that progress has fallen behind and/or as soon as training can resume back to regularity.

The plan will be attached to 28-day meeting records, reviews and emailed out to learner, employer (if learner is an apprentice), and sector programme manager. The learner's status on Onefile will be changed to "return to progress plan".

In most instances, a return to progress plan is a swift and short intervention that will correct planned progress and teaching and learning will then resume back to the original delivery plan.

In some cases, where circumstances impacted progress over a prolonged period of time, the plan may be needed for the remaining duration of the course completion.

Strict adherence and full commitment to the agreed action plan is needed. If this fails to happen, Lack of Progress Stage 1 will be implemented.

### **Lack of Progress – Stage 1**

This is the first official stage of addressing concerns of lack of commitment to completing the course, which is impacting planned progress.

Signs of lack of commitment on the part of either the learner and/or the employer (if learner is an apprentice) can be as follows:

- More than one cancelled appointment with PTS assessor over a 6-month period.
- More than 1 missed teaching workshop/lesson over a 6-month period (unless agreed in advance due to authorised absence) – **Apprenticeships and NSF only**
- More than 1 missed teaching workshop/lesson over a 2-week period (unless agreed in advance due to authorised absence) – **Functional Skills courses only**
- Failure to hand in work by the agreed deadline, without seeking further support from the PTS tutor or assessor prior to the deadline.
- Disengagement and failure to respond or respond timely to requests for appointments to carryout assessments, reviews, and monthly meetings, resulting in reviews and meetings taking place outside agreed funding timescales.
- Failure to complete and document teaching and learning taking place in accordance with Off the Job Training and Guided Learning Hours regulations
- If the learner fails to book their functional skills exams within a timely manner when prompted to do so by their tutor/assessor and gives no justifiable reason for the delay

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In cases such as the above, a Stage 1 Lack of Progress Action Plan will be implemented.

Similarly, to the return to progress plan, the LOP Stage 1 will detail what teaching and learning is needed to return to the planned delivery, along with SMART targets to include task required for completion from the learner, what assessments need to take place and who is responsible for the actions.

In addition, the plan will detail the reasons for the lack of progress and commitment to timely completion and what support and action is needed to address these issues to prevent reoccurrence.

The plan will be written with the learner and the employer/mentor (if learner is an apprentice) and all parties will sign and agree to the contents. Firm and realistic timescales will be put in place and agreed. The learner (and employer) will be reminded that should the planned funding end date lapse due to not adhering to the plan, then fees will apply in order for training to continue (see below for full details)

A copy of the plan will be attached to the Onefile portfolio on either the LAD Review or 28-day meeting record. It will also be emailed to the learner, employer, and Programme Manager for reference and the learners Onefile status will be changed to "LOP Stage 1".

Strict adherence and full commitment to the agreed LOP Stage 1 action plan is needed. If this fails to happen, Lack of Progress Stage 2 will be implemented.

### **Lack of Progress - Stage 2 (Final)**

This is the final stage of support planning, designed to give the learner and employer (if applicable), a final opportunity to commit to successful completion of the course.

Stage 2 is to be implemented when previous interventions (Return to progress and/or LOP Stage 1) have been unsuccessful or a reoccurrence in lack of commitment has occurred, impacting significant lack of progress and risk of non-completion.

As with the plans detailed above, the LOP Stage 2 will detail what teaching and learning is needed to return to the planned delivery, along with SMART targets to include what work is needed, what assessments are required and who is responsible for the actions.

In addition, the plan will detail the reasons for the lack of progress and commitment to timely completion and what support and action is needed to address these issues to prevent reoccurrence. It may also detail why a reoccurrence has happened and what can be done to address this.

The plan will be written with the learner and employer/mentor (if learner is an apprentice) and all parties will sign and agree to the contents. Firm and realistic timescales will be put in place and agreed. The learner (and employer) will be reminded that should the planned funding end date lapse due to not adhering to the plan, then fees will apply in order for training to continue (see below for full details)

A copy of the plan will be attached to the Onefile portfolio on either the LAD Review or 28-day meeting record. It will also be emailed to the learner, employer, and Programme Manager. The learners Onefile status will be changed to "LOP Stage 2".

**Strict adherence and full commitment to the agreed LOP Stage 2 action plan is Vital. If this fails to happen, it is likely the learner will be withdrawn from the course.**

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### **Learners on Distance Learning courses:**

Assessors must make every effort to keep learners informed and updated on their progress and be in regular contact to offer support and advice when needed.

Assessors will have a meeting with the learner within their first week of course commencement, usually via phone call, to outline the agreed deadlines and ensure they have full access to all resources needed.

Assessors will check weekly if the learner has logged in and closely monitor timely submissions of work.

Where a learner has not been in touch or uploaded written work within agreed timescales the assessor will send an email and call/text the learner to say that work must be submitted for the unit and give one-week deadline.

If this fails to happen, assessor needs to contact via email and phone to arrange to discuss progress and set deadlines for submission. This contact is to be logged in the contact section of Equal portfolio.

If the learner does not respond to efforts to meet and discuss progress, or they fail to meet their new deadlines, assessor will send a further email giving final warning that if contact is not made within 5 working days, they will be withdrawn from the course.

If contact is made but at any stage the deadlines are not met, after the final email warning has been sent, the learner will be withdrawn and notified.

### **Monitoring and recording**

Whichever action plan is in implementation, strict monitoring towards the plan objectives is needed by all assessors and tutors working with the learner.

Record of progress towards the SMART targets and plan objectives are to be documented on to the plan and communicated out to all assessors, tutors, programme managers and the learner and if applicable the employer.

Whenever a plan is updated, it should be reattached to the learner's portfolio on a 28-day meeting record or LAD Review. This should also be emailed out to all parties for duplicate reference.

### **IMPORTANT**

***Plans are designed for short, swift intervention to detail and address concerns and reengage learning and return to planned progress. Plans must be implemented without delay to support the learner to not fall too far behind and ensure the plan is effective. Targets set within plans should be short and realistic. The planned funding end date should be in the forefront of all planning to ensure timely completion on or before this date. All delivery staff are to ensure highly effective communication with each other to support the learner to implement their plan.***

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### **Consequences of failing to commit and complete on time**

At all stages, all parties will be aware and agree that they understand, if actions are not met and full commitment is not given to the plan implementation and completing the course no later than the planned funding end date, the following procedure will take place:

Stage 1 – if deadlines are not met and plan is not adhered to, to return to planned progress and complete on time, Stage 2 Lack of Progress will be implemented without delay.

Stage 2 - if deadlines are not met and plan is not adhered to, to return to planned progress and complete on time the learner is likely to be withdrawn from the course.

In the case of withdrawal, in accordance with the training contract, a withdrawal fee will be charged.

In the case that the planned funding end date has lapsed, but learner and where applicable the employer insist that training continues to completion, the following fees will be applied to cover training costs outside of the funded training period:

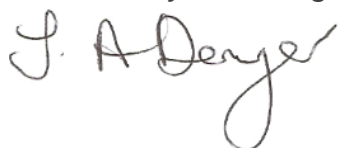
#### **Monthly Fees:**

**AEB including distance learning courses,  
Functional skills courses and NSF courses: £75**

**Apprenticeships: £150**

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*This Policy has been agreed by  
Jackie Denyer, Managing Director*



*Date Signed:- 3<sup>rd</sup> December 2022*

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