

**SAP Student Case Study Proforma**

|  | <b><u>Narrative</u></b>   |
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| <p>Name of Institution</p>   | <p><b><u>Xabec</u></b></p>  <p>A new vocational school built within a Cinema Complex and with extensive business links.</p>   |
| <p>Background<br/>Can you tell me about your studies before you joined Xabec?<br/>What course are you doing?</p> | <p>Students arrived at Xabec from a range of local Valencian secondary schools at the age of 16 and older.</p>  <p>They enjoy a holistic education which means for example that while they may be studying Plumbing that they also study electronics – this means that students are better prepared for work.</p> |

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|   | <p>Students reported that there was an inclusive approach - people are not excluded. Focus on success and progression.</p> <p>Discipline has a positive impact – students understood that they were learning and also preparing for the world of work.</p> <p>Students are locked at the gate if they arrive late – this has had a positive impact driving up attendance and punctuality.</p> <p>Students felt that there was lots of support.</p> <p>Peer support – Xabec train older students to take care of their younger peers. This provides additional layers of support and also enhances the employability skills of the older students. The Sap process has helped develop this programme.</p> <p>Drop out stats in line with predictions.</p> |
| <p>What support are the college offering you to help you settle and make the most of your learning?<br/>Do you think this is the right support?<br/>Is it helpful to you?</p> | <p>Students receive extensive support throughout their studies.</p> <p>Learning is geared to the workplace and this helps student motivation.</p> <p>Joaquin Cavestany coordinates the Sap Programme at the schools and provides support for learners. He is responsible for monitoring and intervening with not only the High Risks students but all students at Xabec.</p>   |

Do you think there is any risk of you not completing your course?

Xabec recognise that there will always be students at risk of dropout but the students believe that the support provided will help reduce the chances of dropping out.

What barriers do you face to completing your course for example travel/finance?

Barriers to learning (the risk factors) are reviewed on a regular basis to ensure that students are well supported. The economic climate both locally and nationally still have a significant impact on the schools and its learners.



**SAP Project Team visit the Science and Art Centre**

What do you hope to do when you leave Xabec?

Students are looking to work in their chosen vocational field. The links Xabec has with local businesses helps this to happen.

Have you heard of the Safe Arrival Project?

Students and staff are aware of the SAP Project and its intended goals.

### SAP Institution Proforma

|                                      | <u>Narrative</u>  |
|--------------------------------------|---|
| Name of Institution                  | <u>Xabec</u>  |
| Background                           | <p>Size, location, range of staff:</p> <p>Industrial maintenance and building installation established in 2002</p> <p>A vocational training centre. Centre of construction and engineering.</p> <p>The school hoped to address and support Issues around immigration, population growth- and a linked need for construction and related vocationally skilled workers.</p> <p>2002 high dropout even then 27% dropout. This was a major hidden problem across the City of Valencia and Spain generally.</p> <p>Xabec makes a point of talking to business and listening to their needs. Point of reference for companies and what they need.</p> <p>Students aged 16-65. The majority are 16-21</p> <p>Holistic approach. Students need a range of technical skills</p> <p>Xabec also work with unemployed people from around Levante.</p> <p>Therefore there is a mixture of students. U/e, company workers, entry workers. Now, since 2002, they have had over 10000 learners.</p> <p>Significantly, there has been no expulsions in 10 years.</p> <p>The need to develop adaptability and innovation is at the heart of the School.</p> |
| Type of course offered and age range | <p><u>Xabec offer a range of vocational courses</u></p> <ul style="list-style-type: none"> <li>• 16-65 years</li> <li>• Level 3-4-5</li> </ul> <p>Level 3 = technician.</p> <p>Level 4-5 = higher level technicians</p> <p>Now developing online courses</p>  |

For the Unemployed there are more than 25 courses ending with diplomas

Made to measures courses for businesses

On demand courses. On-going enrolments.

Recruit good companies and avoid agencies.

Testing the dual system of learning. Mix of vocational training in college and company based learning aka apprenticeships. Working with 36 companies.

Project based learning. Need for clear learning outcomes.

Dropout and NEET figures

Screened Xabec Students:

13 students on the High Risk Level

24 students on the Medium Risk Level

58 students on the Low Risk Level.

Screening Process

“After studying the matter, we decided to use the web platform in order to ensure the privacy of the students. That way has been showed as a good one to handle the problem. Besides, it has been a useful tool in order to collect the required information. In fact, no student refused filling the questions and some of the students who weren't on the class on that very moment answered the questions from home”

**Results**

Risk score = (Factor 1)\* 28 + (Factor 15)\*25 + (Factor 16)\*25 - (Factor 18)\*23 + (Factor 19)\*20

**Total score**

The figure shows a line graph with the y-axis ranging from -400 to 1200 and the x-axis showing numerical values from 1 to 94. A single line labeled 'Total score' starts at approximately 1000 at x=1 and generally trends downwards with some fluctuations, ending at approximately -200 at x=94. A large checkmark icon is visible in the top right corner of the screenshot.

How was SAP implemented?

Initial Methodology and screening was applied per the SAP Tool training

5 Factors were identified:

1) Drugs

2) Alcohol

3) Lunch time breaks

4) Relationships are beneficial (non relationship – detrimental)

5) Working relationships with teachers

Issues around collecting data were resolved through discussions with Dr Arnold and Tracey Baker.

Weekly SAP Meetings have helped to maintain a focus on potential dropout.

Online questionnaire completed on Moodle.

Only vocational younger students were interviewed aged 16-20.

5 factors were identified with different weightings.

Three groups have been identified some high risk.

Students have left from all 3 groups but predominantly from high risks.

It has enabled early interventions and reduce further drop out.

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| <p>How have you identified those at risk of Dropout ?</p>   | <p>Yes the Tool has helped Xabec identify:</p> <p>High Risk (all factors) 45+</p> <p>Medium Risk score between 45-20</p> <p>Low risk (Score less than 20)</p> <p>This has enabled intervention strategies to take place</p>   |
| <p>What Interventions have you planned?<br/>Have you seen any noticeable change in performance/behaviour?</p> | <p>1 Heavy involvement with targeted support for parents.</p> <p>2 Targeted tutor support. The right tutor for the student.</p> <p>3 Use of volunteer support - including home support at weekends.</p> <p>For low risk students:</p> <p>Punctuality. Gates are closed.</p> <p>Uniform - helps avoid social differences</p> <p>Tutors and parents kept in the loop.</p> <p>Use of personalised projects supports engagement and continuous assessment.</p> <p>Teachers have been heavily involved and are aware of the goals of the project and the need to support learners.</p> |
| <p>Will you make any changes to your approach?<br/>How many staff are involved?</p>                           | <p>The Sap Tool and Process has had a positive impact. We will look to further embed and enhance the tool as we grow more confident of its usefulness.</p> <p>All teachers are involved in the process and aware of the need to support learners.</p>   |

