



Wales COVID-19
Evidence Centre
Canolfan Dystiolaeth
COVID-19 Cymru



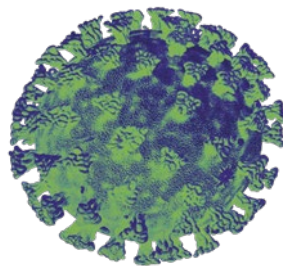
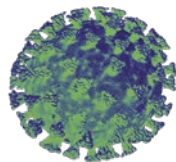
Ymchwil Iechyd
a Gofal Cymru
Health and Care
Research Wales

A rapid review of strategies to support learning and wellbeing among 16-19 year old learners who have experienced significant gaps in their education as a result of the COVID-19 pandemic

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Lywodraeth Cymru
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Question Background

- The COVID-19 pandemic caused a **significant disruption** to all levels of **education**
- Although the education of learners of all ages has been affected, **16-19 year old learners** are at a **crucial time in their lives** as they transition into further study or employment¹
- Both **national and international initiatives** will therefore be needed to support schools and colleges in helping 16-19 year old learners **catch up on missed learning**
- A number of **catch-up strategies have been suggested** and include summer schools, extended school days, tutoring programmes and other practices²
- It is also important to consider **young people's mental health** in the context of COVID-19³

¹ Holt-White and Culliane 2021. ² Crenna-Jennings 2021. ³ Six Form Colleges Association 2021.

Research Question

A rapid review of strategies to support learning and wellbeing among 16–19 year old learners who have experienced significant gaps in their education as a result of the COVID-19 pandemic

2 parts to the question:

Question 1:

What **methods of support** for **16–19 year-old** learners are **successful** in **enabling** individuals to **progress with their learning**

Question 2:

What **methods of support** are **beneficial** in **improving 16-19 year old** learners **wellbeing** in **post-16 settings**?

We looked for evidence across the two questions

Extent of the evidence

Question 1: Progressing with learning

Searches identified:

- **12 systematic reviews** (3-19 years / pre COVID-19)
- **1 rapid review, 1 protocol**, (16-19 years / post COVID-19)
- **4 broader UK organisational reports** (includes sections on 16-19 years / post COVID-19)

Question 2: Student wellbeing

Searches identified

- **3 systematic reviews, 1 rapid review** (16-19 years / pre COVID-19)
- **2 rapid reviews** (16 to 19 years/ post COVID-19)
- **2 broader UK organisational reports** (includes sections on 16-19 years / post COVID-19)

Key Findings

Question 1: Progressing with learning

There was **no direct systematic review evidence** found to enable an evaluation for strategies to support learning for **16-19 year old** learners **following the COVID-19 pandemic**

Key Findings

Question 1: Progressing with learning

Pre-COVID evidence for several methods demonstrated a **positive impact** for **3-18 year old** learners to enable them to progress with their learning

- Additional tutor support
 - one to one tuition
 - small group tuition
 - mentoring
 - learner-led peer support sessions
- Additional hours of tuition
 - extension of the teaching day
 - additional teaching during school holidays
 - specific summer interventions

Key Findings

Question 1: Progressing with learning

- Additional maths and English tuition
 - Maths and English literacy in the classroom
 - Writing interventions for English literacy
 - Embedding Level 2 maths in vocational studies
- Metacognition and self-regulation
(knowledge and thought processes regarding one's own learning)
- Scholarships, financial aid, college information
 - high potential but low-income learners progress to higher education in the USA

Key Findings

Question 1: Progressing with learning

The evidence showed **no benefit** in **withdrawing students from core lessons** for **additional English tuition**

There was **no evidence found** to enable the evaluation of **whole group additional tutor support** and **online additional tutor support**

Key Findings

Question 2: Student wellbeing

No direct systematic review evidence directly investigating methods of support post COVID-19 for improving **16-19 year old** learners **wellbeing** in post-16 settings was found

Key Findings

Question 2: Student wellbeing

Pre-COVID evidence found several methods to be beneficial in improving student wellbeing

- screening and effective referral pathways to clinical treatment for older teenagers and those in sixth form colleges
- counselling, physical activity and interventions aiming to improve sleep across all the key-stages

Key Findings

Question 2: Student wellbeing

- mindfulness interventions

have shown to be successful in improving wellbeing for a wide range of learners including 4-15 year olds, and youth in sixth form colleges

The **strongest evidence** on the beneficial impact of **mindfulness** exists in **postsecondary education**

Mixed evidence was found for **therapy-based prevention programmes** and **social and emotional learning**

No evidence found for evaluating family and friends support

Policy Implications

Evidence for strategies to support learning and wellbeing for 16-19 year old learners who have experienced significant disruption in their education is **from studies conducted prior to the COVID-19 pandemic**

The pandemic has brought together a unique set of conditions, not only involving disruption to education, but also to environmental, economic, social and emotional areas of young people's and their families' lives. It is not possible to say whether an intervention that was found to be successful in relatively "normal" circumstances will be as successful in these difficult times

Policy Implications

Although supported by a limited volume of evidence, **targeting support activity** at learners from the **most deprived socio-economic backgrounds** has a significant positive impact on their progress

Further research is needed to evaluate the effectiveness of interventions introduced to support learning and wellbeing of 16-19 year old learners affected by the pandemic

Limitations of the available evidence

Poor reporting of methods so the quality of most of the work informing this rapid review has been given a low quality score

Majority draws on pre-pandemic evidence from younger populations

The organisational reports were not quality appraised; the value of their recommendations and policy proposals is inferred by the reputation for knowledge and professional expertise attached to the organisations themselves

REsearch

GENEration

Assimilation

Transfer

EMBEDding

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Research Wales \(healthandcareresearchwales.org\)](https://healthandcareresearchwales.org)

The WC19EC and authors of this work declare that they have no conflict of interest.