

Introduction

The information in this pack is for the attention of senior leaders in Secondary and Special Schools, the Sixth Form College, Work-based Learning providers, FE Colleges and the Pupil Referral Unit and all colleagues who work in partnership to deliver 14-19 provision.

The materials have been produced by Ian Robertson, Executive Principal of the Hermitage School and a cross-sector group representing the above range of institutions.

The Purpose of this Publication

- To report to partners on progress with the development and implementation of the County Durham 14-19 Quality Assurance process
- To set out the expectation that from September 2008, all Schools, Further Education Colleges and Work Based Learning providers will have in place, protocols to support 14-19 year old learners who access provision away from the home institution.

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National Context

The 14-19 reforms are intended to give all young people the opportunity to choose a mix of learning which motivates, interests and challenges them, and which gives them the knowledge, skills and attitude they need to succeed in education, work and life.

This means that the young person needs to be offered more flexibility **about what and where to study**.

This radical reform of 14-19 education makes it clear that **no single institution will be able to deliver the full range of learning opportunities** within the new 14-19 learner entitlement. The expectation is that providers will work together to sufficiently broaden the curriculum offer.

Local Context

In County Durham, we recognise that, to offer a wider choice, the future lies in strengthening partnerships between schools, colleges, employers, work-based learning providers and other agencies.

Strong partnerships, will not only lead to an enhanced curriculum offer, but will also further increase the achievement and participation of our young people. These are key targets for those working in the 14-19 sector in County Durham.

These partnerships will also help County Durham to more easily meet future local skills needs in growth sectors.

We acknowledge that some providers in our County have a successful track record of working together, to improve their local learning offer. One such example is the partnerships that have come together as part of the Increased Flexibility Programme. Here, Schools and Further Education Colleges and Work Based Learning providers have worked together to increase access for 14-16 year olds to vocational opportunities.

Providers involved in this, and similar programmes, have agreed fundamental principles about how best to support young people as they access learning across more than one institution. These principles have been translated into protocols, so that all colleagues involved in the collaboration, understand the part they play in securing the best outcomes for our young people.

What we decided to do

In order to strengthen the infrastructure of partnership working and facilitate the delivery of the new curriculum, the 14-19 Partnership agreed with its partners to work with them to develop and implement a robust Quality Assurance process.

A Quality Assurance process is designed to increase confidence and trust in collaborative working; to increase the attainment and achievement, and progression rates of our young people.

This publication is the first stage in the development of a County Durham Quality Assurance process.

First steps

The 14-19 Partnership commissioned the development of a “home grown” 14-19 Quality Assurance process, which would provide us with the answers to two fundamental questions:

1) Does the organisation have all of the essential agreements in place to provide the framework in which collaborative delivery of provision can be effectively carried out ?

2) If the organisation has such agreements in place, how effective is the collaborative delivery ?

Clearly, answering “yes” to “a” should be the starting point only. It should be the minimum expectation of providers to have these agreements in place.

However, an organisation may have protocols in place, but the learning experiences and subsequent outcomes of learners, may not be the best they could be. Therefore, there needs to be a mechanism for evaluating the quality of the provision.

The materials in this pack will ensure that all partners can answer “yes” to question one.

Next steps

To be able to respond to the second question, the 14-19 Partnership are developing a Quality Assurance Kitemark. The Kitemark will be further refined with a cross-sector provider group in the coming weeks, piloted in the Autumn Term, and published and circulated early in the New Year 2009.

This is the second stage in the development of a County Durham Quality Assurance process.

Future Action

Further development of and/or refinements in the process will be discussed with partners.

Where we expect all institutions to be in September 2008

The 14-19 Partnership set out the expectation that, **from September 2008, all 14-19 providers involved in collaborative provision should:**

1. **Adhere to the following overarching principles** which underpin effective collaborative working.

Principles

- All partners should promote a **culture of high expectations in relation to the quality of learning and teaching**. They should encourage and support rigorous self evaluation and the development of cross sector quality assurance processes.
- Partners should **share** honestly and professionally any **concerns and outcomes of such monitoring** with each other, **maintaining a purposeful dialogue at all times**.
- **Duty of care for all learners is paramount**. All partners have responsibilities placed on them from the 'Every Child Matters' agenda. We have used the phrase "Every Learner Matters" given the age range of learners covered by these protocols.
- All partners should **agree to make whatever arrangements are necessary for fulfilling their responsibilities for the care and safeguarding of young people**. This includes such matters as supervision and transport.
- All partners should comply with agreed protocols for **sharing information about the prior attainment of learners** including specific learning needs and, for reporting on their progress (acknowledging success and raising matters of concern) within data protection guidelines.
- All partners should work together to ensure that **comprehensive, impartial advice and guidance is in place** for all young people and their parents/carers so that they can make informed decisions about future learning programmes.
- All partners should design courses of study which lead to **approved qualifications** (and which do not contravene Health and Safety requirements).

- All partners should ensure that **learners follow programmes which are suited to their needs as individuals**. They should have the needs and outcomes of the learner at the heart of any decisions which are made prior to, and during the course. Where the learner requires additional support, partners should agree how this is to be supplied.
 - All partners should recognise the importance of the **“Learner Voice”** and facilitate its use within each organisation.
 - All partners should comply with legal requirements for **monitoring attendance and reporting absence** of the learner.
 - All partners should be signatories to a rigorous Service Level Agreement, which clearly describes the responsibilities of each partner in relation to fulfilling the requirements of the learning programme.
2. **Have agreements / protocols in place** with their partners, their parents and their learners, which cover the following areas of partnership working.
- Additional individual support
 - Behaviour management
 - Communication
 - Complaints
 - Data sharing
 - Delivery of the learning programme
 - Educational visits
 - Health and Safety
 - Induction programmes
 - Information, Advice and Guidance (including Individual Learner Plans)
 - Medical information
 - Monitoring of Teaching & Learning
 - Partnership planning
 - Registration, assessment & examinations
 - Selection and recruitment
 - Student protection
 - Supervision and Travel
 - Target-setting and monitoring progress
 - Tuition costs

A common set of principles and an agreed set of protocols will mean that all parties will understand their roles and responsibilities, and that collaborative working will seamlessly deliver a high quality learning experience for young people.

The above protocols can be packaged within a:

- ▶ **Service Level Agreement**
- ▶ **Learner Agreement**
- ▶ **Parent/Carer Agreement**

(see examples in Appendices)

Where providers already have protocols and the associated documentation in place to meet this expectation, these should continue to be used.

Where collaborative working is new, we recommend the use of the exemplars in the Appendices. These can be amended to suit.

If you choose to use these exemplars, please feedback to us on their effectiveness.

Where a group of providers collaborate on a number of courses, they may wish to have for each of those courses, a **Schedule** in place to ensure that there is clarity about the specific details relating to individual courses.

(Appendix Four)

Model Service Level Agreement

Identification of Actions Required and Roles and Responsibility

A. The College/Training Provider will:

1. Provide a structured programme of learning, with clear aims, objectives and methods, leading towards a nationally recognised qualification, as listed on section 96.
2. Work effectively with the Local Authority/14-19 Partnership/ LSC/ Schools/FE College providing ongoing support to achieve the aims and objectives of the programme.
3. Produce marketing materials of programmes for schools/young learners.
4. Provide young learners/the LA/LSC/schools with all relevant programme details, i.e. term dates, whom to contact, timetables etc.
5. Provide all tools, equipment and materials required for all practical and classroom-based areas of the programme.
6. Provide a set of personal safety equipment required for all practical work where necessary and provide training in its use.
7. Provide a thorough induction programme, to include health and safety, at the start of the programme.
8. Carry out risk assessment on all aspects of provider programmes prior to the commencement of the programme.
9. Provide a clear process for the reporting of accidents.
10. Receive referrals from the LA/Schools and where appropriate interview all prospective young learners – offer year 9 taster sessions if appropriate.
11. Keep all young learners' details in accordance with the Data Protection Act.
12. Employ staff with relevant teaching and vocational requirements.
13. Collect and supply the necessary data for audit requirements.

14. Contact the school immediately regarding any young learner whose behaviour or progress is causing concern.
15. Monitor progress and provide annual written reports to the school. Discuss the reports with the young learner.
16. Record individual attendance and provide reports for the school.
17. Notify the school of any timetable changes or any variation.
18. Provide personal support and guidance for programme participants if deemed appropriate.
19. Enrol young learners as college/training provider members.
20. Ensure the learners are met on arrival and are then escorted to their activity location.
21. Ensure the learners are escorted to an agreed pick up point at the end of the session.
22. Comply with centrally agreed drugs, bullying and disciplinary policies.
23. Comply with Durham Local Authority trips and guidelines and ensure that all necessary documentation is completed.
24. Ensure that child protection regulations are adhered to and all staff working with pupils are CRB checked.
25. Ensure moderation and quality assurance systems are robust and meet any external requirements.
26. Ensure that staff receive appropriate training where necessary.
27. Support at least one open/parents' school evening a year.
28. Provide a clear post 16 progression route in education, training, or employment with training.
29. Ensure that injury or loss insurance covers young learners under the age of 16.
30. Invoice the school for the agreed amount on a termly basis or as agreed between institutions.
31. Attend regular progress meetings with the LALSC/school to monitor all provider programmes.

Additional points for those children requiring break/lunch times whilst at College/Work Based Learning institution.

32. Provide an area where young learners can have their lunch/break time and ensure that they understand that during this time they must remain on the premises unless a letter from their parent/guardian has been received.
33. Where students are to have the unsupervised rights of fellow students, parents/guardians must provide their consent in writing.
34. Provide an identified person to escort young learners to their base area for lunch and break periods for the first 4 weeks.
35. Provide assistance to the school in any arrangements for work placements where appropriate.

B. The School will:

1. Nominate an appropriate member of staff to act as the key contact and co-ordinator to attend steering group meetings.
2. Work effectively with the college/training provider and the LA/LSC providing ongoing support to achieve the aims and objectives of the programme.
3. Identify and select appropriate young learners in line with the aims and objectives of the programme and support them through the application process.
4. Carry out risk assessment of young learners it nominates for a programme.
5. Interview prospective young learner's parents/guardian and obtain written permission from parent for them to be taken onto the course.
6. Assist the provider with the internal marketing of the programme and gain parental consent for photographs to be taken for internal/external promotional materials. **Submit names of those learners where consent has not been given to provider by the end September.**
7. Make a commitment to the programme for two years if a young learner is in year 10.
8. Provide in writing, prior to the commencement of the programme place, relevant detailed reports on the participant's circumstances, behaviour and educational status. Provide an emergency contact number and information on any known medical condition.

9. For young learners who are statemented as having special educational needs, provide a copy of their most recent statement following the permission of parent/guardian.
10. Ensure that all necessary insurance documentation regarding off-site provision is completed. Obtain parental consent in writing.
11. Notify programme co-ordinator of any significant change or circumstances involving the young learners or details likely to affect programme delivery.
12. Ensure that young learners attend pre-programme tasters and accompany them.
13. Support college/training provider with concerns. Take responsibility for the following up of non-attendees after notification of absence and provide support if other problems occur.
14. Assist the college/training provider with carrying out the previously agreed disciplinary procedures and behaviour policies.
15. Collect the necessary data for audit requirements.
16. Notify the provider of any planned absence during the academic year such as work experience or examinations by the end of September.
17. Agree arrangements and finance for transport to and from the college.
18. Supervise young learners travelling to and from the college/training provider and ensure all are accounted for prior to departure.
19. To safeguard and support young people accessing learning outside their home institution and agree the appropriate level of supervision.
20. Inform the college/training provider immediately if a young learner is to be withdrawn. Complete all necessary documentation.
21. Attend all open evenings held by the providers.
22. Ensure that all college/training providers have necessary health and safety arrangements in place.
23. Ensure that all documentation regarding trips and visits is completed in accordance with the LA regulations.
24. Settle invoices for the agreed payment within the specified time.
25. Maintain the school's statutory responsibility for educational needs, except as delegated to the course provider by agreement.

26. Attend regular steering group meetings with the college/training providers/LA to monitor all programmes.

Additional points for those children requiring break/lunch times whilst at college:

27. Responsibility for the supervision of children during break/lunch times rests with the school.

Authorised to sign for on behalf of the Provider

Authorised to sign for on behalf of the School

Signature.....

Signature.....

Date.....

Date.....

Name.....

Name.....

Position.....

Position.....

Address of Organisation

Address of Organisation

e-mail Address:

e-mail Address:

.....

.....

*Most communication will be via e-mail.

This form must be completed by appropriate staff from both organisations and returned to the provider before any activities take place.

Learner Agreement

This agreement takes into account County Durham 14-19 Young Person's Learner Entitlement.

Name:	School:	
Course:	Day:	Time:
Provider:	Contact:	

1. I will attend every session at the external Provider. If medium/long-term illness prevents me attending, I will bring a doctor's note to school (to be handed in to the school co-ordinator) and I will catch up any work missed at the earliest opportunity.

2. I will ensure that my attendance at school is as good as it can be and I understand that if school attendance becomes unacceptable, then I will be removed from my external Provider course to ensure that I may spend more time on my school-based work.

3. I will be punctual for every session at the external Provider.
I shall be going on my placement by:

I understand that my lunchtime on these days may be quite short because I will be in-transit between school and placement.
I understand that times at my course placement may vary from normal school times.

4. I will ensure that my attendance and punctuality at school (either morning or afternoon) on my placement day is not affected by any transport arrangements.

5. I will take care of any equipment provided by the external Provider and ensure I take full responsibility for the condition and availability of the equipment for each session.

6. I will wear the required clothes, footwear and safety equipment, be appropriately presented and bring appropriate writing equipment to every session.

7. I will conduct myself in an appropriate, polite, co-operative and hardworking manner at all times and do nothing that may damage my reputation, or the reputation of my School or the Provider. This includes my agreement not to smoke whilst either at the external Provider or at my School. In addition, I shall stick to any Health and Safety rules identified by the Provider.

Charter for 14-19 Learners

Course Provider Agreement:

Provider Commitments

In County Durham each student is valued as an individual with a unique set of needs. Durham Colleges, Work Based Learning Providers and Schools promise to do their best to:

1. Treat people equally
2. Help choose the right course, subject to availability
3. Help you fulfil your potential as a student
4. Teach you and support your learning effectively, and provide the opportunity for you to give us feedback
5. Develop productive working relationships with you
6. Give you the support that you need to succeed
7. Set targets for you which are challenging but achievable
8. Ensure assessments and reviews are clear and regularly carried out, with feedback provided
9. Provide resources which meet your needs
10. Liaise with education providers, employers and outside bodies to support your progress and provide information
11. Offer advice on further opportunities when your course finishes
12. Deal promptly with any complaints you have

Student Agreement:

Student Responsibilities

To succeed on your course you will need to:

1. Attend all timetabled activities punctually and account clearly for any lateness.
2. Complete your work to the best of your ability by agreed deadlines.
3. Take responsibility for your learning by
 - bringing all you need to classes
 - participating fully in all learning activities and review processes
 - studying independently when required
 - not leaving the workroom without permission
 - wearing the appropriate clothing and footwear for the activity
4. Seek help when you need it and take advantage of the support offered.
5. Co-operate with college/provider staff, school staff and fellow students to maintain a socially acceptable standard of behaviour
6. Play an active part in equal opportunities by
 - respecting the rights of others
 - refusing to take part in behaviour which degrades others
 - reporting inappropriate behaviour
7. Make learning successful by
 - behaving in a way that ensures everybody can learn productively
 - working co-operatively with others
8. Help to make your learning environment a safe and pleasant place for all by
 - following all Health and Safety Guidelines
 - taking care of college buildings, furniture and equipment
 - leaving work areas in a tidy condition
 - switching off mobile phones during lessons
9. Acting as a positive role model to others as a County Durham learner at all times

Signed:
(Tutor)

Signed:
(Student)

Signed:
(Parent)

Date:

Date:

Date:

Parent / Carer Agreement

This agreement takes into account County Durham 14-19 Young Person's Learner Entitlement.

Name:	School:	
Course:	Day:	Time:
Provider:	Contact:	

We are keen to work very closely with the Parents and Carers of **all** our learners whether they are attending another school, FE College or Work Based Learning Provider course or not. A close partnership between the school and parents/carers will ensure that all our learners have the very best chance of a successful time at school.

There is nothing really different about our wishes for a quality partnership with you during this School / FE College / Work Based Learning provider link, but it **may** help learners if they see that all people concerned with this link are prepared to put their commitments in writing.

1. I will make sure that my son/daughter/ward* attends the school and external Provider placements at all times unless medium/long illness causes an unavoidable absence. If this does happen, I will ensure that a doctor's note is sent to school as soon as possible.

2. I will contact the school co-ordinator (_____) as soon as possible if I become concerned about anything connected with the School – external Provider link.

3. I am aware that my son/daughter/ward* will be travelling to his/her placement.

4. I am aware that my son/daughter/ward* may not be supervised during lunchtime and break times.

5. I give/do not give* my permission for photographs, digital or video images of my son/daughter/ward* to be re-produced either for use in

lessons or display / publicity purposes. I accept that my sons/daughters/wards* work may be sent away for external verification purposes.

6. I am aware of the following procedures:

- Disciplinary / Cause for Concern
- Attendance / Punctuality
- Grievance / Appeals
- ICT use

Signature:

Parent/Carer: _____

**delete as appropriate*

SCHEDULE

Partners:

School Contact(s):

	Tel:	Mobile:
	Fax:	
	Email:	

College Contact(s):

	Tel:	Mobile:
	Fax:	
	Email:	

Course / Subject:		
Qualification Title:		Level: .
Awarding Body:	Accreditation No.	

Assessment and Verification / moderation arrangements

Unit / Assessment	When	Responsibility	
		Assessment	Internal Verification

Work Experience schedule:

Registration:	
Reporting schedule:	
Start date:	
Start time :	
No of weeks :	
No of pupils:	
Accompanying teacher:	
Supervision Requirements:	
Resources/materials:	
School / Pupil to provide:	
College to provide:	

Fee:
Additional cost (give details):
Invoice dates:

Additional Documentation

The working group found this additional information to be useful in their own institutions and would like to share it with you.

Photograph Consent Form

I _____ parent / guardian / carer of

_____ aged _____

give consent for their photograph to be taken by the School / Work Based Learning Provider / College photographer and used for publicity purposes. Publicity purposes include publication in newspapers, newsletter, prospectuses, posters, magazines, videos and website.

Signature: _____

Date: _____

Address: _____

Postcode: _____ Telephone No: _____

**School / College / Work Based Learning Provider
Partner School Staff Survey**

Q1 Which School do you represent?:

Q2 Which school year are the students from?:

Yr 10.....

Yr 11.....

Q3 Which provider did your students attend?:

Q4 Please tick the most appropriate box:

	Always	Most often	Sometimes	Never
Were the sessions organised and well planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the students actively involved in the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the students given feedback on their performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were the activities at the right level for the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the classes start on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the classes end on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gave value for money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 Any further comments:

Q6 Would you recommend any changes?:

Yes.....

No.....

If 'Yes' please explain.

Q7 Are there any subject areas which have given cause for concern?:

Yes.....

No.....

If 'Yes' please explain.

Q8 Have you been kept informed of student progress and development?:

Yes.....

No.....

Q9 Have you been involved in any student target setting/action planning?:

Yes.....

No.....

If 'Yes' please explain.

Q10 Today's date: e.g. 01/08/2007.....

Thank you for completing this questionnaire

Date: _____ Ref: _____

14-19 PROGRESS REPORT

Qualification: _____

Level: _____

Subject: _____ Day: _____

Term 1 _____ Term 2 _____ Course End Date _____

Forename	Surname	School	Aim to achieve this term	Actually achieved this term.

SPECIFIC ISSUES

<u>14-19 Learning Supervisor:</u>	<u>Course Tutor:</u>
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School _____

Qualification _____

Student _____ Tutor _____

No of weeks attended _____

Academic Target _____

Behind target

On target

Ahead of target

	Good	Satisfactory	Cause for Concern
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commitment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>