LIFELONG PARTNERS

SCOTLAND'S SCHOOLS AND COLLEGES
BUILDING THE FOUNDATIONS OF A LIFELONG
LEARNING SOCIETY

A Guide for Schools, Colleges and Local Authorities
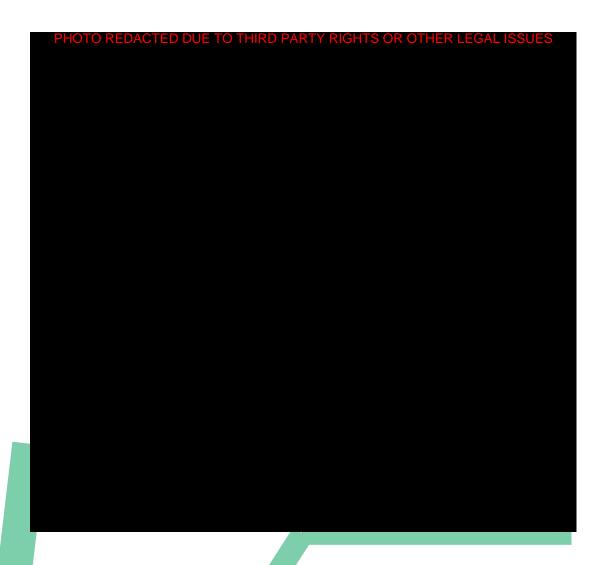
SCOTTISH EXECUTIVE

LIFELONG PARTNERS

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Scottish Executive, Edinburgh 2005

SECTION 1
INTRODUCTION

1.1 The publication of this guide, which accompanies the issue of the Scottish Executive's strategy for school and college partnership[1], marks the completion of the Executive's review of collaboration between schools and colleges in Scotland. The strategy and this guide have been informed by research, consultations, and the work of a number of Working Groups representing both sectors and pupil and adult student interests - the Working Group on 'Best Practice' for Planning and Management and Pupil Welfare and Support, the Working Group on Funding, and the Working Group on the Qualifications of College Staff to Teach School Pupils. We want to take this opportunity to thank the chairs and members of the Working Groups for their contributions. The Working Groups' membership and remits are at **Annex A**.

1.2 The papers and other documentation relating to existing school/college collaboration referred to in this guide are available from an electronic document repository on the Scottish Executive's website at www.scotland.gov.uk/Topics/Education/SCRStrategy/Repository.

Status of Guide

1.3 This guide is non-statutory. In it we suggest how schools, colleges, local authorities and others should work in partnership. It contains recommendations for best practice. We have also highlighted in bold in paragraphs 6.1, 6.2, 6.20, 6.22, 10.14 and 10.18 some legislative requirements which may be

relevant. This guide is not a definitive interpretation of the law, which only the courts can provide.

1.4 The guide predominately covers arrangements for pupils attending college on a regular basis. For courses such as 'taster' courses, the recommendations should be applied proportionately.

1.5 It is ultimately a matter for the organisations concerned to consider the extent to which they can adopt the recommendations in the context of their arrangements, procedures and local circumstances and to seek where appropriate their own legal advice on matters such as the employment rights of individual staff members.

Private Training Providers and Other Organisations

1.6 This guide may also help inform consideration of the arrangements for other school and other college partnerships for the delivery of learning opportunities to pupils. For example, schools may engage private training providers to help deliver aspects of vocational education. Such providers may be engaged by a college within the context of a school/college partnership.

1.7 As the strategy for school and college partnership outlines, where a private training provider or other organisation is involved in a pupil's learning, the local authority, school or college will ensure through conditions of payment that HMIE can observe teaching and assess student progress and achievement.

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[1] In this guide, unless otherwise indicated, colleges refer to Scotland's colleges of further education, excluding Newbattle Abbey College, which is an adult residential college. References to schools are to state schools and include, where appropriate, new 'Learning Communities', which are groups of primary and secondary schools under one principal.

Pupils with Additional Support Needs

1.8 We will also publish an insert to **Partnership Matters**[2], which will contain specific guidance on school/college partnership for pupils with additional support needs. The insert will set out the roles and responsibilities of local authorities, NHS Boards and further education colleges in providing support to pupils with additional support needs. The document will be published by summer 2005 and will build on this guide.

Purpose of Partnership

1.9 The overall rationale for school/college partnership is to enable colleges to help schools in their task of developing the capacities of young people as outlined in **A Curriculum for Excellence**[3]: to enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. It can be encapsulated in the following purposes:

- to **widen** pupils' opportunities for progression and prepare them for further study;
- to **ease** pupils' transition from school to further learning, training or employment;
- to **broaden** pupils' curriculum choices; and
- to **enrich** pupils' educational experiences.

1.10 For example, we encourage partnership between schools and colleges to enhance opportunities to[4]:

- give pupils access (appropriate to their educational development) to specialist staff, materials and facilities, which schools may generally be unable to offer (because of too few pupil numbers or other constraints such as accommodation);
- give pupils the opportunity to undertake meaningful courses and experiences in vocational areas;
- give pupils the opportunity to study specialist subjects, such as Psychology and Philosophy;
- stimulate pupils creativity and enterprise, including through Enterprise in Education under **Determined to Succeed**;
- place into context for pupils the relevance of aspects of their learning
- provide pupils with a different learning environment from that of school;
- provide pupils with a wider range of learning opportunities (e.g. open and distance learning);
- improve pupils' access to a wide range of educational opportunities to improve pupils' confidence, self-reliance, self-worth, life skills and attainment, which are important to the delivery of social justice;
- demystify post-school learning, encouraging pupils to see the value of post-school education and understand the 'lifelong' nature of learning;
- re-engage pupils most at risk of disengagement with the traditional education system;
- give 'winter leavers' opportunities to pursue the options most suitable to them in their final school term;
- support the learning of pupils with additional needs and from special schools;
- improve pupils' retention rates at school and their acquisition of qualifications, both of which have a positive impact on pupils' lifetime earnings;

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[2] http://www.scotland.gov.uk/library5/health/glanhs-00.asp

[3] http://scotland.gov.uk/library5/education/cerv-00.asp

[4] The examples are not ranked.

- give pupils the opportunity to explore career options within the context of the 3-18 continuum of career planning;
- improve pupils' general work-readiness and improve their prospects for employment, including developing attitudes and behaviours necessary for work;
- give pupils over school age technical skills to improve their chances of securing employment in their chosen field;
- promote to pupils over school age career opportunities in key areas of Scotland's economy and where skills gaps exist or are emerging;
- break down pupils' gender stereotyping of occupations;
- encourage pupils' interest in science, technology, engineering and maths; and
- encourage pupils' interest in creative and cultural subjects, including sports, art, theatre and dance.

1.11 The pooling of resources between the two sectors is essential to the delivery of a modern flexible school curriculum.

1.12 All secondary and special schools in Scotland will by 2007 have effective, meaningful and appropriate partnership with at least one college for S3 pupils and above. Similarly, all Scotland's colleges will have effective, meaningful and appropriate partnership with secondary and special schools.

1.13 Pupils of all abilities in S3 and above will be able to be considered for college learning opportunities. It should be a positive choice to access specialist provision in colleges - it should not be regarded as opting out of school for pupils with additional support needs or disaffected or disengaged pupils.

1.14 Options will be made available to pupils as they are with all other students in further and higher education - on the basis of available capacity. Given there is an inevitable limit on capacity to maintain colleges' central ethos as voluntary centres of learning for adults due regard will be paid to pupils who will benefit most from activities that enhance their life chances.

Collaboration and Partnership

1.15 Collaboration is about working with another on a joint project. Partnership, on the other hand, entails a relationship in which organisations work together with a common purpose. It is indicative of the depth and maturity of existing school/college links that we can now adopt a partnership approach across the country founded on mutual trust and respect.

1.16 We have no preferred mode of delivery for school/college partnership (or for the delivery of vocational education more generally for that matter). However, schools and colleges must work in partnership - not in competition.

Success

1.17 The success of the school/college partnership strategy and this guide will be measured by the success of the pupils undertaking school/college partnership activities - by their attendance, by their attainments and achievements, and by the ease of their transitions into further learning, training or employment.

School/College Review Publications

1.18 Publications issued as part of the school/college review are listed in **Annex B**. They can be found on the Scottish Executive's website at www.scotland.gov.uk/publications. You can telephone Freephone 0800 77 1234 to find out where your nearest public Internet access point is.

1.19 All review publications are also available from:

School/College Review
Scottish Executive
2nd Floor, Europa Building
450 Argyle Street
Glasgow G2 8LG

By telephone: 0141 242 0102

By email: scrt@scotland.gsi.gov.uk

By fax: 0141 242 0251.

1.20 The February 2004 consultation paper, the review's interim report, and the strategy for school/college partnership are available on request in alternative formats.

SECTION 2
FURTHER EDUCATION SECTOR IN SCOTLAND

2.1 Further education is central to lifelong learning in Scotland. Scotland's 45 colleges promote wider access for all and work with employers and other partner organisations to deliver innovative learning and training opportunities to help individuals, communities and employers maximise their potential and develop into lifelong learners.

2.2 A typical college offers a wide range of courses at non-advanced and advanced levels. The curriculum spans much of the range of learning needs, from general educational programmes through to highly specialised vocational education and training. The level of provision ranges from essential life skills and provision for students with learning difficulties through to degree level and post-graduate work.

2.3 In the academic year 2003/04 there were 467,000 enrolements[5]. Total funding for the year was £428 million. The sector employs over 22,000 staff.

2.4 Around a quarter of all higher education in Scotland is provided in Scotland's colleges[6] (mainly in the form of higher national certificates (HNCs) and higher national diplomas (HNDs)), though colleges also provide some degree courses in partnership with higher education institutions. It is increasingly common for some students to transfer upon the completion of their HNC/HND courses to accelerate their learning in a higher education institution by going straight into second year in the case of HNCs, and third year in the case of HNDs. A survey conducted in 2003[7] showed that over 3,000 students articulated from colleges to a course at a higher education institution with advanced standing. The number of these 'articulation' agreements between colleges and higher education institutions grow each year.

2.5 Colleges in Scotland cover the spectrum of learning opportunities for students. In 2002-03[8]:
- part-time study accounted for 85% of enrolments;
- over half (58%) of enrolments were female;
- 11% of students received additional learning support; and
- 28% of students enrolments were from areas of high deprivation.

2.6 In a recent **Survey of Student Experience**[9], published by the Scottish Funding Councils for Further and Higher Education in April 2003, the further education sector like its higher education counterpart achieved student satisfaction ratings of 93% for the quality of their learning experience and for their experience as a whole.

2.7 Colleges play a critical role in achieving employment targets and improving the prospects for many learners in Scotland.

2.8 In 2002/03 29.6% of pupils left school without attaining a Scottish Credit and Qualifications Framework level 5 qualification (Credit level at Standard

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[5] **Student Enrolment and Activity Statistics for Further Education Colleges in Scotland,** which can be found at http//www.sfefc.ac.uk/about_us/departments/statistics/facts_figures/0304/fes/fes_0304.html

[6] **Students in Higher Education in Scotland: 2002-03,** a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/stats/bulletins/00342-00.asp

[7] **Higher Education in Scotland: A Base Line Report** by Scottish Funding Council for Further and Higher Education, July 2004, a copy of which can be found on the Council's website at http://www.shefc.ac.uk/publications/baseline/baseline.html

[8] **Association of Scottish Colleges Key Facts 2004,** which can be found on the Associations website at http://www.ascol.org.uk/pdf/2004BB.pdf

[9] A copy of which can be found on the Funding Council's website at www.sfefc.ac.uk/publications/sfefc-publications.html

grade and Intermediate 2).[10] School/college partnership is not a panacea, but colleges are well placed to help schools raise the level of attainment of these (and other) pupils.

2.9 The following features of colleges typically differ from the school environment:

- **less direction and greater self-reliance** - there are fewer rules to be followed with a greater expectation that students own their learning;
- **size** - there are typically more students, more tutors/lecturers and support staff, bigger buildings, increased resources (library, etc.);
- **varied student population** - there is a far greater age mix, students have a variety of motivations and reasons to be at college, and students make a voluntary decision to enrol at college rather than on a compulsory basis as in schools; and
- **curriculum and teaching** - there is a more varied level of courses from access to professional, both theoretical and practical courses, vocational opportunities, modular approach, varied course durations, and greater variety in teaching and learning methodology.

2.10 These differences provide pupils with a different learning environment from that of school, one that may better engage particular pupils because of their individual needs or inclinations.

2.11 We have given colleges the following national priorities:

- improving skills and employability;
- closing the opportunity gap;
- modernisation of college facilities and structures;
- efficient government; and
- quality improvement.

2.12 In order to meet our priorities, colleges incorporate the training needs of employers and students as a central part of the design and the delivery of their programmes. This means that colleges operate highly flexible programmes allowing learners from all sections of the community to participate in learning opportunities. College programmes are available at times to suit the learner and are delivered in modes which allow learners to achieve their lifelong learning ambitions and manage busy lifestyles simultaneously.

2.13 The courses offered at colleges are mainly vocational in nature and include both theoretical and practical work. Courses are generally composed of units tailored to the needs of particular employment sectors or to individual student needs. Accreditation is mainly by the Scottish Qualifications Authority (SQA). The majority of non-advanced courses lead to the SQA National Certificate or to a Scottish Vocational Qualification (SVQ).

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[10] Scottish Executive Education Department (2004) **SQA attainment and school leaver qualifications in Scotland: 2002/03**, a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/stats/bulletins/00331-00.asp

2.14 There is a wide range of courses on offer at a college which includes:

vocational and general education, including higher education courses	pre-employment training
school pupil programmes	training for employees
courses in the workplace	evening classes, vocational and non-vocational
distance learning	community education
access courses	English for Speakers of Other Languages (ESOL)
courses for students with learning difficulties	courses for students with additional needs

2.15 At the heart of these course developments has been a modernising agenda which has seen colleges in Scotland become centres of excellence in many instances. Cutting edge facilities and an impressive investment programme have delivered many modern, well-equipped campuses where students can utilise industry standard equipment and machinery as part of their learning. In the last few years, colleges have invested in student learning centres which provide computing suites, internet access and hold an array of learning materials in hard copy and on the college intranet, designed specifically to assist the students in their learning and expand their knowledge and skills.

2.16 The teaching staff in colleges have never been so well qualified both in their area of professional expertise and in teaching skills. Almost all staff have either a first degree or comparable vocational qualifications. Those who don't, bring extensive practical experience of industrial, business or crafts sectors and entrepreneurship to their teaching. Many are also working in the sectors about which they teach, many others regularly update themselves to keep their knowledge and skills current on industry requirements. In 2002-03, 86% of full-time permanent teaching staff had a formal teaching qualification.[11] All colleges in Scotland have committed to continued professional development for their staff by providing access to programmes in teacher qualifications.

2.17 The quality of educational programmes offered by colleges is evaluated in a number of ways:

•   HMIE carries out a four-year cycle of reviews of colleges. Until 2004, each college had separate subject and college reviews, but from January 2005 the reviews have been carried out by subject review and college review teams working together. Between 2001 and 2004, 96% of all HMIE subject reviews gave a good or very good grade for the teaching and learning process. Review reports are published on behalf of SFEFC. They are available on the HMIE website at www.hmie.gov.uk;

•   internal quality procedures are based on the same SFEFC/HMIE quality framework as HMIE reviews. College departments

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[11]   **Student and staff performance indicators for further education colleges in Scotland 2002-03** (Scottish Further Education Funding Council), a copy of which can be found on the Council's website at http://www.sfefc.ac.uk/publications/pi-2002-03/pdfs/SFCPI.pdf

use self-evaluation procedures to measure progress on quality issues. Students have the opportunity to state their views on courses through representation on Course Teams and colleges conduct regular internal questionnaires/surveys which record student views on the level of service offered;

- for courses funded by local enterprise companies, e.g. Modern Apprenticeships, colleges must satisfy the requirements of the Scottish Quality Management System. In a few areas, this is by an SQMS audit which emphasises quality thresholds. For most areas, colleges make use of credit transfer arrangements to obtain exemption from SQMS audits on the basis of good performance in HMIE reviews;

- the SQA undertakes audits in subject areas using external moderators to visit colleges, meet staff and consider the internal moderation procedures in place. During these visits they will review and discuss the suitability of materials and procedures used for teaching and assessment;

- the Health and Safety Executive audit colleges to ensure adequate risk assessment has taken place and colleges have appropriate structures for health and safety in place; and

- programmes offered by colleges which are approved by external bodies must go through a rigorous validation process before they can be delivered and are then subject to regular review, e.g. colleges offering degrees awarded by universities are subject to rigorous university evaluation procedures. Some of the agencies involved in assuring the level of quality in coursework include the Engineering and Marine Trades Association, Community Education Validation and Endorsement, City and Guilds, and the Construction Industry Training Board.

2.18 Colleges are expected to play a key role in local partnerships focussing on community learning and development. This should include building on existing relationships, establishing new ones and achieving targets set out in Community Learning and Development Strategies and local Community Learning and Development Action Plans. Colleges, as part of the local Adult Literacy and Numeracy partnerships play a significant role in the drive to improve low levels of adult literacy and numeracy and are contributing towards achieving the target of helping 150,000 adults by 2006.

Scottish Credit and Qualifications Framework

2.19 It is important that qualifications gained in schools and colleges are commonly understood. The Scottish Credit and Qualifications Framework (SCQF) helps promote lifelong learning by showing how most qualifications offered by Scotland's schools, colleges and universities, and in community-based settings, relate to one another in terms of level and volume of study. The SCQF provides a reference point when providers are mapping and planning provision. It provides guidance to learners by helping them identify their appropriate starting point and the progression routes available to them.

2.20 The framework is made up of twelve levels with Level 1 aiming to meet the needs of those who may have profound learning difficulty through levels of increasing demand to Doctorate qualifications at Level 12. Levels 1 to 7 represent the range of qualifications relating to school/college partnership. Qualifications are placed on a level depending on the complexity of the following generic outcomes of learning which underpin subject specific content:

knowledge and understanding; practice (applied knowledge and understanding); generic cognitive skills (evaluation, critical analysis, problem solving); communication, numeracy and IT skills; autonomy, accountability and working with others. Development of these core skills aids progression whether into further learning, training or employment.

2.21 The amount of assessed learning undertaken at any level is recorded through the allocation of credit points. One point is awarded for every notional ten hours of learning taking account of both class based and additional activity. Learners will receive certification giving a profile of their learning that can be used when applying for entry to the next stage in their learning pathway. Programmes placed on the same level make comparable demands on learners but may not have the same purpose, content or outcomes.

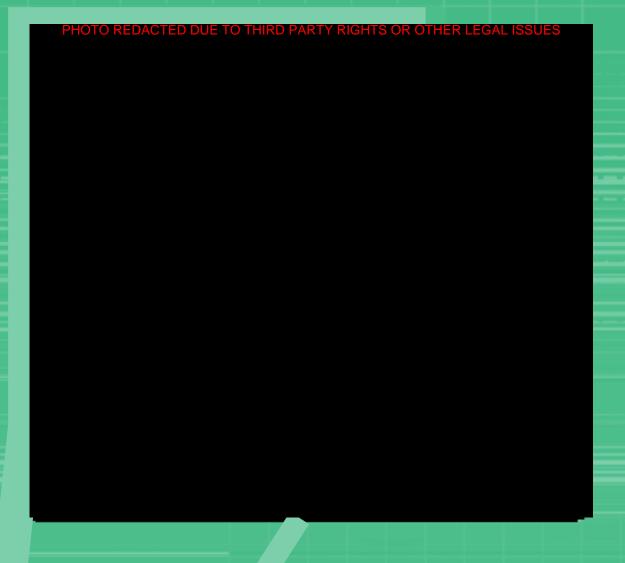| SCQF Level	Qualification	SCQF Credit Points*
12	Doctorates	540
11	Masters	600
	SVQ 5	Not yet allocated
10	Honours Degree	480
	Graduate Diploma	120
9	Ordinary Degree	360
	Graduate Certificate	60
8	Higher National Diploma	240
	Diploma in Higher Education	240
	SVQ 4	Not yet allocated
7	Advanced Higher National Unit	8
	Advanced Higher National Course (4 units)	32
	Higher National Unit	8
	Higher National Certificate	96/120
6	Higher National Unit	6
	Higher National Course (4 units)	24
	SVQ 3	Not yet allocated
5	Intermediate 2 National Unit	6
	Intermediate 2 National Course (4 units)	24
	Credit Standard Grade	24
	SVQ 2	Not yet allocated
4	Intermediate 1 National Unit	6
	Intermediate 1 National Course (4 units)	24
	General Standard Grade	24
	SVQ 1	Not yet allocated
3	Access 3 National Unit	6
	Access 3 National Cluster (3 units)	18
	Foundation Standard Grade	24
2	Access 2 National Unit	6
	Access 2 National Cluster (3 units)	18
1	Access 1 National Unit	6

* Credit points measure volume of activity

SECTION 3
NATURE OF PARTNERSHIP ACTIVITY

3.1 Pupils of all abilities in S3 and above will be able to be considered for college courses. Options will be made available to school pupils as they are with all other students in further and higher education - on the basis of available capacity. Given there is an inevitable limit on capacity due regard will be paid to pupils who will benefit most from activities that enhance their life chances.

3.2 In providing courses for pupils, schools, pupils and parents or carers need to be satisfied that course provision will not be withdrawn before pupils complete the course without satisfactory alternative arrangements in place. This is especially important for courses that last two years. Schools, colleges and awarding bodies should give such assurances.

Primary Pupils

3.3 We would expect any college engagements with primary pupils to be limited to activities such as special project work, including work to help deliver Enterprise in Education under **Determined to Succeed**. All school/college activities with primary school pupils in colleges should be supervised by schools in the same way as on any other school excursion, including in respect of the ratio of pupils to schoolteachers.

S1 and S2 pupils

3.4 Similarly, for pupils in S1 and S2, we would expect the experience of college to be limited, typically involving the provision of **Determined to Succeed** and 'taster courses' to engage pupils' interest in a course or particular subject before embarking on a more extensive course of study at a future date in college or elsewhere. Such 'taster' courses also have a particularly important role in helping to break down gender stereotypes of occupations, as they give opportunities which might otherwise not be available to pupils to sample a field of learning and discover what a subject is really about. All school/college activities with S1 and S2 school pupils in colleges should be supervised by schools in the same way as on any other school excursion, including in respect of the ratio of pupils to schoolteachers.

Pupils Under School Leaving Age

3.5 Pupils under school leaving age should generally be taught in discrete classes in colleges. That said, we know that there are many cases where interaction between such pupils with adult learners is beneficial to the pupils concerned. We also recognise that in some other cases it may not be viable to offer discrete classes to this age group. However, there are pupil welfare issues that need to be considered. Where such pupils are not taught in discrete classes, we suggest measures are put in place to ensure that pupils under school leaving age are not left in a class of adults for any significant period of time without the supervision of a college staff member.

Pupils Over School Leaving Age

3.6 If a pupil over school age chooses to stay on at school and wishes to undertake a part-time college course, then we consider that to be a matter for the pupil. Student-centred learning demands that the wishes of that pupil should be accommodated as far as possible by the school (though like any other potential student it is a matter for the college concerned whether to enrol the pupil). It is wholly reasonable for pupils over school age to be taught alongside other adult learners.

Exceptional Circumstances for Pupils Below S5 and 'Winter Leavers'

3.7 For most pupils, college learning will be one aspect of their school-based curriculum.

3.8 However, as school/college partnership is predicated on the identified needs of the individual pupil, there may be exceptional circumstances where it is considered to be in the educational interest of a pupil below S5 to attend a college full-time. Procedures must be strictly controlled. They should rely on a Partnership Agreement between the college, school and local authority to ensure that full time attendance at college is in the best interests of the pupil. It should normally be pupils close to their 16th birthday who should be involved. Circumstances where pupils below S5 could exceptionally attend college full-time are outlined in **Annex C**.

3.9 Full-time college learning for 'winter leavers' can also present options that may be more suitable for some.

3.10 Only where it is in the best interests of the pupil should vulnerable pupils attending college full-time be taught alongside adult learners. It requires the full agreement of all partners involved in the care of the pupil, including the pupil themselves and their parent or carer.

3.11 When pupils attend college on a full-time basis, there will be a gap in the number of hours they are expected to be in attendance. In colleges most full-time courses for this level would require pupils to attend for 21 hours teaching time. While at school pupils are expected to be in attendance for approximately 30 hours.

3.12 Colleges which deliver a full time provision for pupils below S5 should make up the 1.5 additional days necessary to provide a full timetable by building timetables, which offer among other things, additional core skills classes, flexible courses in college learning resource centres and guidance classes. These classes will complement the courses the pupil is undertaking and support them by providing additional pastoral support.

3.13 Colleges should retain close links with school guidance staff and Careers Scotland for full-time pupils.

3.14 Full-time college attendance may place obligations on the college to provide full pastoral support to the standard required of schools. The college and local authority should discuss the level of any funding required on a case-by-case basis.

Independent Schools

3.15 Where colleges enter into partnership arrangements with independent schools, colleges should make them aware of the learning opportunities available to their pupils. Pupils from independent schools are eligible to be considered for college courses. As with state school pupils, it is a matter for the college concerned whether to enrol a pupil. Whether independent schools and specialist schools wish to engage with colleges is clearly a matter for them.

Home Educated Young People

3.16 Similarly, home educated young people are eligible to be considered for college courses. As with pupils, it is a matter for the college concerned whether to enrol a home educated young person. There are a number of home education organisations, such as Education Otherwise,[12]

[12] PO Box 7420, London N9 9SG. Tel: 0870 730 0074. Email: enquiries@education-otherwise.org

Schoolhouse,[13] and the Home Education Advisory Service,[14] which advise home educated young people of the opportunities available to them and colleges should make these organisations aware of the learning opportunities available.

Work-Based Vocational Programmes

3.17 In the Executive's response to **Determined to Succeed** we highlighted the value of work-based vocational learning opportunities so that pupils can apply their learning, and we remained convinced of their important contribution. As part of **Determined to Succeed**, pupils aged 14+ must have the opportunity to participate in work-based vocational learning linked to a relevant qualification. This requires a partnership approach between schools, businesses and colleges to ensure that both practical work-related learning is available in the work-place or in a realistic work environment, e.g. within college; and that the required underpinning knowledge is delivered to support competence development. While our aim is for pupils to do work-related learning in the work place, we recognise that it will be considerable time before employer commitment to **Determined to Succeed** is at a level to manage pupil capacity. In the interim, and indeed where there is a valid reason to use college provision in the long term, colleges are well equipped to deliver learning in appropriate simulated environments. Regardless of where work-based vocational placements take place there is a continuing role for colleges to provide underpinning knowledge that supports skills development. It is

important that colleges continue to work with the business community to ensure that learning content and its application are relevant to employer needs.

Local Delivery Methods

3.18 In the Executive's Partnership Agreement we sign-posted that 14-16 year old pupils should be allowed to undertake college courses to develop vocational skills. It is a matter for schools and local authorities whether they wish to invest funding available to them through **Determined to Succeed** or other sources to build vocational education facilities in schools. They may also be able to provide the necessary teaching staff to teach some vocational subjects. Local authorities and schools are free to do this. However, we would be concerned if this led to unnecessary duplication of facilities. Undefined roles risk such duplication and the inefficient use of resources. Community Planning Partnerships provide the local mechanism for co-ordinating the work of education authorities and colleges to ensure that these risks are minimised. **Annex D** outlines the role of Community Planning and Community Learning and Development Partnerships.

3.19 In seeking to address pupils' needs and build their capacities, school/college partnerships should work closely with Community Learning and Development Partnerships to ensure that all relevant and available resources are used in a coherent way focused on the needs of young people. This may be particularly relevant in seeking to improve pupils' confidence, self-reliance, self-worth, life skills and attainment, promoting lifelong

learning and re-engaging pupils most at risk of disengagement with the education system.

3.20 Decisions on the best mode of delivery in any given circumstance should be guided by the interests of pupils and adult students and in achieving best value. This may mean that school pupils learn in colleges. It may also mean that it is more effective and efficient for further education courses to be delivered by college staff in schools (though we recognise that some of the benefits to pupils derived from being taught in the college environment would be lost. One of the findings of the research the Executive recently commissioned into the attitudes of school pupils to further education study was that for many learning in college was itself the best thing about the experience).[15] For some courses, a mix of both may be possible: for example, delivering the theory in school with the practical aspects delivered in college.

3.21 Colleges have well developed work-based curriculum programmes and have established a comprehensive network in the private, public and voluntary sectors. This could be utilised to help deliver school/college partnership activity.

3.22 Local authorities, schools and colleges may also wish to consider joint-funding of facilities in schools or in colleges. Colleges may also wish to consider the possibility of setting up outreach centres in schools.

3.23 In some areas consortia of schools could work together with a range of colleges, including colleges at a distance through online courses and outreach delivery and accreditation arrangements.

3.24 One more lateral approach to partnership working of which we are aware involved Banff & Buchan College, which had noticed a steady increase in demand for college activity from local schools. The reason for the demand was the lack of teaching staff in schools to teach technology courses. The local solution to this problem was not to provide college staff to teach the school pupils, but instead to educate students who subsequently went to university to become teachers of this subject. This has happened, and a teacher is now in post.

3.25 There are instances where lecturers are partially funded by colleges and schools.

3.26 Our suggestions are not meant to be an exhaustive list, but are indicative of the different sorts of partnership working that we want to see explored locally.

Geographical Inaccessibility

3.27 Although the network of Scotland's colleges is extensive - 90% of the Scottish population live within 30 minutes of a college and 40% live within two miles of their local college - we acknowledge that for some schools and colleges partnership will be challenging because of geographical inaccessibility. This is both a rural and an urban problem.

3.28 Further modes of delivery may need to be considered, principally in respect of the use of new technologies to provide distance-learning, including open and flexible learning and videoconferencing.

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[15] **School Pupils' Attitudes to Further Education**, a copy of which can be found on the Executive's website at http://www.scotland.gov.uk/library5/education/ellspa-00.asp

Another possibility is a travelling college workshop for more remote schools. Dumfries and Galloway College, for example, employs mobile facilities to provide demonstrations in areas such as catering.

Dumfries and Galloway College

In order to overcome the significant rural access problems and distances involved, Dumfries and Galloway College uses a combination of video conferencing, on line support and flexible workshops as part of the school/college programme. The Education Authority purchased a video bridge, which enables college staff to simultaneously reach pupils in a number of the widely dispersed schools. Pupils are able to access learning material on the college's intranet from school and receive ongoing support from staff in school as well as college staff through email.

3.29 As part of the Scottish Schools Digital Network project, the Scottish Executive has provided a national broadband interconnect linking all the 32 education authorities and national bodies such as the SQA and Learning and Teaching Scotland. More than 70% of Scottish secondary schools have a broadband connection of 2Mbps or better. This means that there is potential for accessing FE college online learning environments from within secondary schools. However, achieving this in practice will depend on the policies of the colleges and the technical configuration of both college and local authority networks.

3.30 *learndirect scotland* branded learning centres are not owned by *learndirect scotland* but are varied – some are owned by colleges, some are private learning providers, some are community organisations, etc. Schools and colleges may be able to work in partnership with appropriate learning centres to support pupils' learning. The extent to which they schools and colleges choose to engage and fund learning centres is matter for them and the particular learning centres to agree.

3.31 Arrangements for pupil welfare and support will be informed by this guide for partnership.

SECTION 4
ROLES AND RESPONSIBILITIES OF PARTNERS

Pupils

4.1 Pupils, in consultation with their parent or carer, are responsible for their own curricular choices, including whether they wish to be considered for college courses. Pupils are also responsible for ensuring good attendance and a positive attitude to their learning.

Local Authorities and Schools

4.2 Education authorities are responsible for the whole package of school pupils' learning and welfare, including any formal discipline of pupils. The statutory responsibilities of education authorities (and schools) for school pupils have not been extended to colleges. Pupils' curriculum needs therefore remain entirely the responsibility of the education authority and schools wherever those pupils are taught.

4.3 Education authorities have a crucial role in ensuring equity and consistency in the level and quality of provision.

4.4 Given that education authorities are responsible for the whole package of school pupils' learning and welfare (which gives them an overview of pupils' educational needs), and community planning is facilitated by local authorities, local authorities should take the lead in preparing local strategies.

Further Education Colleges

4.5 Further education colleges[16] are autonomous bodies. In encouraging partnership with schools we in no way seek to restrict this autonomy.

4.6 Colleges are responsible for the selection and enrolment of students, including pupils, and the particular learning opportunities they offer. Colleges also establish their own local priorities and balance of activity.

Scottish Further Education Funding Council

4.7 The Scottish Further Education Funding Council (SFEFC) is responsible for distributing funding to Scotland's colleges and for the quality of college activity and they work to improve and enhance it under a service level agreement with HM Inspectorate of Education. SFEFC (and its successor body)[17] is primarily responsible for funding school/college courses.

Careers Advisers

4.8 Careers Scotland and other careers advisers will play a crucial role in helping pupils to make informed decisions in respect of school/college activities. Careers Scotland's range of products and services for schools and colleges aim to:
- help individuals become more aware of the world of work;
- develop the career planning and decision making skills of individuals;
- help individuals make informed curriculum choices; and
- assist individuals to enter appropriate education, training or work.

Scottish Qualifications Authority

4.9 The Scottish Qualifications Authority (SQA) is the national body with responsibility for the development, accreditation, assessment, and certification of qualifications other than degrees. Its roles are to:

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[16] Orkney College and Shetland Colleges are under the management of their education authority, but the same principle applies to them in respect of this matter.

[17] A Bill has been passed by the Scottish Parliament to merge SFEFC and the Scottish Higher Education Funding Council. The Further and Higher Education (Scotland) Bill is awaiting Royal Assent. Once the relevant provisions are in force, the new merged Council will have a full overview of further and higher education in Scotland. It will have a statutory duty to have regard to skills needs in Scotland, issues affecting the economy of Scotland, and social and cultural issues in Scotland.

- devise, develop and validate qualifications, and keep them under review;
- accredit qualifications;
- approve education and training establishments as being suitable for entering people for these qualifications;
- arrange for, assist in, and carry out, the assessment of people taking SQA qualifications;
- quality assure education and training establishments which offer SQA qualifications; and
- issue certificates to candidates.

4.10 The SQA is responsible for ensuring that the administrative arrangements necessary to support the delivery of qualifications to pupils are as flexible as possible to avoid unnecessary administrative duplication.

Network of *learndirect scotland* Branded Learning Centres

4.11 Learning centres offer different ways of learning which are often more informal and flexible than the traditional school or college environment. This is their unique selling point. The more informal nature of the centres can reinforce learning as a positive choice, and there is a range of opportunities available – for example, formal courses in a wide range of areas including vocational courses, such as hospitality, construction and care, informal learning, open and distance learning. These learning centres are a valuable resource which have made great strides in supporting learners especially where there are no local college facilities. At present the Scottish Executive's remit for *learndirect scotland* extends to adults post-school.

4.12 It is likely that in autumn 2005 the new corporate plan for *learndirect scotland* will acknowledge the role that *learndirect scotland* and *learndirect scotland* branded learning centres can play in the engagement between schools and colleges.

This should allow *learndirect scotland* to provide support for S3 school pupils and above. Learning centres' own distinct ethos – which are neither schools nor colleges (though some are physically located within schools and colleges) - will be maintained as this is crucial to their success.

Local Authority/School Funding Responsibilities

4.13 Local authorities are currently a source of funding for partnership activity, both in terms of the funding of some courses, but more commonly in respect of other costs. Over and above SFEFC-funded college places for pupils, education authorities have the option to fund additional college courses for pupils in their area if that is their local priority (and the college concerned is able and willing to meet this demand).

4.14 Local authorities/schools are responsible for arranging and funding the transport for pupils arising from school/college partnership, and should ensure that all pupils have safe and free passage to and from college.

4.15 Local authorities/schools are responsible for paying colleges the costs of lunch for school pupils eligible for free school meals who eat lunch in the college. They are responsible for funding the costs of the materials associated with particular courses, including overalls and course books etc. They are also responsible for reimbursing colleges for the cost of pastoral support for pupils attending college full-time.

Free School Meals

4.16 When pupils attend college there must be arrangements in place to meet their entitlements for free meals. Staff should co-ordinate arrangements to ensure the pupil has a free lunch, for example by having lunch in the college refectory.

SECTION 5
PLANNING AND MANAGEMENT

5.1 We want to ensure maximum local flexibility. Therefore we recognise that in particular areas, the local authority may decide that it is more appropriate, with its agreement, that a college prepare a local strategy. As long as appropriate synergies with other related initiatives are maintained, this a matter for local decision. Similarly a local authority may wish to develop sub-local strategies or plan jointly with another authority. Again we leave that matter to be determined locally.

5.2 It is important to ensure that other strategies, such as **Determined to Succeed,** should be delivered in a complementary, joined-up way. Whether partnership agreements to deliver the Enterprise in Education agenda are adapted to cover school/college partnership (recognising that such partnership extends beyond Enterprise in Education, and not all pupils participating in Enterprise in Education will do so through colleges) or other existing strategies are modified, is a matter for local decision. We require only that local strategies exist in whatever form to support the full spectrum of school/college partnership.

5.3 Within the framework of the local strategy, Partnership Agreements between relevant schools and colleges outlining the detailed arrangements should be developed as appropriate.

Importance of Planning

5.4 Effective planning and management strategies should be at the heart of partnership activities between schools, colleges and other stakeholders.

5.5 There are examples of college programmes in Scotland which show that a strong level of strategic planning can deliver:

- improved attainment;
- improved vocational preparation;
- options for further and higher education; and
- enhanced social and personal development.

Reid Kerr College, Paisley

Reid Kerr College work in partnership with Renfrewshire Council and Glasgow City Council, local employers, Careers Scotland and council services departments offering a variety of subjects in the College's vocational programme for pupils. These include office technology, child care, construction, hotel and catering, retail skills and sport and recreation courses. The strong strategic direction for these courses involves the full range of stakeholders meeting regularly and this has proved very effective in establishing and achieving objectives.

Lochend Community School and John Wheatley College, Glasgow

The YOUTHSTART programme is an initiative in which disengaged youngsters in S4 attend a full-time vocational course at the College. Effective planning and communication strategies between the School and the College ensure the pupils have good attendance, behave well and progress on their courses. The programme has proved very successful with one pupil going on to win an SQA Gold Award for the College Candidate of the Year in 2004 and the school won the SQA Centre of the Year Award in 2003 in recognition of the vocational partnership arrangements that exist between the School and the College.

> ### West Lothian College, Livingston
> West Lothian College incorporates a policy on vocational education for pupils over 14 years within their Access and Inclusion Strategy. The policy is based upon significant collaborative activities with a range of partners. This approach offers a strategic element to their 14-19 policy on developing vocational programmes for school pupils as it is part of the college's Strategic Plan which determines a set of operational objectives.

Strategic Planning

5.6 Local school/college partnership strategies will be developed within the overall framework of community planning to cover all secondary and special schools in each local authority area and appropriate colleges. This means that colleges like local authorities should be involved at the strategic as well as operational levels of community planning. Community Planning Partnerships provide the local mechanism for co-ordinating the work of local authorities and colleges to ensure that the risks of unnecessary duplication of facilities are minimised.

5.7 Local authorities will take the lead in preparing local strategies. A partnership approach needs to be taken with colleges to meet the challenge of delivering locally relevant learning opportunities and matching needs with the available provision of courses by colleges (whether inside or outside the area boundaries of the local authority). Several schools may be able to send pupils to college at the same time to provide viable class numbers. Ongoing dialogue will no doubt be required consulting with, for example:

- Careers Scotland;
- Trade Unions;
- local or national interests of pupils, parents, carers and adult students;
- chambers of commerce and other representative organisations of employers (including small and medium sized enterprises);[18]
- the local enterprise company;
- and Community Learning and Development Partnerships;
- community planning partners involved in the development and delivery of Regeneration Outcome Agreements;
- health and social work departments;
- disability organisations; and
- voluntary organisations.

5.8 A key issue for local dialogue is to facilitate the effective delivery of partnership activity. Local strategies should consider how best to co-ordinate school and college timetables taking into account travelling time. Other key matters for local decision-making are to:

- identify clearly the respective responsibilities of each of the partners;
- agree the modes of delivery of partnership activity;
- establish a timetable for the management of partnership activity; and
- consider how best to present college options to pupils.

5.9 Careers Scotland has its own partnership agreements with each school and college outlining the range of services that Careers Scotland provides, including

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[18] SMEs are responsible for 53% of all private sector employment. 98% of business in Scotland have less than 50 employees.
Source: Scottish Corporate Sector published by the Scottish Executive (2004)

career guidance support. They outline each organisation's respective roles and responsibilities and highlight areas of mutual benefit to achieve joined up delivery for pupils and students. Each partnership agreement should be informed by local strategies for school/college partnership.

5.10 Local authorities and colleges will by 2007 review all local school/college partnership activities to ensure that it matches the framework for the 3-18 curriculum for school pupils set out in **A Curriculum for Excellence.**

Partnership Agreements

5.11 Within the framework of the local strategy, Partnership Agreements between relevant schools, colleges and local authorities outlining the detailed arrangements should be developed, as appropriate.

5.12 A partnership agreement should allow partners to work closely together in planning, implementing and managing partnership activities and help ensure these meet the needs and aspirations of pupils.

5.13 Discussions should be informed by a range of labour market intelligence and from the experience of organisations familiar with providing college educational to opportunities to pupils. Local strategic objectives should form the core of the partnership agreement between schools, colleges and local authorities. In many instances the strategic objectives are recorded formally in a partnership agreement. A model partnership agreement is included as **Annex E**.

Lauder College, Dunfermline

Lauder College has led the development of formal partnership arrangements for three partner secondary schools. The partnerships allow schools to focus on priorities and local needs. Each partnership includes scope for:

- increasing curriculum breadth for all year groups;
- progression to further and higher education;
- transition support for vulnerable learners;
- innovative use of ICT; and
- staff development.

Partnerships are monitored and reviewed twice a year with feedback and evaluation influencing future strategy. The partnership approach offers a robust mechanism for developing responses to the needs of individual schools and their students.

Aberdeen College

The College has a practical and comprehensive **College-School Collaboration Policy** which staff can access from the College intranet. The policy establishes how partnership arrangements are to be managed by College staff and partner organisations and sets out clear lines of responsibility for each partner involved in the programme. Also included is a document **Working in Partnership with Aberdeen College** produced by the College with very helpful information for schools and local authorities on the aims and objectives of the partnerships.

5.14 Employers should be involved from an early stage. This is because they can:

- offer valuable advice on the most appropriate vocational training in response to local labour market needs; and
- act as consultants or mentors to teachers and pupils by offering support such as industry days, work placements and supplying guest speakers.

5.15 The report of the Scottish Funding Councils for Further and Higher Education **Learning to Work**[19] emphasises the key role of employers in the learning process at college. Employers would have a specific role in:

- informing the curriculum;
- informing learners; and
- providing opportunities for experience.

5.16 In Glasgow, the Construction Industry Training Board (CITB) look upon their partnerships with the Glasgow colleges as providing a rich source of new entrants for the construction trades with a foundation of basic skills in the trades and able to demonstrate proficiency in numeracy and communication.

5.17 Ensuring pupils have the appropriate information to make informed choices is an essential element of any programme. This process will ensure pupils are being supported through the school guidance system into the most appropriate courses. Careers Scotland, as a key player in the national network of careers guidance, should be consulted during the planning stage of the development of school/college partnership arrangements to help support the personal development of the pupil by assisting pupils to prepare for the world of work.

Glasgow College of Nautical Studies

An Agreement Document has been drawn up between Glasgow City Council and Glasgow College of Nautical Studies. This agreement is similar to those the Council has with other Glasgow colleges as part of the Glasgow Vocational Programme. This agreement provides clear parameters within which the partnership will operate. It sets out, in contractual format, what the College agrees to provide, the meetings to take place and what shall be discussed, progress reporting, the welfare of pupils, accommodation issues including health and safety, risk assessment and induction arrangements, costs, obligations of the Council, confidentiality and Data Protection and termination issues. Accompanying the Agreement are five schedules which explain in depth the nature of the coursework, administrative and guidance arrangements, code of conduct and incidence reporting and the overarching principles on confidentiality and Data Protection.

Borders College, Scottish Borders

Borders College has developed a Vocational Training for Schools Working Group under the auspices of the Borders Learning Partnership which is composed of the major public service organisations in the Borders. This makes partnership work with the education authority part of a much wider and coherent strategic view providing a strategic direction for vocational programmes.

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[19]   http://www.sfefc.ac.uk/publications/other/Learning_to_Work.pdf

Coatbridge College, Lanarkshire

Coatbridge College is the only designated Scottish college to currently pilot the Skills For Logistics (Supporting The Transport Industry) programme which is aimed at addressing the shortfall of labour in various areas of the transport industry. This project is supported by the Scottish Executive, Careers Scotland, the Road Haulage Industry, North Lanarkshire Council and Scottish Enterprise Lanarkshire. The programme is designed to be a 3 year pilot with the 1st year at school and College, the 2nd year with college and industry and the 3rd year as a VQ in **Driving Goods Vehicles in Industry** which will be assessed by the college.

Stow College and All Saints Secondary, Glasgow

In a development in Glasgow, Stow College is currently piloting a new national award to a group of S3 pupils from All Saints Secondary Glasgow. Glasgow Education and Building Services departments are actively supporting this pilot programme.

The model being used is joint delivery of the programme by teachers and lecturers from the College, with delivery of the programme in school and college. The award covers Bench Skills and a mix of Electrical/Electronic Engineering units; with industrial visits built in as core to the overall 'Engineering Experience'.

5.18 To ensure a strategic direction for partnership it is important the agreements have a clear vision of:

- the needs and aspirations of pupils;
- the skills and experience required by employers and society;
- the curriculum required to achieve these objectives;
- the establishment of appropriate health and safety arrangements;
- care and welfare procedures which will ensure pupils are supported;
- progression arrangements into further learning, training or employment; and
- arrangements to support training and development of staff.

North Ayrshire Council

A new initiative in North Ayrshire has led the local council, community organisations, James Watt College, Kilmarnock College, Careers Scotland, the SQA and local schools to form two sub groups to improve strategic planning. One group considers post-14 courses and the other post-16 courses. It is the intention to merge both sub groups to form a School/College Steering Group to develop a more strategic approach and build closer links with community planning processes.

Lauder College, Dunfermline

Lauder College holds a series of annual curriculum framework meetings between school guidance staff and college and school subject specialists to help improve the level of awareness of the range of opportunities available at college. The meetings concentrate on:

- improving communication between partners;
- providing information to enhance pupil guidance;
- joint curriculum development and delivery; and
- future efficiencies in curriculum design, development and delivery.

5.19 Progression arrangements are vital for the success of school/college partnership. They should inform the planning process to help provide a strategic direction for courses and offer a range of opportunities for progression.

5.20 Good progression arrangements will ensure pupils can make informed decisions on the types of career they wish to pursue and help develop pupils' employability skills. They should lead to further learning or training, personal development or employment opportunities appropriate for the pupil. Partnership working should deliver a range of options for pupils following these courses, including career planning for pupils that want to undertake on leaving school higher education courses at HNC and HND level in college.

SECTION 6
SELECTION AND INDUCTION

Consultation with Pupils

6.1 Section 2(1) of the Standards in Scotland's School Act 2000 requires education authorities to *"secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential".*

6.2 Having considered a pupil's educational needs in full consultation with the pupil and their parent or carer (as required under section 2(2) of the Standards in Scotland's Schools (etc) Act 2000, which is in accord with the UN Convention on the Rights of the Child), schools should examine the most suitable means of meetings those needs (which may or may not suggest school/college partnership). If such partnership activity is being considered for a particular pupil, the school and college need to be clear about its educational or other benefits. Early discussion should take place between both partners. A key issue to be considered is whether the pupil would be able to cope with the level and format of the learning.

6.3 The activity should have clear objectives and outcomes expressed in terms of pupils' attainment and achievement (in relation to, among other things, social skills, life skills, and self-reliance). Participation in school/college activities should only take place with the full agreement of the pupil and their parent or carer.

Communication with Parents or Carers

6.4 Unless the pupil is attending college full-time, schools are responsible for liaising with parents or carers on all partnership matters, including selection, achievement, behaviour, attendance and discipline. Parents or carers should normally be informed that the school is their source of contact for school/college activities – not the college.

Selection

6.5 Colleges are responsible for the selection and enrolment of students, including pupils, and the particular learning opportunities they offer. In a number of cases the college is centrally involved in the selection of pupils but in a growing number of cases colleges allow the selection of pupils for college programmes, under partnership agreement criteria, to rest with schools and local authorities. There are also examples where school and college together with Careers Scotland jointly take decisions on selection.

6.6 There should be transparent procedures for the selection of pupils readily understood by all concerned, including pupils and their parent or carer.

6.7 It is essential that staff involved in selecting pupils for school/college activities have relevant information about the pupils ability to cope with the level and format of the course and their ability to sustain a commitment to the course. Early discussions with pupils and their parent or carer, alongside discussions with teaching and Careers Scotland staff, are essential prerequisites to meet the needs of the pupil.

6.8 It is particularly important that partners work together to ensure pupils with additional support needs are catered for and that schools, colleges and local authorities consider the needs of all pupils and establish plans to meet them as far as possible. There are numerous examples of colleges working closely with schools and other partners to make

Jewel and Esk Valley College, East Lothian

Jewel and Esk Valley College has developed procedures in their document **Agreement for the Provision of Educational Service to a School**. The College and the local schools sign the agreement which stipulates the roles and the responsibilities of the partners involved in delivering the programme. In this way the partners are clear on their responsibilities, e.g. *"the School will provide background information regarding achievement, additional support needs, behavioural issues for each pupil and pupils entitled to free lunches".* Other colleges have similar provision in their agreements, e.g. Glasgow's Vocational Programme, Borders College, and Inverclyde Vocational Programme.

reasonable adjustments to meet the additional needs of pupils. The success of initiatives in colleges for students with additional support needs shows that colleges are determined to widen access and provide good support for all students.

6.9 An important standard in the **Access to Support** section of **happy, safe and achieving their potential**,[20] the report of the National Review of Guidance 2004, is that schools will make clear statements of support arrangements for pupils and parents where other services contribute to the young person's learning programme outside school.

6.10 Other sections of the report are relevant to school/college provision. In the **Learning for Life** section, one of the

standards requires that *"schools ensure access to information to help young people make informed decisions and choices".* This will mean closer liaison with college staff on the options available to pupils and how the transition arrangements will be managed.

6.11 Senior staff from schools, working in partnership with other agencies, have a co-ordinating role to play in school/college partnership. The report emphasises they should *"co-ordinate and integrate services to provide seamless support for the young person"* in courses within and outside of school.

Midlothian Council

Midlothian Council's **Preparing for a Working Future** document includes a section on the format for interview with S2 pupils about to move into S3. During the interview the member of staff is asked to comment on the attitude and commitment of the pupil, the pupil's understanding of timekeeping and preparation for tasks, their interest in the subject area, their interaction with others and to intimate if the pupil is ready to make the changes to get the most from the course. The pupil is invited to two 'taster' events in June comprising three afternoons each and these sessions form part of the induction programme.

6.12 Schools and colleges should be prepared to enrol on programmes pupils who may not possess the recommended entry requirements where they consider that the course would provide stimulating experiences and is one in which the pupil may flourish.

Informing Pupils of Choices

6.13 Pupils should have comprehensive information to inform their curricular choices. There are many examples of good practice in providing pupils with information, advice and guidance to enable them to make informed choices about learning opportunities. The range of activities can include:

- presentations from college staff to school staff;
- clear marketing information on the types of courses available;
- open days and evenings at college and school for parents or guardians; and
- establishing a programme of interviews and facilitating discussions between potential students with pupils already enrolled on programmes.

Dundee College's Construction Trade Initiative

As part of the construction trades initiative at Dundee College, pupils are invited to meet staff from the College at the local secondary schools to discuss the vocational education options available. College staff give presentations on the options available and discuss options further with individual pupils. If the pupil decides to apply for a course they are invited to the College, along with their parents or carers, to see the facilities and discuss their options with staff. The school submits reports and recommendations on the suitability of the pupil for specific courses and short group interviews follow with college, employer and education representatives. If pupils receive a place they are invited to an induction afternoon with their parents or carers.

South Lanarkshire Council

South Lanarkshire Council produced a video **What's With Work?** which portrays the activities pupils can access at South Lanarkshire College and at Motherwell College. This has proved very effective in terms of providing parents and guardians with a visual representation of college life, the range of activities on offer at college and the benefits these courses provide for pupils. The video takes the perspective of the pupil and demonstrates how engagement in college programmes can make classroom based subjects like Mathematics and English more relevant in applying knowledge in a simulated work environment.

Vocational Pathways Programme, Shetland Education Service

This initiative is managed by the Shetland Educational Service in partnership with Shetland's secondary schools, Shetland College, North Atlantic Fisheries College, Shetland Career Construction Group, Shetland Construction Training Group, Shetland Salmon Farmers Association, Careers Scotland, Shetland Enterprise and Train Shetland. S3 and S4 pupils are involved in a range of vocational programmes which will assist them access modern apprenticeship places and further education courses on completion of their course. A helpful DVD has been produced which provides good information on the activities in the programmes.

6.14 The procedures mentioned earlier are important in supporting a pupil make informed choices. Another important element of a college programme is supporting the transition of school leavers

from a school environment to a college environment. The **Moving On From School to College**[21] report by HM Inspectorate of Education (2002) is particularly useful for colleges and others helping pupils with additional support needs make the transition to a college environment.

6.15 The report outlines a number of ways in which the pupil is prepared through partnership for the transition to college. It establishes guiding principles and ten characteristics of good practice which include ensuring that:

• pupils experience curriculum continuity between school and college, building on current attainment;
• the curriculum includes the development of skills, behaviours and attitudes appropriate for young people at college and work placement;
• there is a named and available staff contact to help advise young people and their parents; and
• there is mutual awareness, information sharing and communication among schools and colleges and other bodies in respect of both the overall management of the transition process and the individual young people.

6.16 Examples of good practice are described fully and there is a section on how colleges can evaluate their transition arrangements and practices.

Enrolment Arrangements and Procedures

6.17 The majority of colleges have Student Agreements, which set out the rights and responsibilities of pupils as enrolled college students. A model Student Agreement is at **Annex F**.

6.18 The welfare and safety of pupils attending college is paramount. Any agreement between schools, colleges and local authorities on enrolment procedures for pupils should:

• enable the daily attendance of pupils to be communicated to schools;
• ensure the college is informed of pupil absence through illness;
• inform college staff of learning support and medical needs;
• ensure the contact names and numbers of staff at school and college are known to relevant people;
• ensure the pupil is clear about whom to approach if problems arise;
• deal with bullying issues; and
• ensure disciplinary procedures are in place.

6.19 At enrolment it is normal procedure for pupils to be registered with a college's Management Information System (MIS) records system. The college generates a register of pupils which is completed on the day of attendance by a nominated member of staff. In many instances a vocational co-ordinator or support staff, employed by the education authority, will attend college at the same time as the pupils and register and monitor attendance and behaviour of the pupils while they are at college. Given the importance of pupil welfare, attendance of pupils should be relayed to the school as soon as possible, but certainly within 24 hours of their college course. Any unauthorised pupil absence from college classes should be reported directly to the school or via the co-ordinator immediately.

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[21]   http://www.hmie.gov.uk/documents/publication/more.htm

Stevenson College, Edinburgh

Stevenson College has a schools liaison policy statement which clearly outlines the internal responsibilities of college staff. These statements cover the activities of the schools liaison officer, the combined studies manager, heads of faculty, curriculum leaders and programme lecturers. In this way the staff can refer to documentation which offers guidance on their responsibilities and those of other relevant staff members.

Information Exchange

6.20 **A number of areas of law are relevant to a school or education authority's ability to share information. Exchange of information may not be lawful in all cases; this depends on the individual circumstances under consideration.**[22]

6.21 Where permitted within the legal framework, it is vital that schools and colleges share information about the progress of pupils and evaluate the factors which might impact upon their progress. Schools retain a great deal of information on individual pupils but they may be unsure about what level and types of information could be shared with colleges. Where permitted by law, nominated college staff should have access to the full range of information on a pupil: this requires the full and informed consent of the pupil and the parent or carer.

6.22 Most of the information on a pupil would come from the college application procedures and from referrals by school and college staff during their liaison meetings. These arrangements could be agreed between partners in a partnership agreement. Colleges should consider how information on pupils should be lawfully and appropriately shared with their relevant staff to promote effective teaching and support. **The arrangements for retaining this information are subject to the conditions of the Data Protection Act 1998**.[23]

6.23 Information about the additional support needs of pupils is a very important issue in school/college partnership. Given that personal learning plans will be the vehicle for exploring the needs of the pupil, where permitted in law, there should be the capability between schools and colleges to share the personal profile of the pupil and shape their curricular choices to suit their needs.

Fairfield School and Clackmannan College

Fairfield School in Clackmannanshire provides for students with a wide range of complex needs from autism to epilepsy and associated challenging behaviour. The School sees the local community as a learning resource for the pupils and works closely with a range of agencies. In particular it works with Clackmannan College to involve the community as much as possible. For example, pupils undertake a catering course at the College and make cakes and scones to sell in the School's 'Brambles Café'. Regular formal meetings between staff from the partners support the programme but most contact is made informally, almost on a daily

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[22] Further information can be found in **Data Sharing: Legal Guidance For The Scottish Public Sector**, which can be found on the Executive's website at http://www.scotland.gov.uk/library5/government/osds-00.asp.

[23] Guidance on the Act can be found at www.informationcommissioner.gov.uk.

basis. An example of the input from all the partners involved with the pupil is the Future Needs Meeting on individual pupils:

- *Pupil consultation*

The pupils are fully involved in these meetings, using PEXS or talking mats to communicate effectively. In addition, various agencies and representatives have an input to the assessment, including psychological services, social work, speech therapists, parents, befrienders, home-school link officers, and leading school/college staff.

6.24 It is essential that information on pupils is stored securely and can be retrieved quickly. The information should include family contacts and medical information. As part of a partner agreement the college should have permission to contact the parent or carer of the pupil should an emergency occur while the pupil is on the college premises. In all cases the college should contact the school co-ordinator to inform them of any problems.

6.25 The quality of information supplied by schools to colleges about pupils is an important element in tracking pupils' progression and ensuring their welfare and well-being while on college premises. It is important that colleges report on the progress of the pupil at agreed stages during their courses. It is recommended that the partnership agreement should determine the level and types of information to be kept by the college and ensure that information is updated regularly and linked to the pupil's progress.

Glasgow City Colleges

An agreement document prepared by Glasgow City Council as part of the partnership arrangements with Glasgow's colleges contains a **Confidentiality Undertaking** document which college staff are required to sign. In it the staff member undertakes to keep personal data on pupils confidential, safe and secure and stipulates they will only disclose information, with the express permission of the pupil, to staff members of partners who are similarly bound by duties of confidentiality, or where required to do by law. The document is signed by the staff member in the presence of a witness and kept with the pupil consent form. The pupil consent form requires the consent of the pupil to pass on personal data to named individuals and is signed by the pupil, their guardian, an authorised signatory from the school and an authorised signatory form the college. A copy of this consent form is held by the school, the education authority and the college.

6.26 Schools should advise colleges of information relating to pupils that would enable colleges to devise the most approach learning and teaching strategies.

Pupil Induction

6.27 Preparing the pupil for college learning is essential and should commence at an early stage. Before commencement of programmes, a well-planned induction framework should be devised by the college and be ready for implementation.

6.28 Induction should consist of three main phases:

- pre-induction;
- induction on commencement; and
- ongoing induction procedures.

6.29 *Pre-induction phase* – There are numerous examples of induction programmes where procedures are in place prior to the commencement of the programme. Experience suggests that the arrangements should occur before or at the time the pupil is making course choices. It is vital that pupils, teachers and parents or carers have information about the programme and what it entails, and college life. This should include a general health and safety briefing, progression arrangements when the pupil completes the programme, and whether the pupil will be taught in classes with adult learners or with pupils from other schools. At this stage it would also be useful to discuss with the pupil the learning and teaching approaches that will be deployed on the programmes. It is important that pupils understand the style of learning and teaching in a college may be different from their experiences at school and this approach would help prepare the pupils for their college programme.

6.30 It is important that teachers and parents or carers are fully informed of what the college has to offer and the format of the proposed learning. Many colleges screen learners for core skills abilities and deploying this approach for pupils would help to identify and hopefully remove barriers to learning. To ensure confidence levels the information must be clear and in a format that parents can understand because for many parents or carers this may be the first time they have

Jewel and Esk Valley College, East Lothian

Jewel and Esk Valley College provide a handbook for parents which offers answers to typical questions posed by parents of pupils on the school/college programme. The booklet is intended to help parents and guardians assist pupils make informed choices by providing up to date information on the college and the opportunities available. The booklet is also available in its own section, under the heading school programmes, on the college web page. A similar handbook is available for pupils with a designated web page for school/college programmes on the college web site.
http://www.jevc.ac.uk/schools_stuff/default.htm

The Nicolson Institute and Lews Castle College, Stornoway

The Nicolson Institute and Lews Castle College offer a skills development programme for pupils in S3 and S4. In S2 the subject options booklet includes detailed information on college options and careers guidance is available through Careers Scotland and the school guidance tutor in liaison with college staff.

experience of a college and its induction arrangements.

6.31 *Induction* – Arrangements for induction on commencement of the programme should reinforce the principles outlined in the pre-induction phase. Induction procedures provide an opportunity to contextualise general arrangements within the specific nature of the programme. For example, general health and safety briefings should at this stage refer to the specific subject area.

6.32 Many colleges provide pupils with a **Student Handbook** written specifically for the them. Where provided, Student Handbooks should be comprehensive and available, and where appropriate, be in a range of formats. Induction programmes and Student Handbooks generally cover the following matters:

- Dress code and attendance
- Absence reporting
- Transport arrangements
- Contact names and numbers
- Monitoring progress and feedback arrangements
- Support, welfare and health and safety procedures
- Employment and progression opportunities
- Holiday entitlement
- Complaints procedures
- Anti-bullying policies
- Discipline and sanctions
- Channels of communication with parents
- Refectory arrangements, including free meal entitlement
- Security of personal belongings/changing facilities
- Rights and responsibilities/code of conduct
- First aid procedures
- Evaluation of the college experience
- Appeals and grievance procedures
- Process to be followed when considering withdrawing a college place for a pupil
- Pupil representation.

6.33 *Ongoing induction* – It is evident that colleges utilise induction arrangements which suit their local circumstances. Colleges should reaffirm the principles on the range of topics in their induction procedures on a continuous basis as part of a rolling programme of on-going induction.

South Lanarkshire College

South Lanarkshire College provides a user friendly induction booklet for catering classes which prepares pupils well for their programme and ensuring their safety. During each class pupils refer to the booklet to help them understand the importance of hygiene and health and safety arrangements in a catering environment.

Discipline

6.34 Education authorities and schools are responsible for the whole package of school pupils' learning and welfare, including any formal discipline of pupils. Schools' formal discipline procedures are designed specifically with the human rights of school pupils in mind. Schools should inform the colleges of their policies and procedures and agree with colleges the process for schools instituting their formal disciplinary procedures. That said, colleges determine the particular courses they wish to offer and the pupils and students they accept on to them (including the withdrawal of such provision).

6.35 Colleges and schools should agree at the outset on a due process for circumstances where the college is considering withdrawing a place for a pupil because of their behaviour.

6.36 Colleges must consider if there are any disability-related reasons that had led to a pupil's behaviour. For example, if a pupil's behaviour arises because they have an Autistic Spectrum Disorder, under the Disability Discrimination Act (DDA), the college must first have to look at reasonable adjustments that can be made to retain the pupil in college.

6.37 Given the difficulties inherent in reintegrating a pupil midway through a year back into a full school curriculum, the withdrawal of a place requires careful consideration. Early notification of problems is essential. The withdrawal of a place should come as no surprise to either the pupil or the school.

SECTION 7
PUPIL WELFARE AND SUPPORT

Risk Assessment

7.1 Colleges normally complete risk assessments for each subject area to ensure effective arrangements are in place for pupils. Given the significant risks associated with pupils in an essentially adult environment, pupils should not be enrolled where risk assessments for a particular course, specifically incorporating pupils, have not taken place.

7.2 All colleges have risk assessment procedures in place. An example of a risk assessment handbook prepared by the Health and Safety officers from schools and colleges involved in the City Vision project in Glasgow is included on the Scottish Executive webpage mentioned earlier alongside examples from Borders College and Cardonald College. The comprehensive survey of risk assessment from City Vision colleges, undertaken by professional health and safety officers, is particularly useful.

7.3 Colleges should consider implementing health and safety policies by co-ordinating their arrangements and policies with their partners. In this way the procedures utilised in different institutions could serve to enhance each other and ensure wide coverage of health and safety related issues.

7.4 Colleges, in partnership with schools, local authorities and parents or carers, should ensure where possible that formal incidents reporting follows similar schedules to those already in existence in schools. A major incident should be reported to the school immediately. A minor incident should be reported within a day.

Cardonald College, Glasgow

Cardonald College has individual Risk Assessment procedures for school/college courses. The format of the Risk Assessment schedule for each course highlights the activity, typical hazards, persons at risk and evaluation of the severity and likelihood of the risk. The procedures establish a risk rating and invites comments on existing controls. The risk rating has a scale from 1-2 which is 'tolerable' to 6-9 which is 'unacceptable'. Where risk ratings are over 6 the comments in the existing controls section emphasise what is being done to minimise the risks identified. The hazards described in the Risk Assessment Forms are then summarised in a Risk Control Action Plan which contains sections on the action required, the person responsible and date action is to be completed. This form is signed by the Risk Assessment Co-ordinator and the Divisional Manager/Leader.

7.5 Arrangements for pupils travelling to school from their college placement outwith their normal return journey should be co-ordinated with the school and the local authority. For example, if a taxi firm was being used to return a pupil to school then it should be one which is registered for use with local authority schools with the drivers having undergone an Enhanced Disclosure check. The college co-ordinator would be able to proceed with this arrangement by liaising with the school contact.

Campus Safety Issues

7.6 No campus whether school or college can ever be 100% safe. That said, colleges should do as much as reasonably practicable to ensure pupils are safe - and feel safe - on college grounds.

A number of vocational programmes offer guidance for training providers and colleges on the issue of incidence reporting. The guidance highlights what should happen when an incident occurs and helpfully demonstrates what is considered to be a minor or a major incident. A clear structure on the appropriate action is explained and the forms used in reporting incidents is included in the guidelines. Examples of the guidance procedures include Glasgow's Vocational Programme and Inverclyde Vocational Programme.

Colleges should continue to take all reasonable steps to ensure their campuses are as safe as possible through employing appropriate risk assessment strategies and making appropriate arrangements with a range of partners.

7.7 It is important not to lose sight of the fact that for many pupils the college experience helps them to develop confidence in themselves, provides a route for them to take responsibility for themselves and offers an opportunity to experience adult learning environments. These factors are important in these programmes but it is essential that colleges maximise campus safety arrangements.

Personal Support for Pupils

7.8 The report of the National Review of Guidance 2004, **happy safe and achieving their potential**, establishes 10 standards of personal support for pupils in schools. Colleges and schools should consider together how these standards will continue to be met whenever learning takes place. The standards are divided into three sections:

- Learning for life;
- Review of individual progress; and
- Access to support.

7.9 Colleges have a significant role in reviewing individual progress to help with transition between stages in education and in helping plan for the future. This is also important given the relevance of individual learning plans for pupils emanating from **Assessment is for Learning**[24] pilots and the progression arrangements for the skills for work courses.

Glasgow's Vocational Programme

A Training Charter, part of Glasgow's Vocational Programme, outlines the nature of the training programmes provided, the support the pupil will receive when participating in the programme and the commitment expected from the pupil, parent or carer, training providers and the school. Apart from sections on health and safety, dress code, code of conduct etc. there is also a section on Individual Training Plans. This section describes how the training plan will be in operation for the duration of the programme and provides details on the following:

- the structure of the programme and the qualification;
- progress reporting and certification;
- the location of training;
- the nominated vocational coach;
- the training days involved; and
- the hours of training and transport arrangements.

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24   http://www.scotland.gov.uk/library5/education/ep1aldps-00.asp

Medical Issues

7.10 To assist colleges make reasonable adjustments for pupils wishing to attend college, the college must first be aware of the needs of the individual pupil. For some pupils, meeting their health care needs will be an essential element in their education. Schools must make colleges aware of pupils' medical conditions and needs. Staff in colleges must ensure that documentation regarding medical conditions is held by them and that supervision of medication and the application of emergency treatment are agreed between the college and the pupil, the parent or carer, and liaison staff in the school and the local authority.

7.11 The Scottish Executive guidance in **The Administration of Medicines in Schools**[25] states that confidentiality of information is very important but outlines how information might be exchanged between institutions:

"The Headteacher and school staff should treat medical information confidentially. Information on a pupil's health care needs is likely to be covered by the Data Protection Act 1998. Care must therefore be taken to ensure that consent is obtained before passing information to another party. By virtue of the Age of Legal Capacity (Scotland) Act 1991, a person under the age of 16 has legal capacity to consent to any surgical, medical or dental procedure if in the opinion of a health professional that person is capable of understanding the nature of the treatment. Any exchange of information should be with the consent of the child (if he/she has the necessary capacity to understand why) or otherwise the parent or guardian. Once consent has been obtained sensitive

information about a pupil should be shared only with those who need to know. Escorts and others should only be told what is necessary for them to know to keep the child safe."

7.12 In some cases, pupils require to take medication while attending college. Needs for medication will vary but may include asthma, diabetes, mental health problems, epilepsy or severe allergic conditions. It is imperative colleges have a record of medical needs, notification of any medication the pupil is receiving and what procedures should be followed in the event of an emergency.

7.13 Given the nature of medical conditions it is important colleges receive the written consent of the parent or carer to participate in the programme. It is vital that staff plan learning around medical conditions and the application of medication. A pro forma is attached as **Annex G** which contains the typical information which should be held by the college regarding medical needs. This document should be completed in partnership with schools, medical staff, parents or carers to plan for the medical needs of the pupil while at school and college. The role of a vocational co-ordinator described in section 10 of this guide, for example, would assist in the planning of the medical care of the pupil.

7.14 Neither college or school staff are expected to administer medication or emergency treatment. First Aid staff at college are qualified to a basic level of medical assistance and not in administering medication or treatment. Colleges should look at the medical needs of the young person in two ways:

- **Supervising medication** – Nominated college staff, as in schools, would supervise the pupil who takes medication; and

- **Emergency treatment** – Staff qualified to administer first aid and the emergency services would be called. College staff would retain the medical details of the pupil and inform those providing emergency treatment of relevant medical information.

Pupil Representation

7.15 Pupil representation is an essential element in gaining the views of pupils engaged in school/college partnership activities. However, the National Union of Students Scotland (NUS Scotland) is currently unable to represent students under 16 years of age, so alternative forms of representation are required for school age pupils.

7.16 A variety of means are used to promote pupil representation in school/college partnerships, e.g. in the Dundee city-wide pupil representation council elected pupils attend meetings once per month to capture the views of all pupils, including those on college programmes. Another example is from Reid Kerr College which holds lunchtime meetings with S5 and S6 pupils and college managers and staff.

7.17 Many colleges provide access to student welfare officers who are able to assist pupils with concerns they may have while attending college. The student welfare officer plays a valuable role in assisting students and can also act as an advocate on behalf of pupils, representing their interests to relevant members of staff within the college. These staff are normally introduced to pupils during the induction process.

7.18 One way of ensuring a consistent approach for pupils to be represented in discussions about the development of school/college courses is to invite pupil representatives to course team meetings. Course team meetings are a major strength in college quality assurance and improvement frameworks. They are held for most college courses to allow student representatives to register their views and to play a full part in the improvement agenda for their course. Colleges should extend their normal quality procedures to school/college partnership activities. Course team meetings would be one element of this approach. The meetings should include school/college courses with pupils represented at them.

7.19 An additional benefit to this approach would be that pupils would be participating in activities which complement the purposes of **A Curriculum for Excellence**, i.e. engaging in activities where they are representing the views of their peers would, in a variety of ways, help young people to become confident individuals, successful learners, responsible citizens and effective contributors.

Place of School Age Pupils in Wider College Life

7.20 Although pupils enter what is primarily an adult environment, they should be able to enjoy many of the facilities that colleges offer. As most pupils on school/college courses are under 16 years of age, this should be discussed in the planning phase between partners. Pupils must have a clear understanding of which facilities can and cannot be offered.

7.21 Agreements for such pupils to join certain clubs and societies would have to be negotiated between the college, school,

and the society itself. Pupils under 16 years of age should not therefore expect to have an automatic entitlement to participate in college clubs and societies.

7.22 Many colleges have excellent sports facilities. Where appropriate supervision is agreed between the partners and in place, pupils should be able to use facilities such as sports halls, gyms and swimming pools.

7.23 Agencies which use college facilities should be made aware that under 16 year old pupils are on the premises and if they are approached by these pupils they must act accordingly in line with:

- college, school and local authority guidelines;
- legal obligations; and
- parental wishes.

7.24 At various points in the year agencies will be involved in providing information and advice on aspects of health education, including sexual health and drug addiction. It is important that everyone involved in the care and welfare of the pupil are aware these activities occur regularly in college and may occur while the pupils are on college premises.

School and College Libraries

7.25 An issue concerning school and college libraries is the use of Information and Communication Technologies (ICT). In many instances the levels of access to the internet pupils have in school and in college vary, e.g. some colleges have recommended websites to pupils who cannot access them from school computers such as in Glasgow schools where pupils found many recipe/cooking websites, suggested by college staff, blocked.

7.26 Pupils enrolling for a college course should have the same borrowing rights as other students. In this way they would be able to borrow books and journals as necessary as part of their agreement in attending the college. During induction procedures pupils would be informed of the resources available within the college learning resource centre and, if applicable, the resources available within the school library.

7.27 Appropriate planning involving librarians in schools and colleges would help to address a number of issues:

- it would allow library staff to discuss proper skills matching so that pupils with appropriate skills in ICT would not be automatically assumed to have proficient eliteracy skills. In the same way pupils may have lower reading levels than adult students and librarians should consider this in their planning for programmes; and

- teaching staff should plan to inform the library staff which resources are necessary for their courses. This would help library staff plan resources around this information.

7.28 Most colleges operate a system where the pupil is provided with a password and email address upon enrolment. This allows them access to the college electronic resources and in some cases enables the tutor and the pupil to communicate outwith attendance at classes by email.

7.29 Induction procedures normally include presentations from college librarians and a tour of the library. In addition the pupil usually signs an acceptable users policy with their school, incorporating the approval of the parent or carer, as well as an internet users policy for the college.

Changing Facilities

7.30 Colleges should, where possible, make facilities available to pupils to take off their school uniforms, if they so choose, when entering the college and to put their uniforms back on when leaving.

Anti-Bullying Policies

7.31 Schools and colleges should build on their existing arrangements for dealing with bullying.

7.32 Schools' arrangements for dealing with bullying should be informed through the information exchange that occurs regularly between school and college co-ordinators.

7.33 Colleges implement their procedures when a pupil discloses to college staff they are being bullied or if a member of staff thinks it is occurring. This information should automatically be shared with school or local authority staff.

7.34 College arrangements are designed to ensure students are free from harassment of any kind while at college. There are a raft of measures to promote anti-discrimination incorporated into college procedures and pupils should be made aware of these at the induction phase.

Appeals and Grievance Procedures

7.35 Appeals and grievance procedures of both the school and college should be made clear to pupils at induction and their parent or carer so they could access them if necessary.

7.36 Once the relevant provisions in the Further and Higher Education (Scotland) Bill are in force colleges (and universities) will be within the remit of the Scottish Public Services Ombudsman. Further information about the Ombudsman can be found on the Ombudsman's website at http://www.scottishombudsman.org.uk. Schools and local authorities are already within the Ombudsman's remit.

Menzieshill High School, Dundee

The School, as part of the Dundee City Council Education Department policy, has a stated aim in its **Guidance Policy on Bullying** *"to offer opportunities for all its members, pupils and staff, to exercise care and concern for each other, for the school environment and for the wider community"*. The document establishes a set of procedures for staff at all levels for preventing and dealing with bullying behaviour.

SECTION 8
RECOGNISING AND RECORDING ACHIEVEMENT

8.1 Where pupils participate in school/college activities, the school and the college must recognise achievement and attainment. Some colleges and local authorities have established a series of short award ceremonies which celebrate certain milestones achieved by pupils.

Midlothian Council

As part of their **Determined to Succeed** agenda, Midlothian Council hold award ceremonies for pupils attended by pupils, parents/carers, school and college staff, local employers and councillors. The ceremony is held in the college with keynote speakers and local dignitaries awarding the certificates and a local employer invited to speak about employability skills and opportunities in their vocational area. The certificates are awarded for achieving a certain percentage of attendance or submission of projects or other targets and help to motivate and encourage the pupils mid way through their learning. The certificate emphasises the importance of attendance, good work and good behaviour.

8.2 For all school/college activities, the college should inform the school of the attendance and achievements of participating pupils.

8.3 Pupils participating in SQA courses at a college will be able to record their achievements as credit points on the Scottish Credit and Qualifications Framework (SCQF), e.g. the new skills for work courses contain the SCQF points rating for each course the pupil undertakes. Colleges and schools should ensure that pupils, parents and employers are clearly appraised of the SCQF points value for different courses.

Knowsley College, Merseyside

Knowsley College - a college with Beacon Status for their school/college programmes and awarded an 'outstanding' grade in an Ofsted report in February 2005 - provides a 'Value Added Passport' for each pupil. The passport monitors the progress and achievement of the pupil in each of five personal reviews conducted over their two year programme. Each review of progress is documented helping the pupil to recognise their progress with grades awarded for achievement, attendance and effort. An equivalency in each of the 1-7 grades is provided offering a quick assessment of the progress of the pupil. Pupils can present the Passport to prospective employers and further education institutions since it shows the 'distance travelled' by the young person in a way which is meaningful and relevant.

8.4 Where the college is primarily responsible for the delivery and assessment of a nationally recognised course, the college should enter the candidate for the qualification. This allows more ready communication between the awarding body and the college for purposes of assessment and quality assurance and removes the need for a further line of communication between the awarding body and the school. The college must keep the school fully informed of all relevant information, including the performance of pupils. Similarly when the school presents, the school must keep the college fully appraised.

8.5 For school year 2007/08 onwards, outcomes arising from school/college partnership activity will be included in each sectors' SQA performance statistics. School performance – like college

performance – has been measured since 2001 with reference to SCQF levels.

Personal Learning Planning

8.6   Career planning is an important aspect of personal learning planning (PLP) procedures. Schools are responsible for supporting PLP procedures.

8.7   Careers Scotland emphasises a 'Career Planning Journey' as a bridge between the PLP procedures and career planning decisions. Careers Scotland is at an early stage in developing the 'Career Planning Journey' fully, which when used widely has the potential to enhance the quality of experience for the pupil.

8.8   Design principles in many courses help pupils to plan their chosen career path. Courses are designed to establish progression routes to further learning, training or employment and participants will be able to plan their qualification route as an important element to their career planning. Pupils should be informed of the typical requirements for careers related to their courses at an early stage, either through the selection procedures or their induction and guidance procedures. This serves to emphasise the appropriate levels of qualifications and skills necessary for their chosen career path to help them develop employability skills.

SECTION 9
QUALITY ASSURANCE

9.1 Education authorities and schools have in place arrangements to assure the quality of their programmes for pupils. Colleges also have arrangements for the programmes they deliver to their students. Quality assurance arrangements for partnership activity delivered to pupils either jointly by school and college or solely by a college should satisfy the quality assurance requirements of the school, the college and external agencies. Education authorities, schools and colleges should agree, as appropriate, the elements of joint quality assurance arrangements. These joint arrangements should involve staff from both school and college. Pupils should have an opportunity to evaluate and report on the quality of their learning experience. These arrangements should include procedures to identify staff development needs for both schoolteachers and lecturers. In addition, policy statements and guidance from the Scottish Executive should be taken into account when developing such aspects of provision as guidance, transitional arrangements and pupil welfare and support.

9.2 The evaluation of quality assurance arrangements will vary according to the type of programme. Pupil evaluations will be of great importance in short one-day taster programmes. On the other hand, a two-year programme of attendance at college should be incorporated systematically into the planning, delivery, review and improvement cycles of the school and college.

Evaluation

9.3 Schools and colleges should work together on monitoring and evaluation of pupils' learning experiences. They may wish to consider whether a set of protocols for tracking learner attainment and progression should be developed.

9.4 It is important for colleges to gain the views of the pupils engaged in school/college activities and of schoolteachers on the impact of pupils' college learning on their school studies. There should be a strong focus on the views of participating pupils.

9.5 It is normal practice in adult college courses to gain the perceptions of the learner on the quality of provision. There are examples from schools and colleges where pupils are asked for their opinion on their programmes. Colleges could use short questionnaires, or comparable processes, to gain the impression of the learner on a variety of aspects of college provision. This might include how helpful the pre-induction and induction phases were or their views on college facilities. It could be used to gain the views of the pupils on how the course has been organised and how well it has met their needs and aspirations.

Langside College, Glasgow

Staff at Langside College undertake a mid and end of course evaluation exercise using a questionnaire for pupils attending school/college programmes. This helps to pinpoint areas of provision which pupils feel require college attention and ultimately leads to action points for staff to help improve provision.

9.6 HMIE school inspections and college reviews provide valuable external evaluation of the learning experience of pupils. There are pilots under way in some colleges to evaluate school/college partnership activities using the SFEFC/HMIE quality framework for colleges.[26] The pilots also include representation from pupils, local authorities and staff from schools on course teams and have their views formally recorded in an annual course team report.

Glasgow Metropolitan College

The Food Studies Department undertake an annual course report based upon the SFEFC/HMIE further education quality framework. The course report assesses the quality elements in the subject quality framework and highlights strengths, weaknesses and the action required, naming a responsible person and identifying an implementation date. This exercise proved very valuable in establishing preventative actions with an action agenda.

9.7 A report on pupils' progress should by prepared by colleges for headteachers. The school holds information on pupil achievement and attainment and this information will help stakeholders such as employers gain a fuller perspective of the pupil. In order to reflect school/college activities, it would be desirable for the submission of reports to coincide, as far as possible, with the reporting cycle of the school.

9.8 Schools, local authorities and colleges should develop effective monitoring of partnership working processes, including the contribution each of them make to the partnership. Existing systems should be extended to cover school/college partnership.

9.9 Colleges should plan to evaluate programmes for pupils in the same way as existing college courses. In the first instance the exercise should incorporate the evaluations by the pupils. Secondly, an analysis of retention statistics, critical success factors and destination data should be undertaken annually to help inform improvements and used in preparing an annual self-evaluation report on the programme. Schools should be sent relevant self-evaluation reports prepared by colleges for courses in which their pupils participate.

Falkirk College

Falkirk College has commenced a pilot on extending self-evaluation procedures to school/college programmes using the SFEFC/HMIE quality framework. These procedures allow the college to evaluate the programme incorporating pupils views using college quality procedures for adult provision.

Galashiels Academy, Borders

Galashiels Academy issues a questionnaire to departments which have pupils participating in courses at Borders College. The questionnaire asks Principal Teachers for their opinions on whether the programme has enhanced the performance and behaviour of pupils and the value of the programmes for pupils. A summary is drawn up and provides a guide to the effectiveness of the programme.

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26   http://www.hmie.gov.uk/documents/publication/sfefc_framework.doc

John Wheatley College, Glasgow

The College prepares an annual course team report based upon the SFEFC/HMIE quality framework for colleges. Staff complete an evaluation of the strengths and weakness with grades awarded for each of the quality elements and action points generated with named individuals and timelines. Statistics on performance indicators such as retention and success are available and provide a useful benchmark, in combination with other indicators, for evaluation of the programme.

Inverness College and Highland Council

Both the College and the Council plan to expand the Vocational Pathways Programme (VPP) for S3 and S4 pupils and have asked an external consultant to analyse activity levels an the views of pupils on how the programme can be improved. The analysis also considers best practice for outreach and support for learning and discusses key issues surrounding the management and delivery of VPP with the consultants making practical suggestions for improvement.

Renfrewshire Council

Renfrewshire Council's guideline document **Curriculum Provision in the Secondary Stages of School Education** states the authority will use the HMIE criteria to assess school curriculum flexibility proposals. Innovative approaches to the content and delivery of the curriculum will have to show:

- educational gain based upon a clear rationale and consistent with National Priorities;
- full consultation with stakeholders;
- rigorous quality assurance arrangements to monitor and evaluate proposals against objectives; and
- well planned and managed implementation using school development plans.

SECTION 10
STAFFING AND ADULT STUDENTS

Support Staff and Vocational Co-ordinators

10.1 School/college partnership could not be delivered successfully without the excellent work of support staff.

Alloa Academy and Clackmannan College

Pupils from Alloa Academy attend an alternative curriculum at Clackmannan College and are very well supported by a support worker. She attends the college with the pupils and ensures they have a smooth transition into their programme. This role has proved essential for pupils with challenging behaviours.

Glasgow Metropolitan College and Glasgow City Council

Council support staff meet the pupils when they enter the College. They ensure attendance is taken and returned to the Council by 3pm and that the pupils are changed for their food preparation classes. The support staff provide an invaluable service moving between the various class groups monitoring behaviour and assisting the lecturing staff where necessary.

10.2 There are many examples across the country where local authorities employ staff to work directly in colleges with pupils who are undertaking school/college activities, e.g. there are vocational co-ordinators with City Vision colleges and in Midlothian local authority. The role of the vocational co-ordinator acts as the interface between the college, the school and the pupils and support the pupil in college. In other arrangements college staff are contracted to act as vocational co-ordinators to ensure seamless support from school to college.

10.3 Local authorities, schools and colleges which deploy vocational co-ordinators emphasise they have a very positive role in developing school/college partnership and plan to develop their role further in the future.

10.4 One vocational co-ordinator working in Renfrewshire Council as part of the City Vision project has outlined her main duties and responsibilities for pupils at Reid Kerr College in **Annex H**.

10.5 This role has proved highly effective in helping pupils settle in to college. The vocational co-ordinator is involved in marketing and selection procedures, including liaising with pupils and their parents or carers. In other local authorities and colleges, 'transition co-ordinators' perform similar roles to those of the vocational co-ordinator.

Lauder College, Dunfermline

Lauder College has developed a pilot programme with Transition Co-ordinators. The co-ordinators are lecturers who have been allocated time to help school leavers make the transition from school to college. Principally engaged with pupils who will leave school in December, the Transition Co-ordinator visits schools to talk to pupils and support them from their initial interest in college courses through to the application process and into assisting the pupil meet curricular targets using a student centred approach.

10.6 One of the main advantages in deploying these staff members is to relieve the administrative burden on lecturers. The co-ordinators collect and pass on attendance data to schools and monitor the behaviour of the pupil while at

college. They have information on individual pupils from the school and help ensure pupils feel secure when commencing their course.

10.7 A significant amount of work is involved in dealing with employers and preparing practical work placements. Using the Careers Scotland network for example, co-ordinators are able to organise work experience placements for pupils.

10.8 Given the success of the role of the vocational co-ordinator thus far, partners may wish to consider exploring funding streams to help finance similar positions.

College Staff Teaching School Pupils

10.9 As we explain in the accompanying strategy for school and college partnership, we will establish by October 2005 a Working Group with membership that reflects its remit to consider matters concerning the qualifications of non-schoolteachers who teach pupils to report to Ministers by February 2007 - ahead of the planned introduction nationally of the skills for work courses in August that year.

10.10 College and school staff in each others' establishment should support the ethos and environment of the partner institution.

In School

10.11 In the meantime, as a temporary measure pending the outcome of the review, we have asked the General Teaching Council for Scotland (GTCS) to confirm by summer 2005 that college staff registered with the GTCS (or with conditional registration) who have or are working towards a teaching qualification in further education (TQ(FE)) within an appropriate timeframe,

should be able to teach pupils in S3 and above in schools. College staff not meeting these criteria would be able to teach pupils in schools if a schoolteacher is present in the classroom.

In College

10.12 As well as expertise in their subject area, college staff who teach pupils in college should possess or be working towards an appropriate teaching qualification, or have other means to demonstrate that they can teach to the requisite standard. Relevant college staff should also be encouraged to consider studying for the new professional development award or units for the teaching of under 16 year olds.

Protection of Children (Scotland) Act 2003 and Disclosure Checks for College Staff and Students

10.13 The Protection of Children (Scotland) Act 2003[27] generally came into force on 10 January 2005. The Act plugs a gap in existing safeguards for children which allows some unsuitable people to move from one child care post to another without detection and provides for Scottish Ministers to keep the Disqualified from Working with Children List (DWCL). Electronic links to the Act along with related regulations and guidance can be accessed via the Scottish Executive child protection website at www.scotland.gov.uk/childprotection. Hard copies of the guidance can be obtained by contacting the DWCL team on 0131 244 1567.

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[27] http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2003/20030005.htm

10.14 While there is at present no legal duty to require the disclosure of existing staff in colleges, as a matter of best practice colleges must not place staff without an Enhanced Disclosure in a position which involves regularly caring for, training, supervising or being in sole charge of pupils or student under 18 years of age or vulnerable adults. Furthermore, it is best practice that all staff in a college should be actively encouraged to undergo voluntary Standard, or where appropriate, Enhanced Disclosure, subject to the rights of the individual employee concerned, in particular any employment rights. **The statutory Code of Practice on Disclosures**[28] **requires that the recipient of Disclosure information does not unfairly discriminate against the individual on the basis of conviction or other details.**

10.15 The regularity of the Enhanced or Standard Disclosure check for college staff should be every three years. This reflects the general practice of other public service bodies.

10.16 During the intervening three year period between an earlier and a new Enhanced or Standard Disclosure Scotland check, it may be possible for a college to establish a voluntary agreement between the member of staff and the college, so that college management would be notified of any criminal convictions which occurred in the intervening period between Disclosure checks.

10.17 The capacity of Disclosure Scotland to process every member of staff in colleges at the same time is limited. Colleges should therefore plan and prepare systematic schedules with Disclosure Scotland to help prepare staff to complete the process smoothly. A staged approach over a period of two years from August 2005 to August 2007 should be sufficient to ensure all college staff undergo the voluntary Disclosure process. The regular three year check on college staff would commence from the date an initial Disclosure check took place between August 2005 and August 2007.

10.18 **Adult learners do not require to undergo Disclosure as a result of the 2003 Act just because they are learning alongside under 18 year olds. Enhanced or Standard Disclosure checks of adult learners can only be made by law if they are studying for entry into one of the excepted professions listed in the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order (SSI 2003/231)**[29] **or are in a child care position as defined by the 2003 Act e.g. mentoring a student who is under 18.**

North Lanarkshire Council

The education authority in North Lanarkshire has completed a pilot on introducing Disclosure Scotland procedures for teaching staff on the basis of a three year cycle of Disclosure checks. The authority has now adopted this cycle of Disclosure review as a policy and has introduced arrangements with staff trained to help applicants and ensure the process runs smoothly.

10.19 Disclosures are only a part of effective recruitment measures. A clear Disclosure does not in itself confirm that a person is suitable to work in a school or college. It is important for schools and colleges to

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28   http://www.disclosurescotland.co.uk/_pdf/code.pdf

29   http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/ssi2003/20030231.htm

Glasgow Vocational Programme

Glasgow's Vocational Programme provides a Training Charter for every pupil on vocational programmes. The Charter details the rights and responsibilities of the pupil but also includes a section on Disclosure Scotland. It stipulates that *"all staff employed by the programme are regarded as 'excepted' which means they are NOT entitled to withhold information on any criminal conviction on the grounds it is 'spent' or forgotten. All staff…will therefore be vetted using the procedures within Disclosure Scotland".*

follow other rigorous recruitment and employment practices including interviews, taking up references, checking qualifications, supervising staff during probation and monitoring performance on an ongoing basis.

Falkirk College

The College has produced a clear set of principles and procedures on child protection issues. Staff are made aware of what issues might arise, what their obligations are in respect of child protection, who to contact and what to do if a child protection issue occurs.

Scottish Executive Education Department
Scottish Executive Enterprise,
Transport and Lifelong Learning Department
May 2005

MEMBERSHIPS AND REMITS OF WORKING GROUPS

Membership

Professor David Raffe,
University of Edinburgh (Chair)

Aileen Barrie,
Scottish Trades Union Congress and Teacher,
Clyde Valley High School

Dr Valerie Hallam,
General Teaching Council for Scotland

Donald Henderson,
Teachers Division, Scottish Executive

Iain Lowson,
Her Majesty's Inspectorate of Education

Jason McDonald,
Convention of Scottish Local Authorities

Aileen McKechnie,
Further and Adult Education Division,
Scottish Executive

Dr Andrew Morrison,
Further Education Professional Development
Forum and Assistant Principal, Elmwood College

Dr Jane Polglase,
Association of Scottish Colleges

Observers:
Col Baird, School/College Review Project Team,
Scottish Executive
Ian Manderson, Further and Adult Education
Division, Scottish Executive

Secretariat:
Victoria Beattie, School/College Review Project
Team, Scottish Executive

Remit

"To examine the issues surrounding the qualifications of college staff to teach school pupils, including issues raised by questions 37-39* posed in the consultation paper 'Building the Foundations of a Lifelong Learning Society: A Review of Collaboration Between Schools and Further Education Colleges in Scotland', published in February 2004, and by the consultation responses.

To assess the implications for:

• the qualifications required for college staff to teach school pupils in schools;
• the qualifications required for college staff to teach school pupils in colleges; and
• whether there should be a common framework for the recognition of qualifications for teachers and college teaching staff and, if so, the principles on which this should be based.

To make relevant recommendations by 15 March 2005 to Scottish Ministers.

In developing its recommendations, the Working Group should have regard to:

• the conditions for effective collaboration between schools and colleges, and the benefits of staff with diverse but complementary backgrounds and skills;
• the distinctive needs of school age pupils, the need to maintain and enhance the quality and effectiveness of collaboration;

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*Q37. Should there be a common framework for the recognition of the qualifications for lecturers and teachers?

Q38. Are there any unnecessary overly-prescriptive barriers concerning teaching qualifications that prevent effective collaboration between the school and further education sectors?

Q39. To what extent, if any, should the further education sector reflect (and/or adapt) for the teaching of school pupils in colleges the requirements for the teaching of school pupils in school? If so, how can this be done in a way that retains the existing strengths of the further education sector?

- the central needs of colleges to provide post-school education, including working in collaboration with higher education institutions, with industry and with the professions.

The Working Group's recommendations should not address whether there should be a professional body for the further education sector. The Scottish Executive will be conducting a separate consultation exercise on this matter."

WORKING GROUP ON 'BEST PRACTICE' FOR PLANNING AND MANAGEMENT AND PUPIL WELFARE AND SUPPORT

Membership

Peter Connelly (Chair), HMIE seconded to Scottish Executive Education Department

Col Baird, School/College Review Project Team, Scottish Executive

Cherry Briggs,
Reid Kerr College, Paisley

Vivienne Brown, Careers Scotland

Patrick (Ricky) Cullen,
Educational Institute for Scotland

Jenny Duncan, NUS Scotland

Gail Edwards, NUS Scotland

Kate Fairclough, Inverness College

Gordon Fairweather,
Scottish School Boards Association

Carol Judge, Scottish Trades Union Congress

Grace MacDonald,
College Liaison Association with Scottish Schools

Charlie McAteer,
Headteacher, Dumfries Academy, Dumfries

Kristofer McGhee, Scottish Youth Parliament

Stewart McKillop,
Principal, South Lanarkshire College

Hugh McGloin,
James Watt College, Greenock

Marianne McGuire, Renfrewshire Council

John Mulligan, Association of Directors of Education in Scotland

Jane Polglase,
Association of Scottish Colleges

Jack Scott, Dundee College

Moira Shemilt, Scottish Further Education Unit

Billy Thomson,
Headteacher, Graeme High School, Falkirk

Jim Watson, Menzieshill High School Dundee

Hugh Wylie,
Midlothian Council Education Department

Secretariat:
Margaret McLachlan, School/College Review Project Team, Scottish Executive

Remit

"To develop a model Partnership Agreement for schools, education authorities and further education colleges and a model 'Pupil Charter', which will spell out pupils' rights and responsibilities arising from their enrolment as further education students.

Other issues for the group include:

- national model criteria for considering full-time further education college attendance for pupils below S5;
- management of pupil enrolments, including selection;
- exchange of information between schools and further education colleges, including issues arising from the application of data protection legislation;
- place of school age pupils in wider college life;
- school and college libraries;
- communication with parents/carers;
- health and safety;
- risk assessments;

- regularity of disclosure checks;
- campus safety;
- referral documentation;
- pupil representation;
- induction arrangements;
- administration of medication in emergency circumstances;
- recording of pupil achievements and attainments and their communication;
- anti-bullying policies; and
- monitoring and evaluation of collaboration.

In considering best practice guidelines the sub-group will have regard to the operational needs of further education colleges, and in particular the need to maintain colleges' role as centres of voluntary learning for adults."

WORKING GROUP ON SCHOOL/COLLEGE FUNDING

Membership
Riona Bell (Chair),
Scottish Further Education Funding Council

Col Baird, School/College Review Project Team, Scottish Executive

Colin Brett, Dumfries and Galloway Council

Gordon Craig,
Scottish Further Education Funding Council

Frank Green, North Lanarkshire Council

Tony Jakimciw, Principal, Dumfries and Galloway College

Tom Kelly, Association of Scottish Colleges

Ronnie Knox, Principal, North Glasgow College

Laurence Howells,
Scottish Further Education Funding Council

Jason McDonald,
Convention of Scottish Local Authorities

Peter Hancock,
Qualifications, Assessment and Curriculum Division, Scottish Executive

Gordon McBride,
Scottish Further Education Funding Council

Aileen McKechnie, Further and Adult Education Division, Scottish Executive

Martin Smith,
Scottish Further Education Funding Council

Remit
The remit of the group is to provide recommendations on the general funding approach for school pupil activity at colleges. It will also provide thoughts on the type of activity at colleges that should be classified as school pupil activity for funding purposes.

The group should:

- provide recommendations on how to fund an expansion in the volume of school pupil activity at colleges;
- consider whether there should be an additional weight applied to school pupil activity for funding purposes; and
- consider the need for a national model for the funding of school pupil activity at colleges by local authorities in addition to the activity funded by SFEFC.

The group is not required to provide a detailed and costed funding model and should therefore concentrate on key principles rather then underlying figures.

SCHOOL/COLLEGE REVIEW PUBLICATIONS

20 October 2003

- Building the Foundations of a Lifelong Learning Society: The Experience of Motherwell College and Local Schools (which reproduces articles that first appeared in the spring 2003 edition of 'Broadcast', the journal of the Scottish Further Education Unit)

  http://www.scotland.gov.uk/library5/lifelong/bflls-00.asp

25 February 2004

- Consultation Paper

  http://www.scotland.gov.uk/consultations/lifelonglearning/bfll-00.asp

- Summary Consultation Paper

  http://www.scotland.gov.uk/consultations/lifelonglearning/bfllsc-00.asp

- Report of the school/college conference held to launch the review in October 2003

  http://www.scotland.gov.uk/library5/lifelong/alls-00.asp

- Leaflet seeking specifically the views of school pupils

  http://www.scotland.gov.uk/library5/lifelong/bfpv-00.asp

12 October 2004

The following reports of research commissioned as part of its review
(these reports were published only electronically):

- School Pupils' Attitudes to Further Education

  http://www.scotland.gov.uk/library5/education/ellspa-00.asp

- Management of School/College Partnerships and the Main Operational Issues Involved

  http://www.scotland.gov.uk/library5/education/mscpr-00.asp

- Collaboration Between Schools and Colleges in Scotland - Literature Review

  http://www.scotland.gov.uk/cru/resfinds/cbsfec-00.asp

26 November 2004

- Interim Report

  http://www.scotland.gov.uk/consultations/lifelonglearning/csfecir-00.asp

- Partner Document to Interim Report – an outline draft strategy (published only electronically)

  http://www.scotland.gov.uk/consultations/lifelonglearning/csfecip-00.asp

- Analysis Report of February 2004 Consultation Paper (published only electronically)

  http://www.scotland.gov.uk/consultations/lifelonglearning/csfeccar-00.asp

12 May 2005

- Strategy for School and College Partnership

- Guide for School and College Partnership

- Analysis Report of Consultation on Interim Report and Partner Document
  (published only electronically)

- Report of the Working Group on 'Best Practice' on Planning and Management and Pupil
  Welfare and Support (published only electronically)

- Report of the Working Group on Funding (published only electronically)

- Report of the Working Group on the Qualifications of College Staff to Teach School Pupils
  (published only electronically)

CIRCUMSTANCES WHERE PUPILS BELOW S5 COULD EXCEPTIONALLY ATTEND COLLEGE FULL-TIME

1. There are a number of reasons why a pupil could exceptionally be in full-time attendance at a college.

2. College courses may deliver an alternative curriculum for those pupils who have become disaffected with their education and are on the verge of exclusion. These programmes can offer a lifeline to pupils who have switched off from their school courses and may be proving disruptive, be involved in truanting from school or becoming established as a non-participator.

3. This can also be because:

- pupils are experiencing bullying to a degree where their attendance at school is poor and they are on the verge of either self-exclusion or exclusion by the school. In these cases colleges can help by discussing the issues with all parties involved and, if appropriate, prepare a full-time timetable for the pupil.

- pupils are in secure accommodation and in preparation for their release social work staff may negotiate with a college for the pupil to attend college. This usually occurs if serious difficulties are expected to arise for pupils who would otherwise be going back to a local secondary school where their offences are known.

- in extreme cases there may be a situation where a pupil has been subject to sexual attack. To help support pupils, colleges may be best placed to plan and manage full time provision for pupils and provide additional support.

4. Colleges who enrol students on this basis will require the agreement of the pupil, school headteacher, parent or carer, the local authority and other agencies involved in the welfare of the pupil. Other agencies involved in providing information on pupils will include educational psychology services and social work services. It is important that all involved in the welfare and support of the pupil work closely together and share information to assist in the delivery of a quality learning experience for them.

COMMUNITY PLANNING AND COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIPS

Community Planning

1. Community Planning involves public agencies working together with the community to plan and deliver better services. It was given a statutory basis by the Local Government in Scotland Act 2003, which placed a duty to participate on local authorities (which have the role of initiating and facilitating the process), NHS Boards, the Enterprise Networks, the Police and Fire Services and the SPTA. Community Planning Partnerships (CPPs) are encouraged to involve a wide range of other organisations in the partnership, and many have representatives from the further education sector. The Act also requires CPPs to engage with the community on an ongoing basis.

2. Community Planning is seen as the key over-arching partnership framework helping to co-ordinate other initiatives and partnerships and where necessary acting to rationalise and simplify a cluttered landscape. CPPs have been established in all 32 local authority areas, and have prepared Community Plans, which set out the strategy for the area. The structure of CPPs varies between areas. Many have thematic groups covering the key priorities identified by the Partnership, which often include lifelong learning and enterprise. Community Planning guidance allows for CPPs to use or adapt existing partnership structures where possible to tackle new issues or initiatives.

3. Under the umbrella of the CPP, each area has a Community Learning and Development Partnership and a Community Guidance Partnership.

Community Learning and Development

4. In 2000 the Scottish Executive asked local authorities to lead on the development of Community Learning Partnerships across Scotland. In this way, community and voluntary organisations, local authorities, police and health boards, further and higher education institutions and enterprise and careers agencies began to work together to achieve positive change in communities, through the provision of learning and social development opportunities.

5. With the publication of **Working and Learning Together to Build Stronger Communities** in January 2004, the Scottish Executive asked that (building on the work of the Community Learning Partnerships) Community Planning Partnerships take the responsibility for ensuring that a co-ordinated approach is taken to community learning and development in their area, through the formation of Community Learning and Development Partnerships (in which schools and colleges should again be key players). Each partnership has in place a Community Learning and Development Strategy.

6. These Partnerships and Strategies should be integrated within Community Planning structures locally. As there are different approaches to Community Planning across Scotland, it is for Community Planning Partnerships locally to decide how best to integrate them.

7. Community Learning and Development complements the National Priorities in Education. It aims to build self-confidence and self-esteem; develop core skills such as communication and working with others; promote inclusion and equality; and encourage active

citizenship. Community Learning and Development makes an important contribution towards promoting lifelong learning, social inclusion and active citizenship.

8. There are three national priorities for Community Learning and Development. These are:

- *achievement through learning for adults: raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and information communications technology;*
- *achievement through learning for young people: engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society; and*
- *achievement through building community capacity: building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery.*

Structure of Community Learning and Development Planning

9. Local authorities have a key role in facilitating the development of Community Learning and Development Strategies. The strategies:

- are based on rigorous analysis of need and resource;
- demonstrate engagement with key agencies, the voluntary sector and the community;
- are fully consistent with the community plan and dovetail with, but not duplicate other relevant plans;

- concentrate resources to meet key priorities while maintaining a concern for the wider purposes of community learning;
- contain targets for improvement with timescales linked to improvement plans being developed by the education authority; and
- set out arrangements for monitoring and evaluation.

10. The Strategies should set out a framework for planning at operational level, through Community Learning and Development Action Plans. These Action Plans are again partnership documents that set out what the priorities are within a particular local community or community of interest, and what the partners will do to help address these.

11. At operational level the partnerships involve those immediately responsible for delivering the Action Plan. These groups should include those who are able to make a positive contribution to taking practical work forward. Schools and colleges may well be involved in these groups and should identify appropriate staff to play this role. Partnership working and decision making is expected to lead to better use of resources available locally and thereby to more effective provision, addressing key priorities based on rigorous analysis of needs and resources.

MODEL PARTNERSHIP AGREEMENT

1. The model partnership agreement is based upon a number of existing examples and discussions within the Best Practice Working Group. It is a model however that should not be viewed as exclusive as there are many varied examples of local arrangements in force. These satisfy local needs. Schools, local authorities and colleges should continue with their local arrangements if they consider they are working well.

2. Also, partners may wish to utilise the model by contextualising it for their own local requirements by adding to it or removing sections as they see fit. The final section contains a framework for collecting evaluation data which some partnerships might find useful. This document comes from the document **Guidance for FE colleges providing for young learners**[30] published in England by the Association of Colleges and the Local Education Authority Curriculum Advisors Network (LEACAN).

3. The recommendations in this guide for a partnership agreement build upon SQA advice that where pupils attend an FE college to enhance curriculum provision, a written partnership agreement should be in place. In most instances the agreement will be between the local authority and the college. However there is flexibility to allow schools and colleges to establish a bilateral agreement based upon similar principles.

Partnership Agreement

Introduction

4. The introductory section can be used to describe the basis for the agreement and the general aims of the partnership, for example:

This agreement between Brigadoon College and Stewart High School emphasises that staff from the School and the College will work together in partnership to deliver a curriculum which meets the needs and aspirations of pupils and prepares them for further learning, training or employment.

Strategic Aim

5. This statement sets out in general terms what each of the partners are committing to. It describes the parameters for the agreement and establishes the relevance of the agreement to specific dates, e.g. commencement and termination dates. The statement can incorporate how the partnership intends to use the resources available:

Brigadoon College and Stewart High School will work together to promote programmes delivered through this partnership which will equip pupils to study, learn, plan, develop and apply work-related and key employability skills whilst accumulating credits which will support progression by contributing to further learning, training or employment.

6. In some instances this may be followed by specific strategic objectives such as:

The College and the local authority agree to continue to develop construction courses for S3 pupils and above and Higher Psychology courses for S5 and S6 pupils from Stewart High School and to increase overall pupil numbers by 5% in each of the next three years.

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30 http://www.aoc.co.uk/Members/learning_quality/curriculum_quality_guidance

67

Brigadoon College Partnership Agreement for the Provision of College Courses to Schools

The purpose of this agreement is to set out the roles and responsibilities of all parties involved in providing Brigadoon College courses to school pupils. This agreement will establish the arrangements through which all parties will collaborate to plan and organise effective college courses for pupils in S3 and above. The agreement will be reviewed annually and modified and adapted in light of changing circumstances and needs.

Strategic Aim

The increasing flexibility in the school curriculum and the need for pupils to benefit from practical and contextualised vocational programmes which help them meet the purposes of the 3-18 curriculum review have offered an opportunity for the education authority and Brigadoon College to offer programmes for school pupils which will enhance their educational experience. The programmes delivered through this partnership will equip pupils to study, learn, plan, develop and apply work-related and key employability skills whilst accumulating credits which will support progression by contributing to further learning, training or employment.

Principles

The College will identify a School/College Liaison Officer who will work with a named links manager from the local authority who will negotiate on behalf the secondary schools in the local authority area. This arrangement allows all school pupils above S3 in the local authority area to receive information about course provision at the College. All communication on the operational aspects of the courses will flow through these individuals or their nominees.

This agreement establishes a framework within which Brigadoon College will work with the local authority. Any disputes will be managed between the nominated staff members in each establishment and brought to the attention of the College Vice-Principal and Chief Officer for final arbitration.

Brigadoon College Partnership Agreement for the Provision of College Courses to Schools

Responsibilities of the College

The College agrees to:

- design programmes for pupils above S3 at secondary schools within the local authority area;
- provide qualified and disclosed tutors and staff to deliver the programmes and ensure adequate staff cover in the event of illness or redeployments of staff members;
- provide a full induction programme and ensure pupils sign the Student Agreement and the Information and Communication Technology (ICT) Code of Conduct;
- consult the local authority and the schools involved if the course is in danger of cancellation;
- utilise appropriate resources and tutoring skills to meet the needs of the pupils;
- hold quarterly meetings with representatives from the local authority and other stakeholders;
- ensure pupils receive the same access to support and guidance as other college students;
- confirm it has the necessary approvals in line with awarding bodies criteria;
- provide an annual report on the progress of individual pupils;
- implement an agreed system of recording achievements of pupils;
- attend parents evenings where appropriate;
- implement appropriate selection procedures in conjunction with the schools;
- comply with health & safety requirements and apply suitable risk assessment procedures;
- satisfy the criteria for regular inspection regimes, e.g. HMIe, SQA, Scottish Quality Management System;
- ensure that pupil representatives have a voice in course committee procedures;
- liaise with the school/local authority if a pupil is to be returned to school;
- ensure staff who teach school pupils in college will possess or be working towards an appropriate teaching qualification, or have other means to demonstrate that they can teach to the requisite standard; and
- provide an assurance that information on pupils will only be passed to the nominated school/local authority member of staff.

69

Brigadoon College Partnership Agreement for the Provision of College Courses to Schools

Responsibilities of the School/Local Authority

The school/local authority agrees to:

- organise and deliver information sessions for parents/carers and pupils;
- provide structured guidance sessions for pupils wishing to participate on appropriate college programmes;
- ensure pupils are aware of the standards of behaviour expected from them while in college;
- provide the college with a list of pupils who will be attending;
- provide the full agreed range of background information on the pupils achievement and behaviour and additional support needs;
- ensure all consent forms are in order and signed by the appropriate adult;
- reimburse the college for entitlements such as free lunches and any other agreed costs which arise from the pupils attendance at the college;
- liaise with parents on all issues of achievement, behaviour, attendance and discipline;
- liaise with college staff when the college is considering withdrawing a place for a pupil;
- provide pupils with free and safe transport arrangements to and from college;
- ensure appropriate quality procedures are followed;
- operate a tracking system for pupils to monitor the their progression routes;
- undertake a survey of pupil attitudes to college courses and course provision and pass the results to the college;
- establish an agreed recording and communication strategy of pupil absence with the college; and
- use their best endeavours to make suitable provision available for all pupils with special educational needs.

Signed _____   Signed _____

Position _____   Position _____

Date _____   Date _____

In the presence of _____

Gathering information for evaluation of a partnership

A good example of how a partnership evaluates and reviews their arrangements comes from the Learning and Skills Council in England.

The form below will allow schools, colleges and all members of the partnership to capture information to contribute to a review of the college provision

What is being achieved through the partnership?

Is the partnership working well? YES/NO
How?

Has the partnership identified its own development needs and if so, what are they?

Are there any significant concerns about the partnership that are not being addressed?

How effective is the induction programme, including health and safety?

How effective is teaching and learning? And do you know?

Are resources meeting the needs of learners and the curriculum?

How are employers involved in the partnership?

How effective are the logistical arrangements of the partnership working, for example timetabling and transport?

How effective is the partnership meeting the national targets/objectives?

MODEL STUDENT AGREEMENT

BRIGADOON COLLEGE STUDENT AGREEMENT

Welcome to Brigadoon College. We hope your experience at the College will help you to make good career choices and put you on the road to further learning, training or employment. The College staff will be pleased to assist you and do not hesitate to speak to your vocational co-ordinator or lecturer if you have any concerns.

Your course takes place on a Thursday morning in room 102 in the McKenzie building on Maxwell Street. Your class commences at 9 a.m. and you should make arrangements to be at your classroom no later than this time. You will have a break at 10.30am for 15 minutes and your class will end at 12.10pm for lunch.

It is very important that you attend your classes regularly. A register will be taken in each class and the attendance information passed to your school. You must also remember that Brigadoon College is a place of learning for many people and it is expected that your behaviour will be of a high standard at all times.

The details below outline your rights as a student at Brigadoon College but also emphasise your responsibilities as a student. It is very important you understand the details of the agreement and feel you can make a firm commitment to them.

It is important you understand that misbehaviour or indiscipline in college may result in your return to school and the removal of your place on your college programme.

On the following pages you will find two forms which requires your signature. The first form outlines your responsibilities as a student in the college and you should read this carefully.

The second form outlines how you will be treated at college and the level of services on offer. You are also required to sign this form.

BRIGADOON COLLEGE STUDENT AGREEMENT

- **I will attend Brigadoon College regularly**

- **I will adopt a positive attitude to my studies and participate fully in class**

- **I will be mindful of other learners and be respectful at all times**

- **I will bring equipment and materials to class when required**

- **I will follow safety instructions carefully**

- **I will comply with the College's Code of Conduct for Information and Communication Technologies (ICT)**

- **I will not be involved in vandalism, graffiti or bullying**

- **I am aware of the college code of discipline and understand that misconduct could result in my removal from the College.**

Name: _____   Date: _____

School:

_____

College course:

_____

Signature of student:

_____

Signature of staff member:

_____

BRIGADOON COLLEGE STUDENT AGREEMENT

It is the mission of Brigadoon College to provide a safe and appropriate learning environment. The details below provide a framework of services to ensure we offer an excellent learning experience.

- **Brigadoon College will ensure your class is taught by professional and expert staff. The staff who will teach you have undergone checks with Disclosure Scotland.**

- **You will receive regular feedback on your progress and be able to discuss any support needs you have with your lecturer or vocational co-ordinator.**

- **During your course short progress reports will be sent to your school with a full report sent on completion of your course.**

- **To gain your views on the College and your course, you will receive a questionnaires the results of which will help the college to improve on its service to you. Your class will elect pupil representatives to meet with staff and discuss issues related to your course.**

- **The College aims to provide a safe place to learn. If you feel uneasy about anything you should raise it with your lecturer or vocational co-ordinator at the first opportunity.**

- **The College has a zero tolerance position on bullying of any kind and you should indicate to your lecturer if you feel this is occurring or you are unhappy.**

- **The College will provide a daily report on your attendance to your school.**

Name: _____   Date: _____

School:

_____

College course:

_____

Signature of student:

_____

Signature of staff member:

_____

HEALTH CARE PLAN FOR A PUPIL WITH MEDICAL NEEDS

Medication in schools/colleges for pupils

School: _____   Class: _____

Name: _____

Date of Birth: _____

Condition: _____

_____

_____

Contact Information

Family contact 1:	*Family contact 2:*
Name: _____	Name: _____
Telephone No: Home _____	Telephone No: Home _____
Work _____	Work _____
Mobile _____	Mobile _____
Relationship to pupil: _____	Relationship to pupil: _____

General Practitioner: _____

Phone Number: _____

Clinic/Hospital contact: _____

Phone Number: _____

Plan prepared by: _____

Designation: _____   Date: _____

Distribution:

School Doctor ☐   School Nurse ☐   Parent ☐   Guidance Tutor (school) ☐

Guidance Tutor (college) ☐   Vocational Co-ordinator ☐

Description of medical condition:

_____

_____

_____

_____

Medication: _____

Details of dosage: _____

Method and time of administration: _____

Daily care requirements: _____

_____

Action to be taken in case of emergency: _____

_____

_____

I agree that the medical information contained in this form may be shared with individuals involved in the care and education of:

_____

Signed: _____   Date: _____

Parent or carer (or pupil if above age of legal capacity)

THE ROLE OF THE VOCATIONAL CO-ORDINATOR IN RENFREWSHIRE

A vocational co-ordinator in Renfrewshire Council, kindly agreed to provide an outline of the duties she performs for school pupils in attendance at Reid Kerr College in Paisley:

- ensure maintenance and completion of all relevant paperwork required for the operation of the programme;
- co-ordinate the Schools Vocational Programme annual intake;
- co-ordinate the provision of transport for programme participants;
- develop and maintain effective working relationships with appropriate:

  - employer federations and relevant Council Services to ensure progression routes to employment and secure quality work placements;
  - educational bodies to ensure a high quality of provision and continued accreditation of vocational programme; and
  - staff within participating secondary schools;

- liaise with training providers and schools to ensure pupil welfare is paramount at all times;
- attend appropriate events for the promotion of Vocational Programme to employers, schools and parents;
- identify potential growth areas for the vocational programme and following discussion with the Glasgow City Council Vocational Co-ordinator, develop such a programme;
- ensure appropriate work experience placements are available to programme participants;

- evaluate vocational programmes and following consultation with the Glasgow City Council Vocational Co-ordinator, alter programmes as required;
- identify training and development needs of all employees and providing the necessary support and action when required;
- identify potential growth areas for the vocational programme and following discussion with the Glasgow City Council Vocational Co-ordinator, develop such a programme;
- ensure appropriate work experience placements are available to programme participants; and
- evaluate vocational programmes and following consultation with the Glasgow City Council Vocational Co-ordinator, alter programmes as required.