

School Senior Phase PROGRAMME

HANDBOOK 2020-2021

A guide to procedures and policies

Contents

1.	Introduction	4
2.	Attendance	4
3.	Contacts	5
3.1	School/College Contacts	5
3.2	Emergency Contact, Medical Information and Accident Procedures	5
3.3	Safe Guarding	5
4.	Discipline	5
4.1	College Feedback Form	5
4.2	Removal of Students from Courses	6
5.	Health and Safety	6
5.1	Induction	6
5.2	PPE	6
5.3	Risk Assessment	6
6.	Classroom Management	6
7.	Information Sharing	7
7.1	Additional Support Needs	7
7.2	Medical Information	7
7.3	Registers	7
7.4	E-mails	7
8.	Recording Achievement and Reporting	7
8.1	Reporting on Progress and Achievements	7
9.	Transport	8
10.	Severe/Inclement Weather	8
11.	Partnerships Agreements	8
12.	Guidelines	8

Appendices

Appendix 1: College Feedback Form Guidelines	9
College Feedback Form (CFF)	10
Appendix 2: Results Matrix Guidelines/Progress Reports	11
Example of Reports (Achievements)	12
Example of Reports (Progress)	13

1. Introduction

Working together to ensure continuous improvement is vital to a successful school-college partnership and the publication of The Developing Scotland's Young Workforce in 2014 is at the heart of the Government's approach to education.

The report focuses on the following:

- To enhance Scotland's vocational education to achieve the same acclaimed status as that enjoyed by Scotland's higher education sector
- The importance of business and industry working with schools and colleges as a key factor in ensuring young people are more prepared for employment and better informed in career choice
- It provides a clear and compelling plan of action for giving young people the skills, experiences and qualifications they need to move to positive destinations after school, and make informed choices about the jobs and careers they want to pursue

The school-college partnership Senior Phase Programmes provides an impressive portfolio of provision that represents our most ambitious and varied set of courses and qualifications on offer to students to date. The opportunities are wide ranging to suit all. We have extended the courses within our vocational pathways with a high level of commitment from our schools, colleges and industry stakeholders.

All young people in the senior phase have access to courses that will enhance and develop their learning and equip them with the skills they need for learning, life and work that will undoubtedly secure their ambitions and future careers.

2. Attendance

Maintaining accurate records of attendance is crucial to the delivery of programmes and prompt intervention is required to ensure that students attend regularly and go on to successfully complete the courses they have embarked on.

The School/College Senior Phase Partnership Group has concluded that records of students' attendance must be produced for each Local Authority and relayed to the school as soon as possible. The school designated link (or other designated member of staff) will monitor students' attendance records, ensuring that absences are investigated and appropriate action taken.

Each college or training provider should give responsibility for collating attendance information for each Local Authority to a named member of staff, who must ensure that it is passed on daily, via the college portal or by e-mail, to each Local Authority's designated link for ERC and direct to schools for EDC and GCC.

The school designated link's role is to ensure schools record student absences on the SEEMIS system.

The success of this system will depend on partnership working, and it will be essential that a register is completed during each class and passed immediately to the college attendance co-ordinator whose responsibility it will then be to send the information promptly to the senior phase programme office and school designated link.

3. Contacts

3.1 School/College Contacts

In the first instance, all correspondence should be placed via the College Schools Liaison contact. There is a named link member of staff in each college and school, (please refer to your College Schools Liaison for this information list).

3.2 Emergency Contact, Medical Information and Accident Procedures

Student emergency contact information will be provided prior to commencement of the course. In the event of any emergency via the School Liaison, the Vocational Co-ordinator in EDC and ERC and the DYW Manager in GCC should be contacted in a timely manner.

In the unlikely event that neither the College School Liaison, nor Vocational Co-ordinator/DYW can be reached, then it will be appropriate for the college to make direct contact with the school designated link or the named emergency contact for the student, (refer to College Schools Liaison for individual Local Authorities additional information appendices).

A WRITTEN RECORD OF ANY SUCH CONTACT INCLUDING COLLEGE RECORD OF EMERGENCY/ACCIDENT SHOULD BE PASSED ON THE SAME DAY TO THE COLLEGE SCHOOL LIAISON WHO WILL FORWARD TO THE APPROPRIATE LOCAL AUTHORITY CONTACT/LINK.

3.3 Safeguarding Procedures

Colleges will be notified of any student support needs as identified in Section 7.1 overleaf, and any risk assessment discussed and implemented as necessary. College Safeguarding Procedures should be followed should any situation arise that raises concern for the safety of a young person or others whilst students are attending college. The College School Liaison and Local Authority contact/link should be notified and risk assessments discussed and implemented to support continued attendance at college.

4. Discipline

All Local Authorities have an inclusive policy which aims to include as many appropriately placed youngsters in mainstream education as possible. All students should be treated equally and be offered an educational experience which they value.

There is an expectation that colleges and training providers working with all Local Authorities will develop a positive discipline policy which promotes good behaviour and positive relationships on the part of their students.

4.1 College Feedback Form (CFF)

Any areas for concern/Merit or Awards should be reported on the College Feedback Form (CFF), (see Appendix 1).

It is important that students have the opportunity to settle in to the new environment of their course. If, for example, a student is finding the transition difficult and has been involved in minor incidents it is recommended that the CFF is completed and forwarded directly (e-mail) to the College School Liaison who will forward to the appropriate Local Authority contact/link. For GCC the CFF has to go directly to the school/contact link and cc in the DYW manager and admin support.

4.2 Removal of Students from Courses

Any requests to remove a student from their senior phase course should be supported by historical CFF evidence and **should be made directly to the College School Liaison who will forward to the Vocational Co-ordinator/DYW Manager.**

Colleges and training providers should note that the legislative position on exclusion provides that an education authority should not exclude a student unless one **of the following** grounds for exclusion are met:

1. If the parents/carers refuse to comply, or allow the student to comply, with the rules, regulations or disciplinary requirements of the educational establishment
2. If in all circumstances to allow the student to continue his attendance at the educational establishment would be **seriously detrimental** to order and discipline in the school or the educational well-being of the students there

A college warning **must not** be issued to a student without prior discussion with the Vocational Co-ordinator/DYW Manager.

5. Health and Safety

5.1. Induction

On the first day of attendance, students who are starting a new senior phase course must have an induction programme, introducing them to the venue and staff. As part of their induction, they will be introduced to the equipment that they will use as part of their option. Induction evidence must be kept on file for audit purposes.

PLEASE NOTE THAT THIS IS A REQUIREMENT UNDER HEALTH AND SAFETY LEGISLATION.

5.2 PPE

Some options require students to wear protective clothing if they are working in specialist areas. Protective clothing will be provided to students known as Personal Protective Equipment (PPE) which they must bring each day when attending the programme and must wear these at all times in class.

5.3 Risk Assessment

In order to ensure students health and safety whilst participating on these programmes, partners need to work collaboratively. Responsibilities for partners organisations are listed below:

1. Provide Risk Assessment documentation to Senior Phase Co-ordinator/ESP team
2. Carry out Risk Assessments on any off site premises or visits to take place during the course
3. Issue additional consent form for any off campus visits.

6. Classroom Management

Students must not be left on their own in a classroom or workshop environment, or left in charge of **any** equipment.

7. Information Sharing

7.1 Additional Support Needs

Sharing of information is particularly relevant for all students and students with additional support needs and learning requirements will be highlighted on the Information Referral Form. On occasion, an email attached to a referral will supply further information (GCC and ERC). EDC will email ASN Forms which have been completed by the schools.

7.2 Medical Information

The current Information Referral Report is completed by schools to provide detailed information about the student and their performance in school to date, (Refer to school Liaison for provision of this report). In addition to this report, more general information regarding students with medical conditions, medication or allergies, etc. will be sent to the College School Liaison at the start of the session.

7.3 Registers

Student information should not be shared with any other Local Authority. This includes attendance records. Where a college portal is available, access should be given to each senior phase programme office and school designated link to enable downloading of their individual Local Authority registers only. Where a portal is not available, registers should be sent to the Local Authority.

7.4 E-mails

Students' identities should be protected should e-mails be intercepted by any third party. Therefore, e-mails containing personal information relating to students should be marked "**OFFICIAL-SENSITIVE**", and the use of students' full names should be avoided, with initials being used where possible.

8. Recording Achievement and Reporting

8.1 Reporting on Progress and Achievements

Three achievement updates should be sent to the Vocational Co-ordinator/DYW Manager (see below). The Vocational Co-ordinator/DYW Manager will e-mail School Liaison Officers a reminder approximately three weeks prior to the due date. It is important for schools, colleges and training providers to reach a common understanding of acceptable standards for completion of reports.

PROGRESS AND ACHIEVEMENT RETURN DATES	27 November 2020	Progress 1
	19 March 2021	Progress 2
	7 May 2021	Final results

It is essential that any concerns relating to student achievement are communicated immediately to the Vocational Co-ordinator/DYW Manager.

This information must not be withheld until the progress reports are due.

9. Transport

Each Local Authority has different procedures for transporting students to and from college. Should any transport problems arise please contact the Vocational Co-ordinator for EDC and ERC and the CITU Transport Team for GCC.

All contact numbers will be issued via the College Schools Liaison prior to commencement of the course.

10. Severe/Inclement Weather

If a decision is made to close the college/facility due to inclement weather, the Vocational Co-ordinator/DYW Manager **must be** advised immediately.

- the Vocational Co-ordinator should be given a contact at the college to liaise with
- parents and schools will be contacted immediately by the Vocational Co-ordinator's Office/ESP Team
- it may be necessary that certain college staff remain to supervise students
- students **must not** be allowed to travel home alone until declared safe to do so.

Lecturer/Assessors should refer to college/training facility guidelines on inclement weather procedures.

11. Partnership Agreements

East Dunbartonshire, East Renfrewshire Education Services and Glasgow City Council also produce Local Authority and College Partnership agreements which outline the contractual arrangements for all of the senior phase programmes.

12. Guidelines

East Dunbartonshire, East Renfrewshire and Glasgow City Council have also developed Local Authority specific guidelines for all schools which detail the procedures and processes relating to the senior phase programmes.

College Feedback Form Guidelines

THIS FORM SHOULD BE USED REGULARLY TO REPORT ANY CONCERNS, AWARDS OR MERITS REGARDING A STUDENTS' CONDUCT. IT SHOULD BE UPDATED AND EMAILED TO THE COLLEGE SCHOOLS LIAISON WHO WILL FORWARD TO THE RELEVANT LOCAL AUTHORITY LINK AS AND WHEN IT IS APPROPRIATE. A DECISION WILL THEN BE MADE VIA THE VOCATIONAL CO-ORDINATOR/DYW MANAGER AND SCHOOL AS TO WHAT ACTION SHOULD BE TAKEN. YOU SHOULD KEEP A COPY OF ALL FEEDBACK.

- It is important that lecturers complete the referral promptly if they have any concerns. It can be completed and sent via email
- Sending in an early report will allow the school to take appropriate action
- Keeping a parent up-to-date is an important part of the process
- The school must be kept up-to-date on all failed assessment attempts, this allows schools to keep parents up-to-date
- We must be informed if a student is given an extension to a deadline
- It is important to recognise the achievements of an individual or a group. Please complete the College Feedback Form (CFF) to nominate or advise of any award(s) a student is to receive

College Feedback Form (CFF)

BLOCK CAPITALS PLEASE

STUDENT NAME																				
SCHOOL																				
COLLEGE AND CAMPUS																				
COURSE																				

CONCERNS (Tick as many as appropriate)

- Attendance
- Timekeeping
- Attitude
- Behaviour
- Refusing ASN assistance
- Genuine difficulty in coping with course
- Merit
- Award
- Other

NON COMPLETION OF

- Homework
- Coursework (for example, Project)

PROGRESS CONCERNS

- At risk of failing course
- Deferred Assessment 1st 2nd 3rd Re-sit Date
(Tick appropriate attempt)

Lecturers Name Date

School Liaison to email CFF to school contact GCC/Vocational Co-ordinator/DYW Manager

VOCATIONAL CO-ORDINATOR (For use of Vocational Co-ordinator only)

Action taken

Name Date

SCHOOLS (For use of school only)

Action taken

Name Date

All schools **MUST** return to the Vocational Co-ordinator/DYW Manager

FOR USE OF COLLEGE

Is matter resolved Yes No
Date resolved

FOR USE OF VOCATIONAL OFFICE

Date received
Date of Action taken

Results Matrix Guidelines/Progress Reports

THIS SPREADSHEET SHOULD BE USED REGULARLY TO UPDATE STUDENT ACHIEVEMENTS AND RESULTS. IT SHOULD BE UPDATED AND EMAILED TO THE LOCAL AUTHORITY CONTACT BY THE DATES OUTLINED BELOW. THIS DOCUMENT SHOULD BE KEPT UP TO DATE FOR THE NEXT SUBMISSION.

PROGRESS AND ACHIEVEMENT RETURN DATES	27 November 2020	Progress 1 and results matrix
	19 March 2021	Progress 2 and results matrix
	7 May 2021	Final results

- The Results Matrix: **Please do not** leave a cell blank unless the unit has not commenced. **You must complete** every time you return the spreadsheet to the appropriate *Local authority contact. For the purpose of updating, it is recommended that the document is placed in a shared area where all lecturers have access to it, this means the Senior Lecturer will simply attach to an email and send

PLEASE KEY: 1 for a pass - 0 for a fail - WT for working towards - D for deferred

Failed Assessment Attempts: Please complete the College Feedback Form on Page 10 of the Regional Procedures and Policies handbook. Can you please return the form to the appropriate Local Authority contact within 5 days of the "failed" attempt, it has been agreed at the School/College Partnership Group that all lecturers do this - do not wait until the next update is due - do it immediately. As per school procedure parents must be informed of the failed attempt and if possible the resit date

- The Results Matrix: this should be completed by November and March along with the Progress Reports in November, March with final results in May.
- These documents will be merged into a school report for schools, parents and guardians

* Each authority to specify contact name and Local Authority.

APPENDIX 2

Progress Report

Forename	Surname	School	Period: August 2020 to November 2020				Period: December 2020 to March 2021							
			Achievement to Date	Strengths, Development and Needs	Next Steps	General Effort	General Behaviour	Achievement to Date	Strengths, Development and Needs	Next Steps	General Effort	General Behaviour		
Joe	Bloggs	Woodfarm High School												
Joe	Bloggs	Eastwood High School												
Joe	Bloggs	Woodfarm High School												
Joe	Bloggs	St Luke's High School												
Joe	Bloggs	Woodfarm High School												
Joe	Bloggs	Woodfarm High School												
Joe	Bloggs	St Ninian's High School												
Joe	Bloggs	Woodfarm High School												
Joe	Bloggs	Woodfarm High School												

Legend	
Very Good (VG)	Always makes a good attempt – Making very good progress – always brings equipment
Good (G)	Usually makes a good attempt – Making good progress
Satisfactory (S)	Making fair progress but capable of more – some improvement required
More effort (ME)	Making unsatisfactory progress – rarely makes a good attempt

SAMPLE

Notes

Notes

CITY OF GLASGOW
COLLEGE

GLASGOW CLYDE
COLLEGE

 Glasgow
Kelvin
College

WEST COLLEGE
SCOTLAND 

**GCU**
Glasgow Caledonian
University

University of 
Strathclyde
Glasgow

New College 
Lanarkshire


 **SLC** South
Lanarkshire
College
East Kilbride