

Vocational Enhancement Programme

Exemplar Service Level Agreement

Initial evaluation of the VEP has highlighted the value of service level agreements. They help ensure the smooth running of programmes by clarifying roles and responsibilities, and eliminate many causes of friction that can so easily mar relationships.

Whilst the content will depend on individual circumstances, it should be as comprehensive as possible and cover both arrangements and contingencies.

It is recommended that schools and colleges work together to prepare Service Level Agreements. To assist with this process, an exemplar SLA is provided below, for adaptation as necessary to reflect local circumstances.

The following is a list of good practice points to consider including when drawing up the SLA. It should include:

- A college/school calendar with details of commencement, termination, school and college closures. It should state clearly what will happen when college closures do not correspond with school closures.
- A requirement for the school to provide the college with provisional numbers as early as possible during the summer term.
- Details of a clearly defined curriculum to be followed by pupils.
- An agreed timetable.
- Details of any induction provided by the college, for example, informing pupils about the college's disciplinary procedures.
- Details of travel arrangements, including (a) who is responsible for arranging transport (b) arrival and departure times (c) what is to happen if transport is delayed. (See point 15 of the exemplar SLA)
- Supervisory arrangements for pupils whilst they are being educated at the college.
- A commitment by the school to provide, on request from the college, information about a pupil's prior educational attainment and relevant personal details, for example, if a pupil has a medical or behavioural condition which may affect his or her participation on a course.

- Pastoral care arrangements. Once pupils enter the college's precincts, they are the college's responsibility. The SLA should describe details of how young people are supported in a further education environment.
- Child protection arrangements. The legislation applies to all young people up to 18 years of age. A designated child protection officer should be named, and partner schools should satisfy themselves that they are content with the college's child protection arrangements. It may help to obtain permission, in writing, from parents for their sons/daughters to participate in all aspects of the VEP.
- Discipline arrangements. Pupils will normally be subject to the college's disciplinary procedures. It may be desirable to have an agreed disciplinary procedure to cover VEP students. It may also be helpful to agree standards of dress and behaviour e.g. the wearing of sectarian emblems etc. Include arrangements for disruptive pupils, including procedures relating to warnings and expulsion for gross misconduct.
- Arrangements for checking on, and exchanging information about, the attendance of pupils. The college's attitude to poor attendance should be made clear, and attendance checked at designated times throughout the day.
- Health and safety information. Describe procedures to ensure the risk of accident is minimised.
- Insurance arrangements. Both college and school will wish to satisfy themselves that the college's policy covers the relevant age range of pupils.
- Quality assurance arrangements. While all college courses are covered by the IQRS system of course evaluation, in some cases courses are taught in schools by lecturers and teachers. Clearly define who is responsible for quality assurance.
- Arrangements for providing feedback. Determine if the college is going to provide through its quality assurance system, reports on attendance, retention, qualifications achieved, and pupil satisfaction levels. It is usual for colleges to meet the requirements of school reports. If examinations are held in the school, and portfolios completed under its auspices, the college should be informed of the results and the progression routes of the pupils concerned.
- Contact details. College and school co-ordinators should be named.
- Information about the frequency, and possibly advance notice of dates, of meetings between college and school staff.
- Information about parents' evenings and open days.

- Procedures to deal with the cancellation of classes.
- Details of what will happen if pupil numbers fall below the class viability threshold.
- Details of any staff development required.
- Assessment arrangements – clearly establish responsibility for fees and charges associated with entry for examinations.
- Funding arrangements. There should be no misunderstanding as to what it will cost the school. This MUST be agreed well in advance of the commencement of the course. As incorporated colleges, it is worth including terms and conditions re invoicing, payment times etc.
- Information about how the college will encourage VEP students to feel an integral part of college life. This may involve pupils being given access to the college's intranet, and/or an area provided within the college's website which gives details pertinent to collaborative provision e.g. calendar, disciplinary procedures, meal times, facilities/resources available to pupils etc.
- Details of liaison with the designated Education and Library Board officer in the case of schools engaged in provision linked to the Key Stage 4 Flexibility initiative.

Vocational Enhancement Programme

Service Level Agreement 200*-200* Between

< Insert name of School >
and
< Insert name of Institute >

Author:	
Version:	
Date:	
Status:	
Issued to:	
Copied to:	

This Service Level Agreement is between <Insert name of school>, and <insert name of institute> and all parties agree to abide by the terms established within this document.

This Service Level Agreement details services provided for the Vocational Enhancement Programme that are currently being used in <insert NAME OF SCHOOL> and <insert NAME OF INSTITUTE> and is effective from <Insert date>.

Service Level Agreement Number: ABC123VEP*****

Issue Control

Each page of this document carries the document issue and page number. The document must always be re-issued as a whole.

Issue Number	Remarks	Author	Date

Signed:

Principal: <Insert name of Institute>

Date:

This agreement may be made with more than one school and additional partner schools should be added here.

Signed:

Director: <Insert name of School>

Date:

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Annex A School / Institute Contacts

Any other relevant associated documentation may become annexes of the SLA.

1. Purpose of Document

1.1. This document represents an agreement between the <Insert Institute> and the <Insert School>

1.2. The purpose of this agreement is to:

- Define the roles and responsibilities within the school and the Institute of Further Education.
- Define the pastoral care responsibilities for each of the parties
- Outline the funding arrangements
- Outline the curriculum parameters

This document should be read in conjunction with Circular []

2. Changes to the Service Level Agreement

2.1. Any changes to the Service Level Agreement for the delivery of VEP must be agreed by:

- The School
- The Institute

3. Terms and Conditions

3.1 Academic Calendar

The programme, which will commence in September 200*, will operate according to the Institute's academic calendar.

An agreed schedule of dates will be established in *****.

3.2 Funding

The Vocational Enhancement Programme will be financially supported by the Department for Employment and Learning and the Department of Education.

Funding will be as detailed in school / college Letter of Offer

Minimum number of pupils per class ****

Maximum number of pupils per class ****

Maximum number of weeks ****

Clarification of charging for exam fees

3.3 Curriculum

Institute:

A provisional timetable by the end of June 200*;

A final timetable by the second week of September 200*;

An induction programme for pupils; This should be incorporated in this document at Annex **

An agreed range of units at levels appropriate to the abilities of the individual pupils.

School:

Establish approximate number of pupils participating by March 200*;

Confirm these numbers by mid-September 20**;

Agree the specific units to be offered.

4. **Liaison**

Regular liaison (at least twice per year) will take place between the Institute and school personnel who have been designated as VEP staff, principally to review pupil progress and discuss other pertinent issues. Full staff name, job title, contact telephone number and email address to be supplied by both parties (See Annex A). Year 13 units will be moderated in November **, and Year 14 units in June.

Institute:

- Identify a member of their staff, with details, to act as link with the school;
- Provide a briefing for school link staff and classroom assistants on Institute rules, expected behaviour and disciplinary procedures.

Ensure that the lecturer(s) involved attend the school-Parental consultation evenings (usually one per year group per year) to report to, and discuss, student progress with parents.

School:

Identify a member of staff, with details, to act as a link to the Institute (See Annex A)

5. **Agreed Services/Resources**

Institute:

Will provide appropriate lecturing staff, learning materials, stationery, accommodation, and equipment;
Provide appropriate staff to cover for absent staff.

6. **Pastoral Care**

Institute:

Ensure that appropriate child protection and equality policies are provided and observed. Counselling and careers support will be provided as required.

School:

Obtain parental permission for their son/daughter to participate in all aspects of the programme. The school will be responsible to hold these parental permissions on file for inspection.

7. **Pupil Information**

School:

Provide relevant academic information including Individual Education Plans (IEPs) and KS4 results, as appropriate;

Provide relevant personal information if a pupil has a medical or behavioural need that may impact on their participation in the programme.

Institute

Identify and agree coherent progression routes to further and higher education, or to employment, for pupils.

8. Monitoring of attendance

Institute:

Check and record pupils' attendance on arrival at college;
Email attendance registers **at the end of each week**. (This will replace the signing of attendance cards).

School:

Notify Institute co-ordinator in advance of any pupil absences for other planned school activities.

Advise Institute of any discrepancies between agreed pupils in attendance and actual pupils attending, the appropriate party will take remedial action (See Annex *). It will be the schools responsibility to take any disciplinary action if the pupil fails to attend the Institute.

9. Disciplinary Procedures

Pupils will be subject to the Institute's disciplinary procedures whilst on Institute premises.

In addition, pupils will be subject to agreed requirements in terms of standards of dress and behaviour. A copy of the both school and Institute's disciplinary procedures should be incorporated into this document at Annex **.

Institute:

Notify the school and forward a copy of any warnings issued to pupils;
In the case of gross misconduct inform the school immediately.

School:

In the case of gross misconduct arrange for the pupil(s) involved to be collected immediately.

10. Pupil Supervision

Institute:

Provide supervision for pupils at all times while engaged in learning activities, and take responsibility for any incidents or unacceptable events that occur whilst the pupils are on Institute property.

11. Registration and Examinations

Institute

Act as assessment centre.

Assess and internally verify pupils' work.

Submit work to the validating body for moderation, as required.

12. Monitoring of achievement and feedback

Institute:

Provide DEL with statistics on pupil achievement via e-mail using the NICIS system.

13. Quality Assurance

Institute:

Carry out an annual IQRS Course Review & Evaluation focusing on:

- Attendance levels
- Achievement of target qualification/level(s)
- Pupil satisfaction (enjoyment, relevance etc)
- Lecturer/parent/teacher feedback

School:

Carry out an evaluation programme of the scheme, focussing on the following outcomes:

- Attendance levels
- Qualifications gained
- Pupil satisfaction
- Any other school comment

School and Institute will meet to discuss their respective evaluations and identify any issues that must be addressed.

14. Insurance

Institute:

Provide insurance for pupils whilst on Institute premises or undertaking any activities directly related to their programme of study.

15. Transport

School

It is the school's responsibility to co-ordinate transportation between school and college, or from school to school.

Annex A**Main Contacts**

Section 1.01 Title	Name	Email Address	Telephone Number
School Principal		name@address.com	00000000
Institute Director		name@address.com	00000000
Main School Contact (if different from above)		name@address.com	00000000
Secondary School Contact		name@address	00000000
Main Institute Contact (if different from above)		name@address.com	00000000
Secondary Institute Contact		name@address.com	00000000
Department for Employment and Learning.	Sarah Armstrong	sarah.armstrong@delni.gov.uk	02890 257497
Department of Education	Sybil Campbell	sybil.campbell@deni.gov.uk	02891 279539