



Southern Regional College (SRC) provides each school with a Service Level Agreement (SLA) which applies to the delivery in each academic year and details services provided for the Schools' Partnership Programme (SPP) that are currently being used in 25 schools and SRC. The SLA is effective from the beginning of September each year and parties agree to abide by the terms established within this document.

The purpose of this agreement is to:

- Define the roles and responsibilities within the School and the SRC;
- Set out the conditions to be met for both parties to commit to supporting the collaborative delivery of the Entitlement Framework;
- Define the pastoral care responsibilities for each of the parties;
- Detail the funding arrangements;
- Outline the curriculum parameters.

Shared Principles

Colleges have supported schools in meeting the Entitlement Framework policy objectives since its introduction in 2008 and a set of principles have been developed to guide college-school collaboration.

- We support the inclusion of appropriate professional and technical qualifications as part of the statutory curriculum entitlement;
- entitlement framework namely that all students have equal access to a minimum number of courses (KS4 – 21 and post 16 – 21)) with at least one-third being applied courses; and training and are best positioned to support delivery of the professional and technical provision offered by schools at KS4 and post 16;
- We celebrate diversity and as such we encourage and support the opportunity for young people from different backgrounds to be educated within colleges;
- We recognise that the area learning communities are best placed to plan long term curricular needs at a local level;
- Colleges are committed to the area learning communities as equal partners and not simply viewed as a provider under the current 'purchaser-provider' relationship;
- Colleges are committed to providing professional and technical solutions in the most effective and efficient manner including minimising the duplication of provision delivered within schools;
- Colleges believe that the benefits of professional and technical courses should be promoted by all schools to all students;
- Colleges are committed to working with schools to ensure that provision is progressively tailored to meet individual needs and to help develop the young person's strengths and talents to the fullest.

Curriculum

Schools are required to commit to an engagement with colleges over a period of a minimum of 2 years. Schools must provide assurances to colleges that they are committed to using their services over the long term and will not abuse the position afforded to them to introduce similar provision in-house. Schools should ensure that unit choice (at Level 3) is based on sound curricular reasons and not on convenience or available skillset of teachers in school.

Liaison

Regular meetings (once per term) will take place between the Head of External Engagement and School Principals or delegated authority to review progress and discuss other SPP management issues. Regular liaison (monthly) will take place between the SRC and the school representatives who have been designated as link 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.

Pastoral Care

Pastoral care comprises the range of support and services that are provided for pupils' emotional, psychological and spiritual wellbeing. Colleges have specialist services dedicated to the provision of this support however it is the School's primary responsibility as they are best placed to observe behaviour in the learning environment that might indicate that a student is in need of support.

Disciplinary Procedures

All SPP pupils will be subject to SRC's Disciplinary Policy while attending SRC for the lifetime of the SPP programme. The agreed disciplinary procedures reflect the unique relationship that exists between students, parents, school and college personnel.

Examination, Registrations and Reporting

Southern Regional College will:

- Assist schools with CCEA registration for Occupational Studies.
- Act as the assessment centre, where applicable.
- Assess and internally verify a pupil's work, where applicable.
- Submit work to the validating body for moderation, where applicable.
- Provide confidential reports on individual pupil progress as requested by the school.

The School will:

- Register pupils for Occupational Studies as required by CCEA.
- Provide the SRC with details of pupil achievement and progression in Occupational Studies following external moderation.

Quality Assurance

Southern Regional College will:

- Carry out an annual Course Review & Evaluation focussing on:
 - Attendance levels;
 - Achievement of target qualification/level(s);
 - Pupil satisfaction (pupil surveys once per term);
 - Lecturer/parent/teacher feedback;
 - Quality of teaching and learning;
 - Quality of leadership and management.

The School will:

- Contribute to the evaluation of the programme, focussing on the following outcomes:

- Attendance levels;
- Qualifications gained;
- Pupil satisfaction;
- Lecturer/parent/teacher feedback;
- Quality of teaching and learning;
- Quality of leadership and management;
- Any other school comments .