

# Education, Children and Families Committee

10am, Tuesday, 6 October 2015

## Partnership work between the City of Edinburgh Council and Edinburgh College

Item number 7.2  
Report number  
Executive/routine  
Wards

### Executive summary

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This report provides an overview of partnership working between the City of Edinburgh Council and Edinburgh College through the Schools College Partnership programme.

The report also provides an overview of South East Scotland Academies Partnership programme developed by Edinburgh College, Queen Margaret University, the City of Edinburgh Council, East Lothian Council, Midlothian Council and Borders Council.

### Links

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Coalition pledges [P5](#)  
Council outcomes [CO2](#)  
Single Outcome Agreement [SO3](#)

## Partnership work between the City of Edinburgh Council and Edinburgh College

### Recommendations

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- 1.1 To note the School College Partnership at Annex 1.
- 1.2 That future Service Level Agreements between the City of Edinburgh Council and Edinburgh College and the South East Scotland Academies Partnership programme continue to ensure that they broaden and enrich the senior phase of education for pupils in Edinburgh schools.

### Background

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- 2.1 Previously there were three separate colleges in Edinburgh: Stevenson College, Telford College and Jewel and Esk College. The partnership between the City of Edinburgh Council and the three colleges was managed through a Service Level Agreement which was developed and monitored through the Schools College Partnership Group. In 2010 these colleges merged and created Edinburgh College which now covers four campuses: Sighthill campus (previously Stevenson College), Granton campus (previously Telford College), Milton Road and Midlothian Campuses (previously Jewel and Esk College) . This report will detail current partnership working between the City of Edinburgh Council (CEC) and the amalgamated Edinburgh College (EC).
- 2.2 There are two key partnerships which involve schools and colleges:
  - The School College Partnership (SCP), defined in the Service Level Agreement, (Appendix A);
  - The South East Scotland Academies' Partnership (SESAP).

### Main report

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- 3.1 Funding for School College Partnership is paid to Edinburgh College by the Scottish Funding Council and is calculated as the Student Unit of Measurements (SUMS) per SCP pupil according to subject and level of study.
- 3.2 Governance of the SCP is through the Senior Phase Strategic Group. This is a multi agency group comprising representatives from; CEC's Quality Improvement Team, Head Teachers and Community Learning and

Development; Edinburgh University and Queen Margaret University. This group, which was set up in March 2015, will monitor and endorse future Service Level Agreements between the CEC and EC.

- 3.3 SCP courses form one of the column choices for pupils in their senior phase of learning. Courses are a mixture of vocational and academic and range from National level 2 to Advanced Higher. Teaching takes place on Tuesday and Thursday afternoons at one of the college campuses. There are a large number of courses and opportunities offered under this partnership and last session (2014/15) 289 Edinburgh pupils took part in SCP courses. This session approximately 500 pupils have enrolled on SCP courses.
- 3.4 SCP costs relating to travel to college campuses and Personal Protective Equipment (PPE) are paid by schools with no cost to participating pupils.
- 3.5 PPE is the cost of specialist equipment required by pupils to take part in particular courses. For example; boots with steel toecaps for Construction courses, scissors and a makeup box for Hair and Beauty courses. To create parity between courses, the PPE charge is averaged out across all courses with a PPE requirement and is approximately £60 per SCP pupil.
- 3.6 SCP offers the opportunity for bespoke courses delivered in a school by college lecturers. These are negotiated individually by schools with EC SCP coordinators.
- 3.7 SCP ran a “Meaningful May” programme of college tasters for those pupils who were not taking external examinations and therefore did not have school exam leave in May 2015. The programme ran throughout the four weeks of the National SQA Examination diet and there were 300 taster opportunities for pupils in Edinburgh and the Lothians. Overall the programme was not well attended and is therefore unlikely to continue in this format. Discussions will be held with EC to examine what they could offer for these pupils which would augment the May programmes schools develop.
- 3.8 SCP launched the pilot Science, Technology, Engineering and Maths (STEM) Academy in August 2015. This academy currently focuses on two strands:
  - 3.8.1 Engineering and Science (SCQF levels 4-7), developed in partnership with EC, Napier University and industry representatives. This academy is open to S4 to S6 pupils with clear learning pathways, progression and relevant exit qualifications. The STEM Academy offers good preparation for Modern Apprenticeships and articulates well with further and higher education opportunities.
  - 3.8.2 Pathways Foundation Apprenticeship in Financial Services (SCQF level 6) for S5 and S6 pupils. This course has been developed alongside industry providers and there is provision for post school learning in a related industry which will allow participants to take a level 2 Scottish Vocational Qualification. This pathway articulates well with the Modern

Apprenticeship programme and further and higher education opportunities.

- 3.9 The SESAP programme is funded by the Scottish Funding Council with a three year grant of £4.6 million of which £34,000 per year is given to CEC. This money is used to pay transport costs for participating pupils and staff costs for teaching out with school hours, for example a Maths for Science course.

The grant covers academic sessions 2013/14, 2014/15 and 2015/16.

- 3.10 The SESAP Academies programme is governed through the SESAP Steering Group. This group is a multi agency group which comprises representatives from; Queen Margaret University, EC, CEC, East Lothian, Mid Lothian and Borders councils.
- 3.11 SESAP academies form one of the column choices for pupils in their senior phase of learning. SESAP comprises National Certificate (NC) and Higher National Certificate (HNC) qualifications. Teaching takes place at EC or Queen Margaret University (QMU) on Tuesday, Thursday and some Friday afternoons. There are currently 125 Edinburgh pupils taking part in these academies
- 3.12 The NC level Health and Social Care Academy was developed in partnership with NHS Lothian, CEC Social Care, EC and CEC Quality Improvement staff.
- 3.13 This academy comprises three single years of certificated study from SCQF level 4 to SCQF level 6 for S4 to S6 pupils. Participants can complete one, two or three years and entry is decided by ability level and employment aspirations
- 3.14 The HNC Academies comprise:
- Creative Industries;
  - Hospitality and Tourism;
  - Food Science and Nutrition.
- 3.15 The HNC academies are two year SCQF level 7 courses for S5 and S6 pupils. Successful completion of a HNC will enable pupils to move directly onto year two of a linked degree course at QMU.
- 3.16 In conclusion, the strategic partnerships between CEC and EC, through SCP and SESAP, have enabled the creation of a variety of blended learning opportunities in the senior phase which form part of the normal course choice in all schools. Blended learning opportunities take place in; school, college, university or industry and all are linked to clear learning pathways. Schools have used these opportunities to create a more flexible senior phase which addresses the needs of their learners. It is important that this strategic partnership continues to develop, for the benefit of our schools and in a way which enables us to continue to address both national and local priorities.

## Measures of success

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- 4.1 The number of pupils participating in SCP and SESAP courses.
- 4.2 The number of STEM and SESAP academy pupils progressing onto degree programmes.

## Financial impact

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- 5.1 There are no financial impacts arising directly from this report.

## Risk, policy, compliance and governance impact

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- 6.1 There are no risks identified in this report.

## Equalities impact

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- 7.1 There are no negative impacts arising from this work.

## Sustainability impact

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- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity.

## Consultation and engagement

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## Background reading/external references

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## Links

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|---------------------------------|---|
| <b>Coalition pledges</b>        | P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum       |
| <b>Council outcomes</b>         | CO2 – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities |
| <b>Single Outcome Agreement</b> | SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential  |
| <b>Appendices</b>               | Appendix 1 – Service Level Agreement between the City of Edinburgh Council and Edinburgh College  |



**Service Level Agreement**

between

**City of Edinburgh Council**

and

**Edinburgh College**

for the

Provision of Educational Services to School Pupils

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## 1. Agreement Overview

This Agreement represents a Service Level Agreement (SLA) between the City of Edinburgh Council; Schools and Communities (CEC) and Edinburgh College (EC) for the provision of educational services to school pupils.

This Agreement remains valid until superseded by a revised Agreement mutually agreed by CEC and EC (the Partners).

## 2. Aim

The aim of the SLA is to broaden and enrich the senior phase of education in Edinburgh through partnership working to:

- create excellent learning opportunities for school pupils,
- ensure the activity is closely aligned to the skills and demands of the workplace
- reflect the recommendations of Developing Scotland's Young Workforce.

## 3. Partnership

There are two key partnerships between CEC and EC:

### **a) The School College Partnership (SCP)**

### **b) The South East Scotland Academies' Partnership (SESAP).**

#### **a) SCP**

There are a large number of courses and opportunities offered under this partnership both vocational and academic. SCP courses form one of the column choices for pupils in their senior phase of learning and teaching takes place on Tuesday and Thursday afternoons usually at EC.

SCP offers the opportunity for bespoke courses delivered in school by college lecturers. These are negotiated individually by schools with the College SCP Manager.

In August 2015 SCP is launching the Science, Technology, Engineering and Maths (STEM) Academy, developed in partnership with Napier University and industry representatives. The STEM academy will focus on two strands:

- **Engineering and Science:** This academy is for S4 to S6 pupils and there are clear learning pathways, progression and relevant exit qualifications from National 4 to Higher National Certificate (HNC) level. The academy offers good preparation for progression into Modern Apprenticeships.

- Pathways Foundation Apprenticeship in Financial Services (Higher level) for S5 and S6 pupils. This course has been developed alongside industry providers and there is provision for post school work placements which will allow participants to gain a SVQ qualification at level 3.

## **b) SESAP**

- The SESAP Academies programme is governed through the SESAP Steering Group. This group is a multi agency group which comprises representatives from: Queen Margaret University (QMU), EC, CEC, East Lothian Council, Mid Lothian Council and Borders Council.
- SESAP academies form one of the column choices for S5 pupils in their senior phase of learning and teaching takes place at EC or QMU on Tuesday, Thursday and some Friday afternoons.
- The SESAP HNC Academies comprise:
  - Creative Industries
  - Hospitality and Tourism
  - Food Science and Nutrition.

Successful completion of a HNC will enable pupils to move directly onto year two of a linked degree course at QMU or a relevant course at EC.

- The SESAP National Certificate (NC) Academy comprises:
  - Health and Social Care
- This academy was developed in partnership with NHS Lothian, CEC Social Care and EC.
- The academy comprises three single years of certificated study from National 4 to Higher level. Pupils in S4-6 can take part in one, two or three years and entry is defined by ability level and employment aspirations. There are good progression opportunities into training, education or employment.

## **4. Outcomes and Impact**

- Progression within the senior phase of learning
- Opportunities to enrich the learning experience
- Strong links to vocational opportunities
- Increased awareness of opportunities within further and higher education and employment
- Opportunities for school pupils to continue to develop the four contexts of learning, to enable them to become:
  - Successful learners
  - Confident individuals

- Effective contributors
- Responsible citizens

## **5. Governance and Responsibilities**

The governance of the SLA will be through the Senior Phase Strategic Group (SPSG) which meets tri-annually. This is a multi agency group comprising representatives from: CEC, Schools, EC, QMU and Napier University

The SPG will be responsible for the strategic direction of the SLA, the quality of opportunities available to school pupils; ensuring outcomes are achieved in line with government priorities.

### **Partnership Delivery Group (PDG)**

The PDG will meet twice yearly to look at provision and facilitation of joint curriculum planning and will include:

- Senior Development Officer, CfE, CEC
- Head of Centre, College Community, EC

The PDG will report directly to the SPSG.

### **Schools**

Individual schools are responsible for:

- Transport, including the risk assessment for transportation, to and from college
- Identifying appropriate pupils to participate in college provision
- Assist with the application process
- Meeting the Personal Protective Equipment (“PPE”) costs as agreed by the partnership
- The school pupils while they attend college
- Providing induction to college staff when provision is delivered in school
- Advising college of school leavers and course withdrawals
- Ensuring there are adequate arrangements in place to support school pupils including the deployment of a learning assistant with pupils who have additional support needs

## Edinburgh College

EC is responsible for:

- Delivery of learning experiences and opportunities to meet the agreed outcomes
- Pupil selection and application process
- Providing information to help inform post 16 choices
- Providing attendance returns to individual schools
- Issuing timely course information and programmes to schools
- Provide SPG with information and statistics on:
  - Results
  - Attendance
  - Number of courses
  - Subject areas
  
- Offer an induction programme and Pupil Contract Agreement to all school pupils
- Report any breaches of discipline to individual schools for action
- Ensuring relevant policies and procedures are adhered to, including Health & Safety and RIDDOR
- Ensuring that appropriate safeguarding arrangements are in place
- Advising the individual schools no later than 20 September in any given year if a course is not viable due to low numbers
- Supporting individual schools to promote the partnership by participating in events in schools as appropriate
- Providing a calendar of events for schools showing:
  - Application dates – SCP and post school
  - Prospectus/web applications live data

## 6. Protection of Vulnerable Groups (PVG) Scheme and Child Protection

College staff will be PVG registered. College staff will operate appropriate child protection practices on and off college campuses.

## 7. Risk Assessment

The college undertakes risk assessment in accordance with Health and Safety requirements.

## **8. Liability Insurance**

At the date of this agreement the college maintains insurance against public and employers' liability.

## **9. Review**

This Agreement should be reviewed annually by the SPSG.

## **10. Complaints**

Any complaints should be made via the individual school and these should be taken up with the Curriculum Manager, Schools and Young People, EC.

This Agreement is signed as follows:

For **City of Edinburgh Council**

Name \_\_\_\_\_

Signature \_\_\_\_\_ date \_\_\_\_\_

Title \_\_\_\_\_

For **Edinburgh College**

Name \_\_\_\_\_

Signature \_\_\_\_\_ date \_\_\_\_\_

Title \_\_\_\_\_