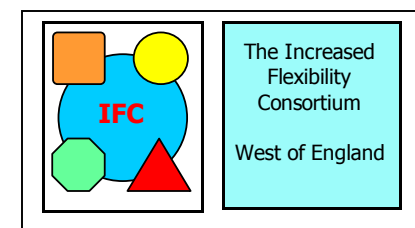


Ensuring Quality provision for Young People who are Learning in Two Organisations

An audit for schools and colleges

Devised and developed by a Bristol Development Group as part of the work of the Increased Flexibility Consortium



| | |
|--------------------------------|-----------------|
| Organisation completing audit: | Date completed: |
|--------------------------------|-----------------|

Indicate how far you have progressed in meeting each quality standard on a scale of 1-5. (1 = not started yet, 5 = in place and effective)

1. BEFORE

| | A young person should | The school should | 1-5 | The college/ training supplier should | 1-5 | Available resources |
|---|---|--|-----|--|-----|--|
| a | Know what opportunities are available; progression routes, course requirements, how to access the available opportunities, how decisions made will affect school-work, etc. | Have in place a planned process to identify pupils who will benefit from learning in two places. | | Provide clear information for schools and pupils to show the range of options available, progression routes, costs, equipment required, etc. This could be through: a 14-16 prospectus, open evenings, course leaflets, etc. | | Bristol: Connexions directory of alternative provision update South Glouc: Directory of Flexible Learning Opportunities College Resources? |
| | | Have a clear management structure in place (that includes a senior manager) of those responsible for students learning in two organizations (potential link with Extended WEX too) | | | | |
| | | Gather information on the available options in the local area. | | Ensure those who will be working with 14 – 16 year olds are able to meet the learning, behaviour and social needs of this group of students e.g. a staff handbook | | |
| | | Identify appropriate opportunities to meet the needs of identified students | | | | |
| | | Plan how the identified opportunities can be accessed in the context of timetabling and staffing constraints | | | | |
| | Plan how the school programme will be managed for individuals working across two organisations | | | | | |

| | A young person should | The school should | 1-5 | The college/ training supplier should | 1-5 | Available resources |
|---|---|---|------------|--|------------|--|
| | | Provide information to pupils and parents | | | | Up to 3 funded places are available in South Glouc through the Flexible Learning Opportunities Directory |
| | | Resolve funding issues related to student's placement at host organisation | | | | |
| b | Have the opportunity to find out about the off site organisation e.g. environment, expectations, course requirements, travel, etc | Plan a process that offers pupils an opportunity to experience the host organisation | | Provide opportunities for young people, parents, schoolteachers to find out about the environment, expectations, requirements of the host organisation. E.g.: Through Open Evenings/Days, Taster sessions, Introductory sessions, Guided tours, etc. | | |
| c | Know how the available options relate to career plans | Plan a process that offers pupils an opportunity to receive careers guidance to ensure the best match is made between the pupil and the learning opportunity. | | Provide clear information to schools so that they can provide appropriate careers guidance for students Progression opportunities | | |
| d | Make an informed decision about the most appropriate off site opportunity that will meet their career and learning needs. | Provide final guidance opportunity to ensure appropriate choices are made | | Establish an application and acceptance process. | | Bristol and Filton College have parallel dates for looking at the application from the FLO Directory |
| | | Plan a process to involve parents/carers in all parts of the decision making process | | Ensure schools and pupils are fully informed of the application and acceptance procedure | | |
| | | Support pupil in completing the application process | | | | |

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|----|--|---|------------|--|------------|--|
| e | Have long-term and short-term goals for their learning programme | Plan a process to construct plans for each young person working across two organizations. | | Work with school to construct an individual action plan | | Young People Learning in two organisation – Record of Progress |
| | | With pupils and parents/carers, devise a plan to show how the placement will contribute to career plans and other learning goals and set long term and short term targets | | Ensure action plan is understood and agreed by relevant staff (relevant form) | | |
| | | Ensure the learning plan is communicated and incorporated into the school learning process | | | | |
| | | Ensure the host organisation has a copy of the action plan and any information about the student | | | | |
| f. | Be safe within the host organization | Ensure all Health and Safety requirements are in place within the host organisation, including use of equipment and machinery, Child Protection, etc. | | Ensure all Health and Safety requirements are in place including use of equipment and machinery, Child Protection, etc | | |
| | | | | Ensure staff are aware of all Health and Safety and Child Protection issues | | |

| | A young person should | The school should | 1-5 | The college/ training supplier should | 1-5 | Available resources |
|---|---|--|------------|---|------------|---|
| g | Have information about course dates, travel arrangements, lunch arrangements, start times specialist equipment required, etc. | <p>Make arrangements for travel arrangements, Free School Meals, specialist clothing, equipment, etc.</p> <p>Ensure the student is fully aware of the expectations of the college environment</p> | | Provide clear information on lunch arrangements, start and end times, specialist clothing, expected behaviour, sanctions process, expulsion process, cost implications of expulsion, etc. This might be supported by a pre-induction opportunity at the host organisation | | |
| h | Understand the process of communication, tutoring and reporting between the two organisations. | <p>Identify a mentor for each pupil to ensure learning is managed over time, offer support, etc.</p> <p>Agree a method of regular communication with host organisation</p> <p>Agree reporting cycle with host organisation.</p> <p>Ensure host organization is aware of the implications of inspection, exam results, etc.</p> | | <p>Identify a mentor for each pupil to ensure learning is managed over time, offer support, etc.</p> <p>Agree a method of regular communication with school</p> <p>Agree reporting cycle with school</p> <p>Ensure that staff are fully informed and aware of their role in school inspections, league tables, etc.</p> | | Young People Learning in two organisations – Record of Progress |

2. DURING

| | A young person should: | The school should | 1-5 | The college/ training supplier should | 1-5 | Available resources |
|---|---|---|------------|---|------------|---|
| a | Turn up on time with the correct equipment, as required | Reinforce host organisation's requirements and support pupil in meeting them | | Provide checklist of course requirements | | Skills Passport for Young People in first two weeks at a new organisation |
| | | | | Communicate problems to school immediately | | |
| b | Maintain attendance, punctuality and appropriate attitude over time, in line with organisational requirements | Ensure mentor meets regularly with the student to offer support, solve problems, monitor learning, etc. | | Ensure mentor meets regularly with the student to offer support, solve problems, monitor learning, etc. | | Skills Passport for Young People in first term at a new organisation |
| | | | | Record attendance, punctuality, behaviour, etc. and report to school, as agreed | | |
| | | Recognise and reward a student's ability to observe and maintain attendance, punctuality and appropriate attitude, in line with organisational requirements | | Recognise and reward a student's ability to observe and maintain attendance, punctuality and appropriate attitude, in line with organisational requirements | | |
| c | Complete course work requirements at both school and off site organisation | Ensure that curriculum enables the pupil to meet course work requirements of both organisations. | | Provide support to enable pupil to keep up with course work requirements | | |
| | | Provide support to enable pupil to keep up with course work requirements | | Ensure school staff are fully aware of the course requirements, need for homework, etc. | | |
| | | Ensure school staff are fully aware of the course requirements, need for homework, etc. | | | | |

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|---|---|--|------------|--|------------|--|
| d | Be able to reflect on the benefits of their school and off site experience | Ensure mentor meets regularly with the student to offer opportunity for review and reflection | | Ensure mentor meets regularly with the student to offer opportunity for review and reflection | | |
| | | Ensure successes at host organisation are recognized, recorded and celebrated at school | | Provide on-going information on learning and skills development for the student and the school | | |
| | | | | Ensure successes are recognized, recorded and celebrated | | |
| e | Be aware of and reflect on reports from school and off site organisation | Ensure student and parent/carer see reports from host organisation and comment on contents | | Provide reports for school, as agreed | | Young People Learning in two organisation – Record of Progress |
| | | Ensure reports are used to inform usual school reporting processes, including academic monitoring | | | | |
| f | Regularly review progress in working towards long-term and short term goals and confirm understanding of expected learning outcomes and possible progression routes | Plan a process of review that will enable, pupil, parent/carer, school and college mentor's to review progress and reiterate expected learning outcomes and progression routes. Adjust as appropriate. | | Contribute to a process of review that will enable, pupil, parent/carer, school and college mentor's to review progress and reiterate expected learning outcomes and progression routes. Adjust as appropriate | | Young People Learning in two organisation – Record of Progress |

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|--|--|--|------------|--|------------|----------------------------|
| Begin to plan for next step decisions – start again at 1a | | | | | | |
| g | Achieve course outcomes at both school and host organisation | Ensure student's success recognized, recorded and celebrated | | Ensure student's success recognized, recorded and celebrated | | |

3: AFTER

| | A young person should | The school should | 1-5 | The college/ training supplier should | 1-5 | Available resources |
|---|--|---|------------|---|------------|----------------------------|
| a | Have an appropriate next step placement that meets with career plan and learning/training needs. | Evaluate the off site experience and action plan for continuous improvement | | Evaluate the experience and action plan for continuous improvement. | | |
| | Have an opportunity to contribute to the evaluation of the off site opportunity | | | | | |

Resources available from:

- ❑ Skills Passport first two weeks and first term – Sue Lewis, Connexions. 0117 9074 419 and on Increased Flexibility Website on Virtual Campus (to receive your password contact Sue Lewis)
- ❑ Young People Learning in two organisations – Record of Progress – Sue Lewis, Connexions. 0117 9074 419 and on Increased Flexibility Website on Virtual Campus (to receive your password contact Sue Lewis)
- ❑ Connexions directory of alternative provision - update – database – Jo Adlam
- ❑ South Gloucestershire – Directory of Flexible Learning Opportunities – Rusty Ansell