

DEVELOPING SCOTLAND'S YOUNG WORKFORCE

1.0 EXECUTIVE SUMMARY

- 1.1 The main purpose of this report is to give an overview of the Scottish Government Youth Employment Strategy 'Developing the Young Workforce' which was launched in December 2014; and detail Argyll and Bute's response to the recommendations outlined in the Commission for Developing Scotland's Young Workforce, the paper upon which the strategy is based.
- 1.2 Scotland's young people are our future workforce: investing in them is key to their own success and to Scotland's economic prosperity. The Youth Employment Strategy aims to reduce youth unemployment by 40% from 2014 levels (18.8%¹) by 2021.
- 1.3 Argyll and Bute Council (ABC), key partner agencies - including Argyll College University of Highlands and Islands (ACUHI), Skills Development Scotland (SDS) third sector organisations and local employers have key roles to play in Developing Argyll and Bute's Young Workforce and supporting the delivery of the 39 recommendations.

The unifying purpose of the recommendations is to increase the rate of youth employment, with better qualified young people, who are better prepared to succeed in the modern labour market; and to encourage more employers to offer work experience opportunities and to recruit young people direct from education.

- 1.4 Specific funding has been given to key organisations and local authorities to help support the delivery of these recommendations. Argyll and Bute Council was specifically awarded £137,000 in March 2015 for 2014/2015 and a further tranche of funding for session 2015/16 is due to be announced shortly. In addition, ABC has a specific Youth Employment Opportunities Fund which supports the recommendations outlined in the DYW strategy.

2.0 RECOMMENDATIONS

It is recommended that the Community Services Committee:

- Note the Scottish Government Youth Employment Strategy and support Argyll and Bute's proposed approach to Developing the Young Workforce locally;
- Endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support our vulnerable young people to access and sustain positive destinations;
- Continue to support work placements within Argyll and Bute Council and the ABC Modern Apprenticeship programme, and

¹ Source: Labour Force Survey Jan – Mar 2014, ONS (not seasonally adjusted)

- Support the setting up of an Argyll and Bute Invest in Young People Group.

Developing Scotland's Young Workforce

3.0 INTRODUCTION

3.1 The Commission for Developing Scotland's Young Workforce (CDSYW), chaired by Sir Ian Wood, was set up in January 2013 and produced a report in June 2014 with 39 recommendations (Appendix 1) covering education and training, involvement of employers and advancing equalities. The CDSYW recommendations builds on Scottish Government's reforms including implementation of Curriculum for Excellence, college regionalisation and the growth of Modern Apprenticeships.

3.2 On 15th December 2014 the Scottish Government published a 7 year Youth Employment Strategy – Developing the Young Workforce (DYW) based on taking forward the CDSYW recommendations. This included a joint Scottish Government/Local Government Implementation Plan. The plan will be managed through a National Advisory Group, established by Scottish Government who will provide guidance to a Programme Board and 5 Change Theme (CT) Groups consisting of:

- CT1: **Schools** (A school curriculum that is industry focused and influenced);
- CT2: **School/College** (Clearer vocational pathways commencing in the senior phase);
- CT3: **College** (A system fully focused on employability responding to industry needs of secondary education (s4));
- CT4: **Apprenticeships**, and
- CT5: **Employers** (Invest in Youth)

3.3 The DYW Youth Employment Strategy contains 11 key performance indicators with the ultimate aim of reducing youth unemployment by 40% by 2021, including:

- Increasing uptake of work related learning/qualifications in the senior phase;
- Careers Guidance introduced in the broad general education (BGE);
- New standards for work experience;
- A new pre apprenticeship pilot to help those furthest from the labour market, and
- All secondary schools to have active partnerships with employers by 2018/19.

4.0 RECOMMENDATIONS

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- Endorse and support the continued utilisation of the Youth Employment Opportunities Fund to support our vulnerable young people to access and sustain positive destinations;
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- Support the setting up of an Argyll and Bute Invest in Young People Group.

5.0 DETAIL

5.1 Developing the Young Workforce is inextricably linked with the Argyll and Bute Community Planning Partnership’s Single Outcome Agreement. Notably:

- Outcome 1: The economy is diverse and thriving, and
- Outcome 3: Education, skills and training maximises opportunities for all.

Both of these outcomes have identified actions which will address a number of the key recommendations. Actions are reflected in a number of ABC plans including:

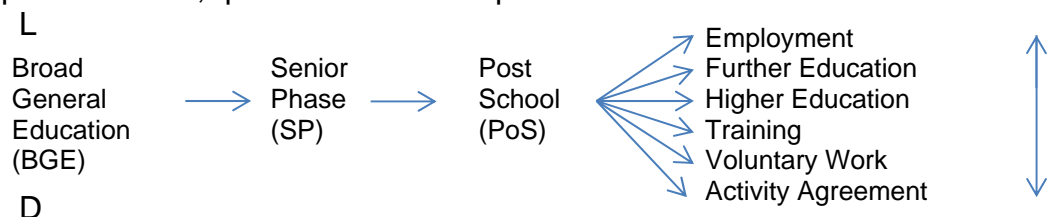
- Community Services: Education;
- Community Services: Community Learning and Development – Youth Services; Integrated Children and Young People;
- Corporate Parenting Board Strategy, and
- Economic Development.

5.2 The recommendations from the CDSYW that ABC will support during 2015/16 are outlined in Appendix 2: Developing Argyll and Bute’s Young Workforce – ABC Community Services Action Plan. Key aspects of which are outlined in the table below:

Recommendation	Key Actions
R1: Senior Phase pathways that allow young people to acquire industry relevant qualifications	ABC Community Services: Education and Argyll College UHI are developing Foundation Apprenticeship programmes in Engineering and Social Care with support from local employers. These will be piloted during academic session 2015/16.
Curriculum for Excellence R2: Ensuring all young people are able to access appropriate careers information, advice and guidance .	Developing appropriate partnership working with Skills Development Scotland (SDS) to ensure all pupils from S3 and above have had career education inputs covering Career Management Skills; Local Labour Market Information and are registered on SDS’s website - My

R2: Preparing all children and young people for employment through the development of skills for learning, life and work opportunities within	World of Work. All pupils from S3 onwards are able to access a careers guidance interview at a time that meets their career planning needs. ABC Skills framework covering 40 agreed skills for learning, life and work has been shared with all education establishments, schools are currently developing a cluster approach as to how these skills will be delivered and recorded.
R3: Development of a work experience standard.	ABC (Education, Health and Safety and Human Resources) in working with Education Scotland and local employers to contribute to the development of the national standard based upon our experience of developing Work Based Vocational Learning procedures matched to a variety of placement experiences. These include extended work placements and placements for pupils with Additional Support Needs (ASN).
R12: A focus on Science, Technology, Engineering and Maths (STEM) subjects.	Building upon and sharing good practice, particularly across primary schools.
R13: Support for young people at risk of disengaging from education and entering a negative destination post school.	Use of Flexible Learning Plans (FLPs) for senior phase pupils identified through the Risk Matrix as being disengaged – an individual timetable is developed based upon young person's career ideas and includes a relevant work placement for 2 half day sessions per week or an extended time at college pursuing an appropriate qualification. Pupil's attendance, engagement and achievement is monitored and tracked by relevant guidance staff. Use of FLPs for LAC young people in their senior phase to allow these young people to access additional courses to enhance their skills for learning, life and work. Sharing and building upon good practice such as the Exite programme at Dunoon Grammar School.
R26-39: The equalities agenda to ensure that all children and young people can access appropriate vocational pathways regardless of gender, ethnicity or disability.	Developing a summer internship programme for LAC young people. Developing supported transition learning pathways from Activity Agreement through Employability Fund Stages 2/3 and on to Modern Apprenticeship or further education.

5.3 Key to delivering the headline target of reducing youth unemployment levels is ensuring children and young people make positive progress on their learning journey and are able to access appropriate pathways that meet their individual needs. The Broad General Education (BGE), Senior Phase (SP) and post school opportunities form the learners journey by providing relevant and appropriate courses, qualifications and experiences.



Learning pathways support DYW by:

- mapping courses/qualifications that help achieve personal objectives;

- delivering skills and knowledge;
- creating opportunities for new interests and changes of direction;
- improving employment prospects, and
- enriching learners' lives.

Examples are shown in the table below:

Broad General Education	Senior Phase	Post School
<p>Use Risk Matrix to identify pupils at risk of disengaging.</p> <p>S4W taster sessions available in S3.</p> <p>Curriculum Design – adaptations to suit local needs, personalisation and choice.</p>	<p>Use Risk Matrix to identify pupils at risk of disengaging.</p> <p>Work Placements.</p> <p>Flexible Learning Plans.</p> <p>Development of S4W and wider achievement qualifications to compliment traditional curriculum – using support of ACUHI, CLD and other partners to help deliver.</p> <p>Development of S6 UHI/YASS qualifications for more academically able.</p> <p>Traditional qualifications and their value (SCQF tariff score etc).</p>	<p>Traditional positive destinations include HE, FE, Employment, MA.</p> <p>Other young people access Training through Skills Pipeline – Stage 2/3 or Activity Agreements (dependent upon their level of need).</p> <p>Corporate Parenting support offered through summer internship scheme for LAC.</p>

- 5.4 ABC's key partner agency for delivering learning pathways is Argyll College UHI (ACUHI). The authority has a school/college partnership agreement (Appendix 3) with the college that covers Skills for Work, Higher and degree level qualifications. Argyll College UHI spent approximately £500,000 on school/college partnership working with Argyll and Bute secondary schools during session 2013/14. For the same period ABC spent £25,000 covering the transport and Personal Protective Equipment costs. Costs vary dependent upon pupil numbers, courses on offer and the location from which courses are delivered across the local authority area.

During session 2014/15 Argyll College UHI offered 17 different Skills for Work courses to 9 Argyll & Bute Council secondary schools, giving 382 pupils the opportunity to study practical vocational opportunities. As of academic session

2015/16 the partnership agreement will be extended to include Hermitage Academy senior phase pupils.

Argyll & Bute Council and ACUHI are currently researching how the school/college partnership can be further developed to support the delivery of Foundation Apprenticeships to pupils in the senior phase.

- 5.5 The Cabinet Secretary for Fair Work, Skills and Training allocated £6.5m from the SG Developing Young Workforce Funding for 2014/15 to local government on the 17th December 2014. This funding was to be used to:
- develop vocational pathways into work for young people;
 - strengthen links between schools and employers;
 - review work experience to make it more relevant, and
 - improve opportunities for training in STEM subjects – science, technology, engineering and maths.

The distribution to local government was released on 3rd March 2015 with permission to carry forward to session 15/16 due to the lateness in intimating the level of award. Further funding for 2015/16 will be announced in due course.

- 5.6 The Scottish Government Developing Young Workforce budget contains a number of other funding streams that organisations such as SDS, local colleges and the third sector can access to support their delivery of the recommendations. For example Argyll and Bute may choose to apply for further funding to allow the setting up of a local Invest in Young People group.
- 5.7 In recognition of the allocation timescales Argyll and Bute Council agreed an earmarked reserve to support vulnerable young people to access summer internship and work placement opportunities in a variety of departments. The majority of this reserve has been held pending the outcome of the CDSYW review and clarification on Scottish Government funding. Further progression for our young people may be available through accessing modern apprenticeship opportunities that are currently being developed by ABC Human Resources and key departments.

- 5.8 The total funding available to support delivery of the DYW recommendations during session 2015/16 is outlined in the table below:

	£
SG DYW 2014/15	137,000
SG DYW 2015/16	tbc
ABC Youth Employment Opportunity Fund	150,000
TOTAL	287,000

The proposed DYW spend, in response to the recommendations are outlined in the table below:

AREA²	ACTIVITY	£
BGE/SP/ EQ	Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people – letters, presentations and workshops delivered by key agencies.	5,000
SP/EQ	Promotion of Learner Pathways to parents, pupils and teachers.	
BGE/EQ	Development of Interdisciplinary programme that reflects the world of work and skills for learning, life and work.	2,000
BGE/EQ	Developing BGE approach to DYW to support children in primary schools who are disengaged from their learning.	13,000
SP/EQ	Work Experience Standard – ABC Working Group developing national resource and gathering feedback from local employers.	2,000
SP/EQ	Development of a Pre-Activity Agreement programme that can be delivered in schools to support young people who are disengaged and are at risk of entering a negative destination post school. Build on current good practice and work with key partner agencies.	25,000
SP	Foundation Apprenticeship Pilot - Provision of Personal Protective Equipment and transport - Provision of Mentoring support - Upgrading facilities (SDS have been approached to provide the funding to purchase resources required for delivery).	60,000
EQ	Development and delivery of a pre-employment and training programme for unemployed/Activity Agreement young people	30,000
DYW TOTAL		137,000

Proposed Youth Employment Opportunity Fund (YEOF) spend based on current discussions that will support Argyll and Bute's response to implementing the recommendations for 2015/16 are outlined in the table below:

ACTIVITY	£
Support Flexible Learning Plans in secondary schools (Support 40 pupils who have been identified on the Risk Matrix as being disengaged in their learning with a particular focus on LAC young people).	20,000
Support Summer Internship Programme aimed at LAC summer/December 2015 school leavers – target 9 young people.	5,000
Support for 5–10 Activity Agreement/LAC young people as they move through Employability Fund Stage 2/3. (Each stage lasts for 13 weeks and we provide a top up allowance of £35 per week = £455 per stage or £910 if both stages are completed).	5,000
Support for ABC Modern Apprenticeship programme ABC offers a financial incentive of £3,500 to cover the first 26 weeks of an	42,000

² (BGE: Broad General Education; SP: Senior Phase; PoS: Post School; EQ: Equalities)

authority based MA, allowing us to support 12 young people.	
Administrative support that allows ABC Employability Team to deliver the Employer Recruitment Incentive. Since its inception we have supported 105 young people into employment locally.	3,000
TOTAL	75,000

The breakdown of individual costs per person per programme is contained in Appendix 4.

6.0 CONCLUSION

- 6.1 The Council welcomes that the Scottish Government has made a commitment to enhance significantly Scotland's success in ensuring that its young people have access to appropriate vocational courses and progression routes that ultimately lead to employment. The strategy allows the local authority to continue their work with key partner agencies across education, training, employment and equalities to support and deliver the recommendations.
- 6.2 All of our key partner agencies are keen to develop sustainable placement and employability opportunities that allow our young people to remain in Argyll and Bute. By offering local opportunities Argyll and Bute Council is retaining the youth population and providing opportunities for young people to contribute to our local economy and their local communities.

7.0 IMPLICATIONS

- 7.1 Policy: This report links directly to Outcomes 1 and 3 of the Argyll and Bute Single Outcome Agreement.
- 7.2 Financial: ABC has received specific funding from the Scottish Government DYW budget to deliver the recommendations - £137,000 for 2014/15 and a further tranche to be announced for session 2015/16. The authority is investing £150,000 to support young people, particularly those who are deemed to be vulnerable to access positive outcomes through the senior phase and post school.
- 7.3 Legal: Corporate Parenting Responsibility for LAC young people.
- 7.4 HR: The proposals outlined in this paper would require ongoing help and support from the HR department with regard to recruitment; work placement policies; and advice on employment legislation, terms and conditions.
- 7.5 Equalities: Key focus of Developing Young Workforce recommendations is ensuring that all young people are able to access a place in education, training or employment who wants to; all partners should work together to actively address disadvantage.
- 7.6 Risk: Failure to support young people to be able to access appropriate

learning pathways may impact on the life chances of young people across the local authority area and may result in outward migration of young people.

- 7.7 Customer Service: this report provides elected members with an overview of the Developing Young Workforce Youth Employment Strategy and the current ABC position.

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Executive Director of Community Services

Councillor Rory Colville
Policy Lead for Education and Lifelong Learning
4 June 2015

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APPENDICES

- Appendix 1 Summary of DSYW Recommendations
The table contains a summary of the 39 recommendations and highlights who has the lead responsibility for taking each of the recommendations forward.
- Appendix 2 Developing Argyll and Bute's Young Workforce – ABC
Community Services Action Plan 2015-2016.
- Appendix 3 Sample Template of School-College Partnership Agreement
- Appendix 4 Youth Employment Opportunity Fund Costings.

APPENDIX 1

The following table contains a summary of the 39 recommendations and highlights the lead responsibility for taking each of the recommendations forward.

Developing Scotland's Young Workforce Recommendations	Lead
Recommendation 1: Pathways should start in the senior phase which lead to the delivery of industry recognised vocational qualifications alongside academic qualifications. These pathways should be developed and delivered in partnership with colleges and, where necessary, other training providers. Their delivery should be explicitly measured and published alongside other school performance indicators.	ABC Educ ACUHI WCS
Recommendation 2: A focus on preparing all young people for employment should form a core element of the implementation of Curriculum for Excellence with appropriate resource dedicated to achieve this. In particular local authorities, Skills Development Scotland and employer representative organisations should work together to develop a more comprehensive standard for careers guidance which would reflect the involvement of employers and their role and input.	SDS ABC Educ Employers
Recommendation 3: A modern standard should be established for the acceptable content and quality of work experience, and guidelines should be made available to employers. This should be developed by Education Scotland in partnership with employer bodies and Skills Development Scotland. This should involve input from young people. Work experience should feature in the Senior Phase Benchmarking Tool and in Education Scotland school inspections.	Educ Scot SDS ABC Educ
Recommendation 4: Colleges' key role in the development of Scotland's Young Workforce should be recognised and managed through Regional Outcome Agreements.	ACUHI WCS
Recommendation 5: The new regional colleges should have a primary focus on employment outcomes and supporting local economic development. This should be underpinned by meaningful and wide ranging partnerships with industry and should be at the forefront of Regional Outcome Agreements and their measurement.	ACUHI WCS
Recommendation 6: A commitment to supporting the development of Scotland's young workforce through the enhancement of vocational education pathways should feature prominently in the National Performance Framework, Community Plans and College Regional Outcome Agreements.	ACUHI WCS ABC A&B CPP
Recommendation 7: Modern Apprenticeships should be aligned with the skills required to support economic growth.	
Recommendation 8: Development of Modern Apprenticeship access processes and progression pathways should be prioritised.	SDS TPs
Recommendation 9: An industry-led quality improvement regime should be introduced to oversee the development and promotion of Modern Apprenticeships.	SDS
Recommendation 10: If employers can be encouraged to offer significantly more good quality apprenticeships, the Scottish Government should consider a carefully managed expansion of the annual number of Modern Apprenticeship starts.	Scot Gov SDS TPs
Recommendation 11: Employability must be a key focus within Education Scotland's work to support and quality assure the delivery of education. To support this, Education Scotland must work more closely with business organisations and their members to ensure that their work is underpinned by an understanding of industry's needs and expectations.	Educ Scot Employers
Recommendation 12: A focus on STEM should sit at the heart of the development of Scotland's Young Workforce.	STEM employers ABC Educ

Recommendation 13: Support for young people at risk of disengaging from education and for those who have already done so should focus on early intervention and wide ranging, sustained support. This should relate to labour market demand and should be focused on helping young people engage on the labour market relevant pathways that we have highlighted.	ABC Educ ABC Econ SDS
Recommendation 14: The Scottish Government should support the creation of regional industry-led Invest in Youth groups across Scotland to provide leadership and a single point of contact and support to facilitate engagement between employers and education.	Scot Gov
Recommendation 15: Businesses across Scotland should be encouraged and supported to enter into 3-5 year partnerships with secondary schools. Every secondary school in Scotland and its feeder primaries should be supported by at least one business in a long-term partnership.	Employers
Recommendation 16: Scotland's leading industry sector groups and companies should be encouraged to work with the Scottish College for Educational Leadership to develop a programme to provide emerging school staff leaders with a wide ranging understanding of industry and careers.	Employers SCEL
Recommendation 17: Employers and national industry sector groups should form partnerships with regional colleges to ensure course content is industry relevant and full advantage is taken of work based learning and employment opportunities.	Employers ACUHI WCS
Recommendation 18: In the development of future industry Skills Investment Plans and Regional Skills Assessments, and in the updating of existing plans, there should be a specific focus on youth employment and the development of vocational pathways starting in the senior phase.	SDS HIE ACUHI WCS ABC
Recommendation 19: A nationally defined Invest in Youth Accolade should be developed to recognise industry's engagement in the development and employment of Scotland's young workforce.	Scot Gov
Recommendation 20: A small business Modern Apprenticeship recruitment incentive package should be developed to equip and support smaller and micro businesses to recruit and train more young people.	Scot Gov SDS TPs
Recommendation 21: Voluntary levy schemes to recruit and train young people in skills shortage areas should be encouraged. Groups of employers should be supported to work in collaboration, with the Scottish Government providing co-funding.	Scot Gov SDS TPs
Recommendation 22: Procurement and supply chain policies in both the public and private sectors should be applied to encourage more employers to support the development of Scotland's young workforce.	ABC CBC
Recommendation 23: Public sector employers should be encouraged by the Scottish Government and local authorities to be exemplars in a national Invest In Youth Policy and this should be explicitly reflected in their published corporate plans.	ABC NHS
Recommendation 24: Growth businesses and Inward Investment companies in receipt of public funding should be encouraged and supported to employ young people.	HIE Employers
Recommendation 25: Financial recruitment incentives should be re-examined and carefully targeted to achieve the most benefit in providing sustainable employment for young people.	Scot Gov ABC
Recommendation 26: Scotland should embed equality education across Curriculum for Excellence.	Educ Scot ABC Educ
Recommendation 27: Promotion and communication of career options should actively target equalities groups to promote diverse participation across gender, Black & Minority Ethnic groups, young people with disabilities and care leavers. The promotion of Modern Apprenticeship opportunities should be to the fore of this activity.	SDS ABC Educ

Recommendation 28: Senior phase vocational pathways should be designed to encourage more gender balance across occupations.	ABC Educ
Recommendation 29: The Scottish Funding Council and colleges should develop an action plan to address gender disparities within college education. This should be underpinned by realistic but stretching improvement targets. The Scottish Funding Council should report on this annually.	SFC ACUHI WCS
Recommendation 30: Skills Development Scotland should develop an action plan to address gender disparities within Modern Apprenticeships. This should be underpinned by realistic but stretching improvement targets. SDS should report on this annually.	SDS TPs
Recommendation 31: A targeted campaign to promote the full range of Modern Apprenticeships to young people and parents from the Black and Minority Ethnic (BME) community should be developed and launched to present the benefits of work based learning as a respected career option and alternative to university.	SDS
Recommendation 32: SDS should set a realistic but stretching improvement target to increase the number of young people from BME groups starting Modern Apprenticeships. Progress against this should be reported on annually.	SDS
Recommendation 33: Career advice and work experience for young disabled people who are still at school should be prioritised and tailored to help them realise their potential and focus positively on what they can do to achieve their career aspirations.	SDS ABC Educ
Recommendation 34: Funding levels to colleges and MA training providers should be reviewed and adjusted to reflect the cost of providing additional support to young disabled people, and age restrictions should be relaxed for those whose transition may take longer.	SDS ACUHI WCS TPs
Recommendation 35: Within Modern Apprenticeships, SDS should set a realistic but stretching improvement target to increase the number of young disabled people. Progress against this should be reported on annually.	SDS
Recommendation 36: Employers who want to employ a young disabled person should be encouraged and supported to do so.	SDS Employers
Recommendation 37: Educational and employment transition planning for young people in care should start early with sustained support from public and third sector bodies and employers available throughout their journey toward and into employment as is deemed necessary.	ABC Educ ABC SW 3 rd Sector JC+/SDS
Recommendation 38: Across vocational education and training, age restrictions should be relaxed for those care leavers whose transition takes longer.	Scot Gov ACUHI WCS TPs
Recommendation 39: In partnership with the third sector, the Scottish Government should consider developing a programme which offers supported employment opportunities lasting up to a year for care leavers.	Scot Gov 3 rd Sector

ABBREVIATIONS TABLE

A&B CPP	Argyll and Bute Community Planning Partnership	SCEL	Scottish College for Educational Leadership
ABC Educ	Argyll and Bute Council Education Department	Scot Gov	Scottish Government
ABC Econ	Argyll and Bute Council Economic Development	SFC	Scottish Funding Council
ABC CBC	Argyll and Bute Council Community Benefit Clause	SDS	Skills Development Scotland
ACUHI	Argyll College University of the Highlands and Islands	TPs	Training Providers
Educ Scot	Education Scotland	WCS	West College Scotland
HIE	Highlands and Islands Enterprise		

**Developing Argyll and Bute's Young Workforce
ABC Community Services Action Plan
2015-2016**

Appendix 2

BROAD GENERAL EDUCATION (BGE) (Early Years, Primary and S1-S3)			
RECOMMENDATION	ACTION	LEAD	FUNDING
<p>R2: Preparing young people for employment</p> <p>R12: Focus on STEM</p> <p>R15: School/Business partnerships</p>	<ul style="list-style-type: none"> • Interdisciplinary Learning programme that reflects the world of work, local labour market information and skills for learning, life and work developed and delivered in primary schools; feed into P7 profile; • DYW programme reflected in secondary school curriculum plans for BGE; feed into S3 profile; • Communication and engagement work undertaken to develop understanding of the world of work and the local labour market amongst parents, teachers, practitioners and young people; • Embed the S3 'Finding and Applying for Work' resource developed by Education Scotland and SDS in schools; • Support SDS's Relaunch of the My World of Work website – greater focus on career pathways, and • Develop primary/secondary cluster partnerships with local businesses to develop understanding of the world of work; focus on support HubNorth projects across Argyll can bring to local school clusters. 	<p>HT, support from CET</p> <p>HT, support from CET</p> <p>SDS, CET and HT</p> <p>SDS</p> <p>SDS and HT</p> <p>HT, ABEP, HIE BG and local employers; LO:O4A & HubNorth</p>	<p>DYW Budget</p> <p>DYW budget</p> <p>SDS budget</p> <p>SDS budget</p> <p>Employer support and HubNorth funding</p>
SENIOR PHASE (SP) (S4 – S6)			
RECOMMENDATION	ACTION	LEAD	FUNDING
<p>R1: Vocational Pathways</p> <p>R2: Preparing young people for employment</p> <p>R3: Work Experience Standards</p>	<ul style="list-style-type: none"> • DYW programme reflected in secondary school curriculum plans for SP. • An evaluation of what and where vocational qualifications are available in the senior phase; • A review of the strategic partnership between ABC, schools and ACUHI to ensure courses on offer reflect the needs of the local labour market and career areas of interest of senior phase pupils; • An evaluation of what and where wider achievement qualifications are available in the senior phase; how these link with Insight and contribute to tariff scores; • Engagement with young people, teachers, parents and employers to actively promote the variety and range of learner pathways 	<p>HT, support CET LO:O4A LO:O4A and ACUHI LO:O4A and ACUHI</p> <p>LO:O4A, HT and CLD YSM</p> <p>HT, SDS and LO:O4A</p>	<p>DYW budget and SDS budget</p>

<p>R12: Focus on STEM</p> <p>R13: Support young people at risk of disengaging</p> <p>R14: Invest in Youth Group</p>	<p>opportunities. Include feedback from Compelling A&B study;</p> <ul style="list-style-type: none"> • Communication and engagement work undertaken to develop understanding of routes into work amongst parents, teachers, practitioners and young people; • Support SDS's Relaunch of the My World of Work website – greater focus on career pathways; • Participate in the Education Scotland led working group to develop the national standard for work experience in schools; • Research and develop a pilot Foundation Apprenticeship course for Engineering and Social Care, and • Establish an Argyll and Bute Invest in Young People Group in partnership with the Argyll and Bute Economic Forum and Argyll and Bute Employability Partnership groups. 	<p>ECON DEV</p> <p>SDS and HT</p> <p>SDS and HT</p> <p>ES and ABC working group</p> <p>ACUHI, LO:O4A, HT and employers</p> <p>LO:O4A, ABEP and ABEP</p>	<p>DYW budget and SDS budget</p> <p>SDS budget</p> <p>DYW budget</p> <p>DYW, SDS and ACUHI budgets</p> <p>Apply for specific IYP funding from SG</p>
POST SCHOOL (PoS) (Age 16+)			
RECOMMENDATION	ACTION	LEAD	Funding
<p>R7: MAs aligned with the skills required to support economic growth</p> <p>R20: Small business incentive for MA</p> <p>R5: Develop and enhance vocational education pathways</p>	<ul style="list-style-type: none"> • Support targeted MA campaign promoted by SDS and participate in promoting MA week across schools and council departments; • Investigate pre-apprenticeship access pilot for those not in school and at risk; • SDS to support small and medium sized business to incentivise participation in MA programme; • Work with HubNorth to encourage main contractors and suppliers to train and employ local young people; and ensure ABC Community Benefit policy is applied to all appropriate procurement contracts; • College outcome agreements for UHI and West College Scotland regions for academic year 2015/16 developed with involvement from ABC – to include plans to develop senior phase vocational pathways in our local authority area, and • College curriculum planning established that is informed by the Skills Investment Plan and Regional Skills Assessment; Include feedback from Compelling A&B study. 	<p>SDS, LO:O4A and ABC HR</p> <p>SDS and LO:O4A</p> <p>SDS and ABEP</p> <p>LO:O4A, Hub North and key ABC depts..</p> <p>ACUHI , WCS and ABC – Exec Dir</p> <p>ACUHI, SDS, HIE, ABC Econ Dev, CPP</p>	<p>SDS budget</p> <p>SDS and DYW budget</p> <p>SDS and SG budget</p> <p>HubNorth funding</p>

EQUALITIES			
RECOMMENDATION	ACTION	LEAD	FUNDING
R13: Support young people at risk of disengaging	<ul style="list-style-type: none"> Once resources have been agreed with Education Scotland, embed equality education across Curriculum for Excellence; Actively promote careers and option choice courses through equalities when delivering PSE provision; provide positive role models where possible; Support young people who are identified as being disengaged in their learning during the SP of education through development of Flexible Learning Plans in partnership with key agencies and local employers; develop pre AA programme that can be delivered in schools for young people identified through ABC Risk Matrix; Support young people to access appropriate work experience placements taking cognisance of their disability; Support care leavers and other groups of young people who face significant barriers to employment through: <ul style="list-style-type: none"> ABC summer internship programme, and Offer of work placement opportunities in ABC departments for young people on Stage 2 and Stage 3 of the Employability Pipeline. Develop opportunities for these young people through the ABC MA programme; Develop an employment and training programme that unemployed and Activity Agreement young people can access across Argyll and Bute (HELP Ltd currently provide provision in Cowal & Bute), and Work with third sector agencies to support delivery of new jobs created by Community Jobs Scotland for underrepresented groups (care leavers, young offender and young people with disabilities). 	HT	SDS and DSYW budget
R26/27: Cross Cutting Equality Issues		HT, LO:O4A,ABC HR SDS and local employers	
R28/29/30: Gender		HT, O4A team, CLD YS, ACUHI and local employers	YEOF budget
R31/32: Young people from BME groups		HT and ABC SW	YEOF budget
R33/34/35/36: Young Disabled people		O4A team, SW C&F and AS, ABC depts. ABEP	YEOF budget
R37/38/39: Care Leavers		As above	YEOF budget
		O4A team, ABC HR, ABC depts. O4A team, ABEP	DYW budget
	AVA	Access specific funding through national SG DYW budget	



University of the
Highlands and Islands
Argyll College

Oilthigh na Gàidhealtachd
agus nan Eilean
Colaiste Earra-Ghàidheil

Appendix 3

Sample

**School-College
Partnership Agreement
Argyll College UHI and **insert school
name** School**

June 2015



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School-College Partnership Agreement Scope

This agreement covers all collaborative working between Argyll College UHI (the college) and the schools of Argyll & Bute Council (the authority), where the college provides training and education for school pupils. This includes SQA accredited courses such as Skills for Work, National 4 and 5 awards, Highers and Higher National Certificates, along with other further and higher education courses delivered for school pupils by Argyll College UHI. Training and education may take place in the college's own premises, in authority premises, or at mutually agreed locations.

This document sets out the general principles of partnership as detailed above. For detailed local arrangements, which may vary from the main partnership agreement, such as contacts and key dates please see Appendix 1.

Key Principles

School pupils participating in courses will remain on the school register throughout the course of their studies and the school will continue to have overall responsibility for these pupils. When being taught by college staff, responsibility for educational provision for these pupils will rest with the college.

Pupils undertaking courses in college will be expected to conform to the disciplinary code of the college. See attached Appendix 2.

The college will have responsibility for all aspects of the process required for SQA certification for pupils. This includes:

- Approval to deliver the course
- Registration of pupils for all college delivered SQA units
- Collection of assessment evidence
- Arrangement of accommodation for examinations
- Submission to the SQA of unit and course results
- Internal and external moderation
- Management of candidate mitigating circumstances
- Tracking and reporting pupils' progress.

All courses delivered through this partnership must appear in designated columns on the option choice form for the appropriate stage.

Delivery of each course is dependent on sufficient student numbers to ensure the course is financially viable for the college. The viable class size is generally 9 however exceptions may be applied due to individual course resources.

Central communication, coordination and monitoring of school-college collaboration will be undertaken by the School-College Partnership

Working Group. This is the key forum for discussion and agreement and consists of:

- For Argyll College UHI – Schools Link Manager, Curriculum Managers, Principal & Depute Principal
- For Argyll & Bute Council – Lead Officer: Opportunities for All (O4A)
- For schools – Senior Leadership Team member with responsibility for Opportunities for All and Principal Teacher of Enterprise with responsibility for Skills for Work.

Health, Safety and Welfare

- Argyll College UHI is responsible for ensuring that all tutors working with school pupils hold the relevant PVG certificate
- Both organisations are jointly responsible for ensuring the welfare of pupils and that necessary health and safety checks are in place
- The authority retains Health and Safety responsibility for all placements outwith Argyll College premises and where the employer has responsibility for supervision and has control of the work allocated.
- The college retains Health and Safety responsibility for all placements on Argyll College UHI premises or employer premises where the college is using an employer to facilitate the running of a 'college course'.
- Schools are required to arrange and oversee all travel for pupils to and from their agreed place of study or work placements, and are responsible for the welfare of the pupils whilst travelling.
- The authority will fund all travel for pupils to and from their agreed place of study or work placement with Argyll College UHI when undertaking Skills for Work courses.

Pupils cannot be out on placement until all the necessary Health and Safety and PVG checks have been carried out and approved.

- Any Personal Protective Equipment (PPE) required for Skills for Work courses will be purchased by Argyll College UHI and recharged to the local authority. If there is equipment already available from the school or work placement involved this may be used if the tutor judges it suitable.

The college will provide the Lead Officer O4A with a list of all placements. The list should state company name, address and contact phone number, plus a named contact. These details will be added to the WBVL employer database. Wherever possible, the college will endeavour to use placements already on the authority's database of pre-approved placements.

PVG registration of all work placement supervisors, where not in place, will be carried out by Argyll and Bute Council. The college will provide the relevant school with a list of people requiring to be checked. The list should state person's name, address and contact phone number.

School-College Contact Names

Each school should have a named main contact person, who could be either a member of the SLT with responsibility for O4A or the Principal Teacher for Enterprise. This person will be responsible for all school arrangements and communications relating to school-college courses. There should also be named contacts for day-to-day matters such as:

- attendance reports
- disciplinary issues
- learning support required or currently received.

The central point of contact at the college will be the Schools Link Manager. Other contacts will be:

- Curriculum Managers for academic issues
- Centre Managers for local arrangements and issues with individual schools

A list of all the above named contacts will be circulated at the start of each academic year and updated as appropriate. They will also be contained in Appendix 3 of this document. All contacts should include email addresses and telephone numbers.

The college will also inform each school of relevant tutor names and contact details for each course, to be issued prior to student induction.

While individual school and college staff may communicate directly with one another on specific issues, as appropriate, the named contact in respective schools, and the college Schools Link Manager, must be kept informed of any more serious or strategic issues which may need to be addressed at a more senior level.

Information on Available Courses

In October of each academic year, Argyll College UHI will supply each school with an Expression of Interest form. This form should be completed through discussion with the school timetabler, PT Enterprise and school Senior Leadership Team. Based on the returns received during November/December Argyll College UHI will enter into discussions with the school and other relevant bodies on available resources and details of delivery for each course on the form.

At the beginning of January the college will supply the school with a list of courses that can be offered, subject to sufficient pupil numbers.

This will include:

- Course title(s)
- Tutor name(s) where possible
- Level of study
- SQA codes and course/unit names
- Entry requirements
- Course content

- Assessment details
- Work experience details if appropriate
- Progression routes and related career paths

The college should provide appropriate information annually to schools for inclusion in their option choice booklets. The school is responsible for providing a deadline to receive this information.

Information and documentation (for example course summary sheets or flyers) may be issued directly by the Schools Link Manager to schools, via each school's named contact, and a copy will also be given to the Lead Officer: Opportunities for All.

Student Recruitment

The college will be given the opportunity to participate in school option choice/information evenings, to provide information to pupils and parents/carers on the courses available through the school-college partnership. The school should provide reasonable notice of each event to the Schools Link Manager, who will arrange for one or more appropriate college representatives to attend.

Application Procedure

Pupils wishing to opt for college course should complete the relevant application form. Completed applications should go to the SLT O4A/PT Enterprise, who will meet with the Argyll College Centre Manager to discuss and arrange interviews. Pupils will be asked to attend an interview, which will be jointly undertaken by school and college representatives. The SLT O4A/PT Enterprise will send successful applicants an offer letter along with a code of conduct form, which should be signed and returned to the SLT O4A/PT Enterprise.

Confirmation of Courses to be Delivered

Following discussion and agreement between college and school staff, the SLT O4A/PT Enterprise and Depute Head Teacher should compile a list of student names for each course and send it to the Schools Link Manager

The school will ensure that each pupil undertaking an SQA Skills for Work or other SQA school link course is registered with the SQA, and a list of their SQA Candidate Numbers is provided to the Schools Link Manager no later than 1st June.

Up to 31st August, the college reserves the right to withdraw any course due to low student numbers, unavailability of premises or suitable tutors, or lack of appropriate work placements. Class lists must be finalised by the Course Tutor and submitted to the Schools Link Manager by 31st August.

Communication with Parents/Carers

It is essential that schools write to parents/carers of pupils undertaking courses in the college prior to the start of the new session, informing them of school-college arrangements, including aspects such as travel to/from college, college attendance requirements, course content.

Pupils and parents/carers will be asked to sign a code of conduct form to indicate acceptance of the arrangements pertaining to courses delivered by the college.

The college will attend parents' evenings to keep parents informed of the pupil's progress. The school will inform the college in advance of these dates to facilitate attendance.

Key Dates

A local calendar of key dates for each school, noting important school dates such as study leave, work experience dates, in-service and parent information evenings, will be drawn up annually by the Senior Leadership Team. These calendars should be issued to the Schools Link Manager by the 10th June, thereafter confirmed in August with any local events included and will be included at Appendix 3 of this document. Any further amendments to the calendar should be sent direct to the Schools Link Manager.

This partnership agreement should be completed and signed by all parties by the **19th June**.

Tutor Absence

The college will provide class cover where a suitable available supply tutor can be found, however due to the nature of most tutors' employment with the college this might not always be possible. Argyll College UHI centre staff who are responsible for managing and manning the college centre are unable to provide class cover. In the case where tutor cover is not possible the school will provide cover for the class.

It is the responsibility of the college to inform the school of any tutor absence at the earliest possible time, but no later than 9:00 am on the day of the absence.

Tutor Induction – Delivery in School

During the school in-service days in August there must be a tutor induction activity put in place to cover procedures and processes, discipline, etc. as appropriate. This should be no more than a half day.

Student Induction

The college will organise an induction programme for each course, in agreement with school partners. Colleges will ensure that, where appropriate, course provision and induction links with the schools' induction programme.

Pupil Monitoring

Pupil Attendance

The college will use its own attendance registers and systems for pupils undertaking courses, and provide a daily report by exception by email or fax of non-attendance to the contact in the relevant school.

Where it is known that an individual pupil is unable to attend college (planned absence) or where personal circumstances are likely to affect a pupil's attendance, then the school must inform the Learning Centre Manager as soon as possible, who will also alert the appropriate college tutor. Where the school cancels a scheduled class, the Learning Centre Manager must be informed as soon as possible.

Cause for Concern

As noted earlier, the school will continue to have overall responsibility for their pupils undertaking college courses. Whilst attending the college, school pupils are subject to the rules and regulations of the college, which include the relevant code of conduct and health and safety guidelines. Where the college has a serious cause for concern regarding a particular individual – whether on academic grounds or otherwise – it must alert the school's named main contact person. A written record of this concern should be kept by the college, for example in a confidential student file.

Changes to Courses/Withdrawals

In exceptional circumstances, a pupil (most likely S5/6) may elect during the course of the session to either withdraw from a course, or to change the course or level of study. Prior to any agreement on this, there should be full and appropriate consultation between school staff, college staff, pupils and parents/carers. Where a pupil does withdraw, or change their course or level of study, the main school contact must inform the Schools Link Manager in writing.

If a pupil leaves school during the course of the school session, this information should be communicated in writing to the college and the Lead Officer: O4A.

Pupil Tracking: Reporting on Progress

General Responsibilities

Further to the key principles noted earlier, each school will be responsible for the ongoing monitoring of school-college links and also the tracking of pupil progress for all pupils undertaking college courses. Information on pupil progress should be passed on from the college to the school, in line with agreed pupil reporting mechanisms (see below).

The Lead Officer: O4A and Schools Link Manager should discuss any issues during their regular meeting times, including students at risk of not achieving.

Unit Results

The college will provide each school with a list of confirmed and expected results for each student, by the 31st July at the latest. Note that some results may appear on the pupils' SQA certificates that they receive in August, but some may not be confirmed until the October update. This should be avoided where possible.

All assessments should be completed by the end of May and the school must be informed of proposed submission dates.

Pupil Reports

The college will have the opportunity for direct input to pupil reports. Schools should liaise with the college on the format and timing of reports. This should be reviewed annually, most likely at a meeting of the School-College Partnership Working Group. The college should provide as a minimum a progress report which notes relevant unit results, a statement on the academic progress of the pupil, and a reference to the general attitude/aptitude of the pupil.

Course Team Meetings

All courses are subject to the college quality assurance procedures. As part of these procedures, course team meetings will be held, as a basic minimum twice during the course.

School-College Meetings

An annual meeting is required between each school and the college, the meeting to take place in November-December, before the options booklets go out. This meeting should comprise the following staff:

- Depute Head Teacher
- PT Enterprise
- Timetabler
- Lead Officer: O4A
- Schools Link Manager and Centre Managers as appropriate

Appendix 1 - Local Arrangements, Contacts and Key Dates

Local Arrangements

Contacts

Local Partner	
Courses	
Contacts for Argyll College	Schools Link Manager: Fiona MacAlpine 01631 559562 fiona.macalpine@uhi.ac.uk
	Learning Centre Manager:
	Curriculum Managers:
	Tutors:
Contact for Argyll & Bute Council	Lead Officer O4A Aileen Goodall 01369 708544 aileen.goodall@argyll-bute.gov.uk
	Activity Agreement Coordinator Debbie Paterson 01369 708635 debbie.paterson@argyll-bute.gov.uk
Contacts for Local Partner	Depute Head Teacher for School-College Collaboration: Name Phone Email
	Principal Teacher for Enterprise: Name Phone Email
	Attendance reports: Name Phone Email
	Disciplinary issues: Name Phone Email
	Learning support: Name Phone Email

Local Arrangements - Calendar of Key Dates

Appendix 2 – Disciplinary Code of Conduct

Argyll College Student Disciplinary Procedure – for use with pupils enrolled from Argyll and Bute Council

Stage 1 - Promoting Positive Behaviour

Good behaviour is essential to good learning. The general aim of the school/college partnership is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents, school and college staff all have an important part to play in producing and sustaining this positive ethos. The rules of the college are of a common sense nature, bearing in mind the interest and safety of all concerned.

Any disciplinary issues that do arise will be dealt with in the first instance using Assertive Disciplinary approaches. If a college tutor needs to involve another member of staff, for example, Centre Manager this should be recorded on the Student Discipline Form and filed in the appropriate student record. A copy of the form should be sent to the Head Teacher.

When a serious or consistent breach of conduct occurs formal disciplinary action will be taken. There are 3 stages outlined below:

Formal Stage	Responsible Staff	Appeal to
Stage 2 (Written)	Centre Manager or Course Tutor plus note taker *	Curriculum Manager
Stage 3 (Final written)	Centre Manager or Course Tutor plus note taker *	Curriculum Manager
Stage 4 (Dismissal)	Curriculum Manager plus note taker	College Manager

* Note taker can be the Centre Manager for the Course Tutor or vice versa if both are to be involved.

Guidelines

- In all cases where formal disciplinary action is being considered (Stage 2-4) the school and parent must be informed prior to any intervention. A disciplinary interview must be held where the student has the following rights: -
 - to have no disciplinary action taken until the case has been fully investigated – unless the misconduct is so serious that a temporary immediate exclusion is warranted
 - to be accompanied at the disciplinary interview by a member of the school pastoral team or appropriate college staff member
 - to have the nature of the complaint fully and clearly explained
 - to have adequate opportunity to present their case at the interview before any decision is made, warnings given or disciplinary action taken

- to have the right of appeal against any decision or action taken.

Reasonable adjustment must be made for pupils with Additional Support Needs. These should be agreed in advance with the student's Named/Lead person.

2. The reason for the interview and the outcome will be recorded using the Disciplinary Interview Record at each stage. Students will be asked to sign the Disciplinary Interview Record.
3. The student, parent and school must be informed at each point of the procedure as to what the next stage of the disciplinary procedure is.
4. The student, parent and school will be notified of the outcome of the disciplinary interview at the time of the interview and also by letter.
5. When an alleged incident occurs the member of staff involved must take appropriate action to resolve the situation, and then put the details of the incident and names of the students involved in writing to the Curriculum Manager within 1 working day. A copy of this information should be copied to the school/college link contact.
6. Investigation into the alleged misconduct must be completed within 5 working days by the Centre Manager or Curriculum Manager. If the incident involves the staff member who would normally carry out the investigation then another investigating officer will be appointed.
7. Findings from the investigation should be noted on the Investigation Report and signed by the interviewee (student being investigated or witnesses to the incident). At this point the Curriculum Manager will determine what level the incident should be considered at.
8. The student should then be informed by letter, sent by recorded delivery sent to their parent/carer:
 - Of the date, time and venue for the disciplinary interview (allowing 3 working days for the student to prepare a response from the receipt of the letter)
 - The nature of the alleged misconduct
 - The student's right to be accompanied at the interview
 - The stage at which the interview is being heldA copy of this letter should be forwarded to the school college link contact.
9. A record of the interview must be kept – Disciplinary Interview Record
A copy of this should be forwarded to the school college link contact.

Decisions

1. Stage 2 (Written warning)

Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation. Responsibility – Centre Manager or Course Tutor. A note taker will be present at the disciplinary interview. If a stage 2 interview is held and the decision is made to give a formal written warning then the Centre Manager or Course Tutor must:

- Issue a formal written warning (Stage 2 letter) which will be sent to the student and parent by recorded delivery. A copy of the formal written warning should be sent to the school. This warning will be disregarded for disciplinary purposes after four months subject to satisfactory conduct and performance.
- Record the details and reason for the written warning, names of those involved, date and time of the interview on the Disciplinary Interview Record.
- Disciplinary Interview Record, Investigation Report and warning letter to be held in the student's file for four months.
- Where timescale for improvement is agreed, this should be monitored by the Centre Manager / Course Tutor.
- Ensure student is aware of the next stage in the Disciplinary procedure if there is
 - No improvement within agreed timescale
 - Another similar breach
 - A more serious issue.
- Student may appeal in writing to the Curriculum Manager within 5 working days) of receipt of the written warning letter.
- Ensure that the Head Teacher has been informed of the outcome.

2. Stage 3 (Final written warning)

Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation. Responsibility – Curriculum Manager

If a stage 3 disciplinary interview is to be held then the Curriculum Manager will be consulted and may lead it, but can nominate the Centre Manager or Course Tutor to lead it. A note taker will be present. If the outcome of the interview is a final written warning then the Curriculum Manager must:

- Issue the final written warning (Stage 3 letter) which will be sent to the student and parent by recorded delivery. A copy of the final written warning should be sent to the school. This warning will be disregarded for disciplinary purposes after four months subject to satisfactory conduct and performance.

- Ensure that the details of the reasons for the final written warning are recorded on the Disciplinary Interview Record and a copy has been sent to the Head Teacher.
- Disciplinary Interview Record, Investigation Report and warning letter to be held in the student's file for four months.
- Where timescale for improvement is agreed, this should be monitored by the Centre Manager / Course Tutor.
- Ensure student is aware that the next stage in the Disciplinary procedure is dismissal if there is
 - No improvement within agreed timescale
 - A further similar breach
 - A more serious issue.
- Student may appeal in writing to the College Manager within 5 working days of receipt of the final written warning letter.

3. Stage 4 (Dismissal)

Prior to the decision to proceed to this stage is taken, the school/college link contact should be briefed about the situation.

Responsibility – Curriculum Manager or College Manager

If a stage 4 disciplinary interview is to be held then the Curriculum Manager will lead it and a note taker will be present. If, under exceptional circumstances, the outcome of the interview is dismissal then the Curriculum Manager must:

- Issue the dismissal letter (Stage 4 letter). This letter must be sent by recorded delivery to the student and parent outlining the decision reached. A copy of the dismissal letter should be sent to the school.
- Ensure that the details and reasons for dismissal are recorded on the Disciplinary Interview Record and a copy has been sent to the Head Teacher.
- Disciplinary Interview Record, Investigation Report and dismissal letter to be held in the student's file.
- Ensure student is aware that an appeal can be made to the College Manager in writing within 5 working days (10 working days for a part time student) from receipt of the dismissal letter.
- The appeal will be examined by the Principal (or nominated representative), the College Manager and a Curriculum Manager not involved in the original decision.
- Inform the SITS department so that the date of dismissal is recorded on SITS.

Immediate Exclusion – Gross Misconduct

1. If a student is alleged to have committed gross misconduct then the Centre Manager can temporarily suspend the student immediately, pending investigation. The Head Teacher must be informed and arrangements made for the student to be removed from the premises. Normally this would be for no more than five working days while investigation into the alleged misconduct takes place.
2. Whenever possible an Investigation Report should be taken from the student before they leave the college and a copy sent to the school. Otherwise the student must be invited back for an investigation interview and the disciplinary process extended by no more than 10 working days. The student must be informed that they may not enter any college premises during their suspension apart from to attend an investigation interview or Disciplinary Interview.
3. If immediate suspension has been imposed then the disciplinary interview will automatically be held at Stage 3. At the point of suspension the student should be issued with a Notice of Suspension and given 3 working days notice for the Disciplinary Interview.
4. The Curriculum Manager will arrange to interview all parties concerned (student and witnesses) in the incident. The student does not need to be interviewed if a statement has already been taken from them.
5. A disciplinary letter should now be sent giving details of when and how the Disciplinary Interview will be conducted (Disciplinary Interview letter) - all letters should be sent by recorded delivery, unless handed to the student in person in front of witnesses.
6. A copy of the investigation should then be sent to the relevant Head Teacher.

Appeals against warnings issued under Stages 2 and 3

1. A student wishing to appeal against a disciplinary warning should do so in writing within 5 working days (10 working days for a part time student) of the letter detailing the warning being received.
2. If an appeal is made then the recipient of the appeal will look at the evidence, ensuring that the student has had adequate opportunity to present their case in writing.
3. The appeal should be examined within 5 working days of the appeal being lodged.
4. The decision of the appeal is final, any disciplinary action will be reviewed but the severity of the action cannot be increased.

5. A copy of the decision should then be sent to the relevant Head Teacher.

Appeals against dismissal

1. An appeal against dismissal will be examined by an appeal panel comprising the Principal (or nominated representative), the College Manager and a Curriculum Manager not involved in the original decision.
2. The appeal panel will meet within 5 working days of an appeal being lodged and will look at the evidence again. The appeal panel may interview the student (who may be accompanied by a fellow student or friend) and the staff member who initiated the decision to suspend the student if they feel it is necessary.
3. The appeal panel can make the following recommendation:
 - Uphold the original decision for suspension
 - Substitute another penalty
 - The disciplinary action be dropped.
4. The decision of the appeal panel shall be sent to the student in writing within 5 working days of the meeting.
5. A copy of the decision should then be sent to the relevant Head Teacher.

Related documents

- Argyll College disciplinary policy
- Health and safety policy
- Student charter
- Equal opportunities policy
- ICT acceptable use policy
- List of unacceptable behaviours
- Harassment policy

Date of issue	March 2015
Approved by	Argyll College Quality Committee and Argyll and Bute Council Education Department
Responsibility for review	School Link and Timetabling Manager and ABC Education Lead Officer: O4A

Appendix 3 - Timeline

Timing or Deadline	Action	Responsibility
1 st October	Expression of Interest forms issued to schools	Schools Link Manager
31 st October	Expression of Interest forms returned to Schools Link Manager	PT Enterprise and Depute Head Teacher
Between 1 st November and first week of January	School-college meetings arranged for each location	Lead Officer: Opportunities for All
Second week of January	List of available courses to each school	Schools Link Manager
End of January	Information for options booklet to PT Enterprise	Schools Link Manager
As appropriate	Tutors informed of arrangements for tutor contributions to pupil reports for each school	PT Enterprise and Depute Head Teacher
February/March	Pupils complete SfW application form	PT Enterprise
Interviews Completed by mid May	Pupils interviewed for SfW courses	PT Enterprise and college representatives
Following interviews	Offer letter and code of conduct form sent to identified SfW students	PT Enterprise
On receipt of letter	Sign code of conduct form and return to PT Enterprise	Students and parents
1 st June	List of student names by course sent to Schools Link Manager. Accurate lists are essential to secure the appropriate SUMS.	PT Enterprise and Depute Head Teacher
1 st June	All new students taking SQA courses are registered with SQA and a list of SQA candidate numbers sent to Schools Link Manager.	School SQA Coordinator and PT Enterprise
10th June	Calendar and list of local key dates sent to Schools Link Manager and Centre Manager. This should include parent information evenings, to allow college representatives to attend.	PT Enterprise and Depute Head Teacher
31 st July	List of confirmed and expected results sent to PT Enterprise and Depute Head Teacher.	Schools Link Manager
31st August	Last date for withdrawal of courses by the college.	Schools Link Manager
September	Post results meeting.	Lead Officer: O4A and Schools Link Manager


APPENDIX 4

ABC: YOUTH EMPLOYMENT OPPORTUNITIES FUND

LAC Summer Internship Programme - costs per young person

2015	Hourly	28 hours	35 hours
Under 18	£3.79	£106.12	£530.60
18 – 20	£5.13	£143.64	£708.20

Learning Pathway Progression – costs per young person



Activity Agreement/ LAC	Employability Fund Stage 2	Employability Fund Stage 3	Modern Apprenticeship
Education Maintenance Allowance (EMA) £30 per week*	£55 training allowance £35 top up if in ABC placement Placement lasts for up to 13 weeks TOTAL = £455	£55 training allowance £35 top up if in ABC placement Placement lasts for up to 13 weeks TOTAL = £455	£6,552 per annum MA can last between 9 months and 4 years dependent upon the course being undertaken ABC financial incentive to individual department taking on a young person is £3,500

* means tested for non LAC