**Distance Learning Agreement – DRAFT 2**

**CES Post -16 Consortium**

**Operational Protocol**

This operational protocol is a working document. Its purpose is to provide key information and an agreed set of processes and procedures to clarify and determine operational activity across the partnership. It is intended to encompass all learner related activity but at present is phrased predominantly with reference to support the sharing of post 16 (largely AS/A2) provision via remote learning. This document forms part of all institutions’ operational framework and must be adhered to.

# Key terminology and definitions used

* 1. **"Home" institution**
		+ This is the institution which the learner formally enrolled at the beginning of the year.
		+ This is the institution responsible for ensuring pastoral needs of the learner are being fully met.

# "Provider" institution

* + - This is the institution where a learner accesses a particular course or activity.
		- Where two institutions are co-delivering a programme, should this become a practice within the partnership, they are both referred to as a provider institution.
		- This is the institution responsible for the quality of the course being provided.
		- This is the institution responsible for ensuring each learner is fully supported, monitored and reviewed regularly for each course provided.
		- This is the institution responsible for preparing and providing an annual written report and providing the possibility to discuss progress with parents at a designated time once a year. *This should be at an agreed time and in an agreed format convenient to both the home and the provider institutions.*
		- This is the institution responsible for providing UCAS subject references and other references related to the subject where appropriate.
		- This institution is responsible for personalising support and guidance regarding attainment, attendance - and, where necessary, attitude - to aid learner learning.

# Tutorial and academic support

* 1. **Provider institutions** have a responsibility to provide the home institution with regular information concerning a learner's progress and levels of achievement, attainment and attendance on the course being undertaken.
	2. **The home institution** is responsible for the learner's overarching tutorial and academic mentoring. This must include access to an academic tutor or equivalent.

# Advice, Enrolment and Induction

* 1. The **home institution** is responsible for ensuring that each learner receives high quality guidance to ensure that courses being applied for following school/college-based education are appropriate to the interests, aspirations and ability of the learner.
	2. Where there is a degree of uncertainty it is expected that the **home institution** will contact the **provider institution** to discuss.
	3. The **home institution** is responsible for providing information on a learner's previous achievements or predicted achievements, contact details and formally seeking a place on the partnership course.
	4. The **provider institution** is responsible for the provision of clear and detailed information about each course being offered.
	5. The **provider institution** is responsible for ensuring the home institution is fully aware of the status of the learner's place on the course and provides induction for the learner on pre-designated dates.
	6. The **home institution** is responsible for ensuring the learners are aware of these dates and the importance of attending.
	7. The **provider institution** is responsible for setting any work for the learner in advance of the start of the course and for setting work in case of teacher absence.

# Learner Registration and Attendance Monitoring and Reporting

* 1. The **provider institution** is responsible for the reporting of attendance to the home institution.
	2. The **home institution** is responsible for investigating incidence of non-attendance, in keeping with institutional procedures.
	3. The **provider institution** is expected to liaise with all **home institutions** to effect a positive outcome e.g. improvement in attendance and retention on the course.

*Where parental involvement is required (as opposed to information giving) it is important (in the first instance) that the* **named management contact** *within the provider institution contacts the* **named management contact** *within the home institution. This acts as an additional support where related personal issues, involving the individual learner, can be known in advance of parental contact. Subsequent parental contact should build on the strategy agreed in the first instance. Where* a *strategy appears not to be working the* **named management contact** *needs to revisit the issues and develop new strategies. This may involve other members of each institution's post 16 team, e.g. academic tutors. Contact with parents should always be handled with care; with information that is learner and learning centred, consistent and informed.*

* 1. The **home institution** is responsible for making EMA payments using, in part, data supplied by the provider institution.
	2. The **provider institution** will be required to provide attendance data on at least a weekly basis. The data should be clear indicating those learners who were absent. This data needs to be sent to the ***named administrative contact*** of the home institution, which for schools is a person.
	3. The **home institution** is responsible for ensuring that information regarding one-off authorised commitments, e.g. field trips are communicated to the provider institution, in advance. The **home institution** should also strongly encourage learners to ensure their teachers know in advance, as an additional safeguard.
	4. Attendance data will be shared through SIMS, however information regarding absence it should be sent by email initially to **named attendance officers,** though where there are technological problems a phonecall should be made, with an electronic communication sent once the technological issue is resolved.

4.10 Learner progress and annual reports should be provided by the **provider institution** at an agreed time and in an agreed format convenient to both institutions.

# EMAs

* 1. The named **administrative contact** is responsible for informing their EMA officer of learner attendance in courses elsewhere.

# Information Exchange

* 1. Both home and provider institutions within the partnership institutions are responsible for providing relevant information to each other.
	2. The type of information **both institutions** should provide:
		+ Annual calendar of events, including term dates, staff developments days, review and assessment days, parent consultation days, examination periods and reporting schedules. The aim is to discuss and agree these by February of each year.
		+ Up-to-date institutional points of contact - at management, learner welfare and administrative level.
		+ Where there is a change of personnel it is the responsibility of that institution to communicate these changes to each other.
	3. The additional type of information **home institutions** should provide:
		+ Comprehensive information on every learner studying away from their institution including (1) contact data, (2) previous attainment data, (3) learner and parent/guardian contact details, (4) the learner's medical details, (5) SEN data. This should be available on the SIMS system and shared. Pupil information needs to be exchanged using CTF as early in September as possible to facilitate this.
	4. The additional type of information **provider institutions** should provide:
		+ Regular reports on attendance and progress for each learner.
		+ A copy of the institutional learner welcome pack/induction pack/ prospectus, as applicable.
		+ A copy of the institution’s learner charter or equivalent, where applicable.
	5. **Provider institutions** should provide learners with the information they would provide all other learners. Learners need to be made aware of institutional expectations and opportunities - including access to learning resources.

# Data Protection

* 1. Each institution must adhere to their data protection policies though the collective commitment to parents and guardians must be incorporated e.g. to receive written reports, to be made aware of attendance and other serious issues.
	2. Each learner must also recognise and agree to data being shared between institutions, to secure the best levels of achievement for the learner.
	3. Where institutional polices do not allow for the commitment to parents or the sharing of learner data, where appropriate then the **home institution** should secure a supplementary agreement from each learner to this effect and consider a revision of their policies. This could be secured through the use of a common addition to application forms with a suitable clause incorporated therein.

# Parental involvement and consent

* 1. The **home institution** is responsible for obtaining prior parental consent for the learner to attend the course, on a virtual basis, at more than one institution.
	2. Both the **home institution and the provider institution** are responsible for informing the parents of parental/learner consultation events.
	3. Contact with parents will usually be via the **home institution** but subject leaders may contact parents directly on day to day issues, though the **home institution** should be kept informed via email.
	4. Where consent is required during the course e.g. to attend a field trip or study visit there must be clear liaison between the **provider institution** and the **home institution.** WG guidelines on educational visits must be followed and Health and Safety regulations need to be applied stringently.

# Data Transfer, Examination Entries, Results and Attainment Tables NEW

* 1. Data on learners accessing courses outside their **home institution** needs to be transferred between **Data Managers**

at the start of term (start of September) to ensure group/teaching set lists are 'up to date'. The use of Unique Candidate Identifier (UCI) numbers is required to ensure accurate data exchange.

* 1. Learner activity (i.e. course being taken) needs to be verified by PLASC to ensure each institution’s PLASC returns are accurate. This data should be sent to **Data Managers** and shared internally with **Examination Officers.**
	2. Since learners will usually sit examinations at their home institution (see 9.4), Data Managers and Examination Officers must ensure that examination entry lists are checked. The home institution is responsible for ensuring that students who access courses at a provider institution are entered for examination(s). The provider institution is responsible for giving accurate information about the examination(s) being taken.
	3. In situations where the learner must be entered for examination or external assessment via the provider institution, the provider institution is responsible for entering all learners' details accurately and appropriately.
	4. Where there is a joint delivery of a learning activity, the subject leaders from both institutions must liaise to ensure that accurate information relating to examination entry is passed to Examination Officers and Data Managers.
	5. **Examination Officers** from **provider** and **home** institutions need to communicate to identify and resolve any clashes.
	6. The **home institution** is responsible for drawing down all funding for learner activity including that which exists in another institution.
	7. On the pre-results day the **Examination Manager** from the **provider institution** is responsible for emailing learner results to the **home institution.**
	8. The **home institution** is responsible for the provision of all their learners' results on results day, including those delivered elsewhere.

# Access to facilities

* 1. The **home institution** is responsible for making sure that pupils enrolled at other providers’ institutions have sufficient computer equipment and access to Hwb and Microsoft Teams to participate fully in the programme of study.
	2. Each institution needs to consider carefully and distribute its Internet Usage policies to encourage a more consistent approach across the partnership.

# Health and Safety

* 1. Each institution has a Duty of Care and will be responsible for the health and safety of all learners and staff therein.
	2. Each institution undertakes to ensure that appropriate risk assessments are completed, and retained, and that these take account of the risks inherent in teaching and learning being conducted on virtual platforms.

# Child Protection

* 1. Both home and provider institutions will follow All Wales Child Protection Procedures and their county’s Child Protection Policy.
	2. The names and contact details of the Designated Safeguarding Person at each institution within the partnership will be shared at the beginning of each academic year, with changes within this period being communicated directly to all institutions within the partnership immediately.
	3. Each home institution is responsible for ensuring that all teachers delivering courses throughout the partnership receives the names and contact details of the DSPs for all institutions as outlined in 12.2.
	4. In the case of a disclosure being made in the home institution, the Designated Safeguarding Person at the home institution is responsible for assessing whether it is necessary to share details with the provider institution, for example to ensure that the teacher at the provider institution is made aware of issues that affect the learner’s wellbeing and safety. Should the home institution’s DSP consider it necessary to share information, this should be communicated directly to the DSP in the provider institution. It will then be the responsibility of the provider institution’s DSP to share this information with the teacher and to record details as appropriate.
	5. In the case of a disclosure being made in the provider institution, the teacher at the provider institution must directly inform **both** the Designated Safeguarding Person at the provider institution and the DSP at the home institution. The DSP at the home institution is responsible for safeguarding from this point onwards.

# Emergencies

* 1. In an emergency that occurs within a lesson or educational visit, it is the responsibility of the **provider institution** to make contact with the parent of the student and then inform the **home institution** as soon as reasonably possible.

# Emergency Medical Treatment *(e.g. educational visits/ provider-site based education days)*

* 1. Each institution will carry out First Aid on learners when needed.
	2. All accidents will be recorded in accordance with each institution's policies.
	3. Under each institution's Duty of Care, if a learner requires emergency medical treatment, the institution will make these arrangements as required.
	4. Each institution will notify the **home institution** and Parents/ Guardians in all cases where significant First Aid or emergency hospital treatment is necessary.

# Behaviour and Discipline

* 1. Each institution is required to have an up-to-date 14-19 behaviour and discipline policy, which should be supplied to the other institutions.
	2. A learner undertaking a course at another institution must be aware of, and agree to comply with, the code of conduct of the delivery institution. If differences exist between institutional policies, communication is encouraged to arrive at a suitable, mutually agreeable compromise.

# Withdrawal of learners from the course

* 1. In all cases, the **provider institution** will fully liaise with the **home institution.**
	2. Withdrawal from a course is extremely serious and steps should have been taken, where possible, to avoid such drastic action.
	3. Areas deemed serious enough to strongly consider a learner being withdrawn from a course should include:
		+ Bullying or offensive behaviour while online.
		+ Failure to comply with Health and Safety regulations.
		+ Persistent disruptive behaviour.
		+ Inadequate levels of attendance and/or levels of completed work.
		+ Poor engagement in the course, despite intervention and support.

# Financial Protocols

* 1. Please read this in conjunction with **WG National Planning and Funding System (NPFS).**
	2. **Home institutions** are responsible for drawing down funding for **all** learners enrolled. This includes courses being delivered to their learners at other institutions.
	3. All institutions will adhere to the official PLASC dates - indicating those who start and those who complete.
	4. All learners transferring must be logged.
	5. A learner needs to be registered on SIMS **at both the home and provider schools** using the **'Dual Main'** and **'Dual Subsidiary'** registration options. This will allow pupils to be tagged to their respective classes.
	6. The transfer of funds from home to delivery institutions should occur in July. Totals will be based on base funding per student, per subject, per term. The difference in the funding totals over the academic year will be paid to the appropriate institution. 15% of the total funding will be retained by the home institution to cover administrative, pastoral and examination costs. It is suggested that this is divided into three payment periods, depending on whether the pupil is still enrolled at 1 October, 1 January, 1 May.

# Agreement to follow the Operational Protocol

* 1. This protocol is a working document, which forms an integral part of each institution's operational framework.
	2. Each partner institution agrees to adhere to this operational protocol.
	3. Constructive comments regarding the improvement of this operational protocol are welcomed.
	4. This protocol will be reviewed at least once a year.
	5. It is noted that this protocol is still under development and, as such, the following need to be established:
		+ Systems for reporting.
		+ Systems for providing UCAS references and other references.
		+ Quality assurance systems.

Work will continue to establish these protocols during this academic year and beyond.

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