

RICHMOND UPON THAMES COLLEGE OF FURTHER EDUCATION

RESOURCE 4: THE COLLEGE RESPONSE, INCLUDING PLANS FOR THE 3 CASE STUDY LEARNERS

RICHMOND UPON THAMES COLLEGE - FOUNDATION LEARNING PROGRAMMES AT THREE LEVELS

Examples of the differences between college and school and the impact on learning

Differences	Impact
Size – a larger environment with far more people (36-100 students at borough special school, 4.500 at RUTC)	Students have to learn & remember how to negotiate their way around the buildings. Possibilities for greater independence (and for getting lost). Different types of roles and relationships – more students learn to communicate with range of people.
More adult environment – different rules.	Expectation of more personal independence on many courses – to be on time and ready to learn. Less protective environment (more freedom?). Can be difficult to accommodate range of behaviours in a mainstream setting because of the impact on other learners
Different staff profile – range of staff may include subject specialists and/or LLDD specialists.	Opportunities to learn from subject specialists in specialist environments, but this may mean fewer staff skilled in teaching LLDD. Double staffing is ideal.
Different mix of learners in a group – after years of being with the same learners.	Interest groups may include learners with very different experiences, abilities and pace of learning. This can be liberating but can present challenges to fit into new norms.
Lesson timings can mean that students must change lessons a lot in a day.	Can be unsettling for some learners. Need to comply with college timetabling in order to accommodate mainstream specialist staff.
Vocational and other specialist resources potentially available but shared between all.	Potential to use excellent resources such as sports hall, construction areas, but competition for their use by other courses.
Different levels of risk	No locked doors- students can leave if determined. More possibility to get lost, greater social vulnerability. Greater opportunity to learn how to manage in a less protected environment.

Course coordinators discussed the profiles of the three learners and used them as a focus for the redesign of courses at three levels. It was decided to choose one awarding body for maximum flexibility to personalise programmes by 'mix and matching'. A huge issue is the fact that learners will have achieved so many units before coming to the college but may be daunted by progression to the next step.

One of the major decisions that has been taken is the merger of the Workwise and Further Education Award (FEA) courses, with the aim of providing greater flexibility for learners such as M and P. Students will be assessed when they join College and will then be allocated a tutor group as a result of the IAG process. This will allow for more flexibility.

For Learner C, some individual targets were identified and learning opportunities and possible accreditation were identified. A timetable is presented for the redesigned SKILLWISE (to be renamed) course for learners working towards Entry 1 and including the old pre entry levels. . The main qualification on offer has been chosen as the Edexcel Entry Level 1 Units (PSD?) in addition to C's possible diploma in Personal Progress.

For Learner M, whose achievements are likely to be at or approaching the 'old' E1, the WORKWISE curriculum was adapted. At both the Skillwise and Workwise levels, it became very clear that the college would wish to re-use units to allow for consolidation and generalisation of skills within E1 in the new context before progression to E2 was possible. The main qualification on offer has been chosen as the Edexcel Entry Level 1 Award/Certificate/Diploma in Personal Progress, together with Functional Skills in Numeracy, Literacy and ICT.

Similarly, Learner P is likely to leave school with achievements at E2 but may not yet be ready for E3 (see 'challenges' section). The FEA (to be renamed) course has been redesigned to allow for this before progression to the next level. The main qualification on offer has been chosen as the Edexcel Entry Level 2 Award/Certificate/Diploma in Personal and Social Development, together with Functional Skills in Numeracy, Literacy and ICT.

These two courses are now likely to be merged, so that learners can choose units at different levels that match their interests and destinations. For each of the courses there is a commitment to deliver differentiated functional skills spanning appropriate levels. Timetables for the three learners are presented below.

COLLEGE PLANS FOR FOUNDATION LEARNING PROVISION FOR EACH OF THE THREE CASE STUDY LEARNERS

LEARNER C: the Skillwise Course

Learner C: example of personal goals to be listed under the ILP umbrella of **Developing Learning Skills: learning to learn**,

Note to staff: – C may be vulnerable in unknown situations. Will need initial support to familiarise himself with the environment. NB uses signing. Always praise & build confidence. NB CL would rather say “no” than ‘fail’

Personal Goals for C	<u>Learning opportunities and possible accreditation</u>
Head up & eye contact when speaking to people Keep my attitude & responses positive Show by my actions that I am joining in	<u>All subjects, including tutorial and communication, drama club</u> Developing Communication Skills
Focus & count real objects matching the verbal “one, two, three” etc directly to the object Practice my coin recognition and values.	<u>Apple Tree café, community activities, mathematical skills</u> Early Mathematical Skills: developing Number Skills Early Mathematical Skills: understanding what money is used for
Transfer and develop my skills from working in the shop & in cookery at school, eg washing my hands regularly at the appropriate time	<u>Apple Tree cafe</u> Developing Skills for the Workplace
Try to do things for myself, including my personal care & using my walking frame	Developing Independent Living Skills
Be fit and active	<u>Gardening , Personal Care & Holistic Therapies & Healthy Lifestyles, sport</u> Using local health services
Access the community	<u>Community activities and next steps</u> Getting out & about
Communicate with friends, including a befriender	Get to know volunteers through the college’s <u>Partnership volunteer scheme</u> Developing Communication Skills Developing Reading & Writing Skills Developing ICT Skills

Live independently one day	<u>Looking after your own home</u> <u>Community activities and next steps</u> Developing Independent Living Skills
Improve skills of using public transport	<u>Community activities</u> Looking & acting the part Getting out & about

FOUNDATION LEARNING PROVISION FOR LEARNER C: the Skillwise course (maximum number of units over 2 yrs.)

<u>Curriculum</u>	9.45 – 10.10	10.20 – 11.30	11.50 – 1.00	1.00 – 2.00	2.00 – 3.10	3.10 – 4.00
Monday	<u>Tutorial</u> – <i>Developing Learning Skills – Learning to Learn</i>	<u>Communication & Early Mathematics</u> – <i>Developing Communication, reading & Writing Skills, Developing Number, position, Shape & Measure, Sequencing & Sorting, Understanding What Money is Used For Skills</i>	<u>Gardening</u> – <i>Developing Skills for the Workplace, Health & Safety & Following Instructions</i>	<u>LUNCH</u>	<u>Art</u>	<u>ICT</u> – <i>Developing ICT Skills</i>
Tuesday	<u>Communication & Early Mathematics</u> – <i>Developing Communication, reading & Writing Skills, Developing</i>	<u>Community Activities & Next Steps</u> – <i>Travel with the Community – Going Places, Using Local Health Services, Dealing</i>	<u>Community Activities & Next Steps</u>	<u>Community Activities & Next Steps</u> <u>LUNCH</u>	<u>Community Activities & Next Steps</u>	<u>Community Activities & Next Steps</u>

	<i>Number, position, Shape & Measure, Sequencing & Sorting, Understanding What Money is Used For Skills</i>	<i>with Problems, Engaging with the World Around You: Events</i>				
Wednesday	<u>Apple Tree Café</u> <i>– Developing Skills for the Workplace: getting things done, following instructions, Health & Safety, Looking & Acting the Part, Developing Independent Living Skills: Keeping Safe</i>	<u>Apple Tree Cafe</u>	<u>Apple Tree Cafe</u>	<u>Apple Tree Café</u> <u>LUNCH</u>	<u>Apple Tree</u> <u>Cafe</u>	<u>Apple Tree</u> <u>Cafe</u>

Thursday	<u>Tutorial</u>	<u>Personal Care, Holistic Therapies & Healthy Lifestyles</u> – <i>Developing Self Awareness: All About Me, Rights & Responsibilities: Everybody Matters</i>	<u>Personal Care & Holistic Therapies & Healthy Lifestyles</u> LUNCH	<u>Drama Club</u> – <i>Encountering Experiences: Being Part of Things</i>	<u>Sport</u> – <i>Developing Independent Living Skills: Being Healthy</i>	<u>Sport</u>
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FOUNDATION LEARNING PROVISION FOR LEARNER M: the Workwise course (year one)

Edexcel Entry Level 1 Award in Personal Progress ; Functional Skills in Numeracy, Literacy and ICT

	9.35-10.10	10.20-11.30	11.50-1.00	1.00-2.00	2.00-3.10	3.20-3.55
MONDAY	Tutorial	Learning to Learn (Core)	Learning to Learn (Core)		Shopping (Getting Out & About)	Shopping (Getting Out & About)
TUESDAY		Numeracy (Functional Skills)	ICT (Functional Skills)		Sport	Sport
WEDNESDAY	Tutorial	PSHE (Having Your Say)	PSHE (Having Your Say)		Literacy (Functional Skills)	Literacy (Functional Skills)
THURSDAY	Work Experience Preparation	Serious Snacks (Getting Things Done)	Serious Snacks (Getting Things Done)	Lunch Cover	Serious Snacks (Getting Things Done)	Serious Snacks (Getting Things Done)

FOUNDATION LEARNING PROVISION FOR LEARNER P: the Further Education Award

Edexcel Entry Level 2 Award/Certificate/Diploma in Personal and Social Development; Functional Skills in Numeracy, Literacy & ICT

	9.00-10.10 1 session	10.10-11.20 1 session	11.50-1.00 1 session	1.00-2.00 Lunch	2.00-3.10 1 session	3.20-3.55 ½ session
MONDAY	9.35 Tutorial	Functional Skills Literacy	Functional Skills ICT		Work Skills	
TUESDAY	9.35 Tutorial	Catering	Catering		PSD (Rights & responsibilities)	PSD
WEDNESDAY	Functional Skills Numeracy	Functional Skills Literacy	Retail	Retail		Photography (then Art Terms 2 &3)
THURSDAY	Independent Living (Dealing with problems in daily life)	Functional Skills ICT	Functional Skills Numeracy		Certificate in Sports Leadership Award or Hair & Beauty	Certificate in Sports Leadership Award or Hair & Beauty