



Foundation Pathway.

Why change for September 2012?

Our success rates on Long Level 1 programmes are 7.85% below national average.

Some of our E3/L1 learners have barriers to learning which means that some curriculum staff could spend a disproportionate amount of their time supporting learners in non-vocational issues. This can impact negatively on other learners.

Learners are currently carouselling on vocational Level 1 courses and not progressing to further education courses, apprenticeships or employment.

Providing short vocational level 1 courses will encourage learners to progress on their learner journey.

The programme

- Will contain our E3/Level 1 programmes
- All E3/L1 will still be delivered in curriculum areas 1- 1 -1/2 days every week.
- Vocational learning will be delivered in curriculum.
- Programmes will be supported with each student having an ILP to meet their learning needs.
- Each learner likely to have a different journey through Foundation Learning to either Level 2 FE, an apprenticeship programme or employment.
- Qualifications will be short, not stretching the length of the academic year.
- Learners will be able to change direction/options depending on their needs.

- Some learners may take 1 year to progress others may take 2.
- Maths and English will be embedded in all areas of learning.

Aims of the programme

- Offer successful learning programmes to students who may have difficulty learning
- Raise levels of Maths and English through project based work.
- Develop self-esteem and confidence for learner progression.
- Support learners with an individual learning programme to track progression.
- Include learners in ILP SMART targets and decision making at all times.
- Achieve retention of students.
- Progress students into FE, employment or apprenticeships. Reducing NEETS figures.
- Raise learner's aspirations to succeed in education and employment.
- Learner involvement at all stages of their programme.

Programmes will be delivered to support

- Emotional and Behavioural Disorders
- ESOL
- Vocational
- Mental Health Issues
- Learners may need a combination of the above
- Programme will underpin all Maths and English
- Work experience
- Improved success rates

Challenges

- Providing rooms which are smaller for learners to work in groups 5-10 to offer a more secure learning environment for vulnerable students
- Staffing – Recruiting Senior Course leader
- Curriculum staff to be timetabled on Foundation Pathway programme and college curriculum courses.
- Expertise in staffing student's specific difficulties.
- Increased staff teams - Funding issues
- Building space.

Challenge outcomes to date 15-3-2012

- College is proposing to buy a building attached to the grounds. This building has a considerable amount of small rooms. Staff will be able to accommodate small groups of learners.
- A senior course leader has been recruited to the programme.
- Timetables are being planned to ensure Curriculum staff cover all areas of course delivery.
- Staffing structures are being planned. Tutors who have experience of working with Level 1 learners will be part of the Foundation Pathway team
- Learning Support Staff will be included in the planned delivery of the programme.

How will ALS Support the Foundation Pathway?

To support the Foundation Pathway and college learners ALS staff have completed training in;

- Mental Health Awareness- Anxiety and Depression – Signposting - Delivered by CAMH. MIND contact with Head Of ALS
- Mental Health First Aid
- Bullying Harassment

- Safeguarding
- Autism
- Conflict resolution
- PTLLS,CTLLS,DTLLS
- Introduction to counselling
- BSL signing Liaison and advice from SENSE
- Equality and Diversity
- Dyslexia
- Advice and Guidance

Training needs are identified at staff appraisals and when they arise in the college year.

Head of ALS has identified the need to appoint specialist workers in the ALS team to support learners with specialist difficulties.

The ALS team already has 2 Level 7 SPLDS who complete exam concessions and assessments for student's needs. They write reports which offer guidance for tutors and ALS staff to work effectively to meet student's needs.

From the LSIS project a Learning Success Mentor job has been adapted from another college to meet the needs of Huntingdonshire Regional College. This post will support learners at the start and throughout their learner journey.

- Will offer support weekly with individuals and group work.
- Track the progress of learners and work with Curriculum Tutors and Pathway Foundation team to share SMART targets on the Individual Learners Plan.

The purpose of recruiting a Success Mentor is to offer positive support from a skilled worker identifying when a learner is having difficulties and alert staff to support this learner to achieve.

A post is also being advertised for Health and Well Being Mentor; this post will deliver sessions on health and wellbeing which will support qualifications.

- They will be part of a Mental Health Support Committee which is currently being implemented in college.
- The main aim of this post is to deliver self-esteem and confidence building sessions to support learners to achieve to the best of their ability.

- The post will support all learners with barriers to learning and share information with staff which will offer a holistic approach to supporting all students.

Raising the profile of ALS

Parents and students are given ALS information and contact details if they needed support. This identified the need to address the ALS student journey to support the transition from school to college and provide the support needed for improving student achievement and aspirations. Head of ALS has visited school SENCOS to develop positive communication for information sharing which will assist in identifying support needs for students from school to college transition.

The Huntingdonshire Regional College ALS student journey chart demonstrates how we are improving and supporting the ALS student Learner Journey to support all learners to achieve. This was developed to improve ALS information sharing from previous years for students entering FE. Limited information regarding learning needs have not been shared previously and learning difficulties have been identified at a later stage when behaviour issues have been accelerated due to students needs not be identified at an early stage of their learning journey.

These changes are all in working progress at HRC with expectations of making positive changes to Challenge Low Expectations and raising student's aspiration and success rates.

Data will be collected to identify the success rates of students.

It would be useful to continue meeting with the cluster group. I have gained so much knowledge doing this project and sharing information has been invaluable.

