

# Nash College

*Learning through living - pushing the boundaries*

## CURRICULUM STATEMENT 2015

### Nash College Vision

'A College where excellence ensures learning which is relevant and purposeful and which will enable an individual to live a fulfilled life.'

**To support this vision, all students have a Learning Entitlement with a strong focus on preparing for adulthood including employment:**

- **Access to learning and teaching strategies, resources, environment and staff with skills relevant to the learning needs of each student within one of three Models:**
  - Model 1 approach which supports a consistency and independence through directed learning, routines and visual structure. Students with Autistic Spectrum Disorder, moderate, severe or profound learning disabilities, behavioural and/ or sensory needs will benefit from this approach.
  - Model 2 approach which supports prediction, expects response to change and integrates challenge and excitement. Students with profound and multiple learning disabilities, multiple disabilities, complex medical needs, sensory needs and moderate behavioural needs will benefit from this approach
  - Model 3 approach which supports independence, problem solving, employability and rights, responsibilities and relationships. Students with moderate learning disabilities, severe learning disabilities, physical and medical needs, sensory needs and mild to moderate behavioural needs will benefit from this approach

**See Appendix 1- Models framework** - separate document attached.

This supports the spectrum of learners attending the college and ensures that no one group of learners needs, wants or wishes diminish the appropriateness of learning for another. The curriculum allows for the integration of trans-disciplinary/ professional staff to deliver an effective curriculum in all areas of the college provision.

### **Each student is also entitled to access:-**

- An Individual Study Programme that is tailored to his or her individual needs within the programme areas of Functional Skills, Employability, Independent Living, Community Learning and Creative and Sensory and Guidance and Support.
- Opportunities to learn both on and off site and within the wider community external to the college including college partnerships.
- A programme that promotes the development of functional skills- with fully embedded delivery of literacy, communication, numeracy, cognition and information and learning technology skills within realistic settings.
- Opportunities to gain employability skills through a range of internal and external Work Related Learning/ Community Learning Environment placements to lead to an employment pathway/ supported employment post-college if appropriate.
- Opportunities to learn about healthy lifestyles including diet, exercise and maintaining their own safety.

### **Each student will have:-**

- Their individual needs met in line with the SEND Code of practice within the Children and Families Act 2014, 'Valuing People Now-Getting a Life' and Every Learner Matters (ECM Agenda) and her/ his Educational Health Care Plan (EHCP)
- An Individual Plan, integrating Person Centred Plan, Person Centred Care Plan and other key documents/ guidelines which will be regularly up dated and accurately reflect their learning related needs, hopes, aspirations and achievements.
- A Destinations & Outcomes Learning Plan with Destinations, Learning Outcomes, Annual Goals and short term Targets agreed by student, staff and families, which form the Learning Plan, which will challenge the student to learn and against which progress will be regularly reviewed throughout their course of study and to accurately reflect their learning and related needs, hopes, aspirations and achievements.
- Non-accredited provision based on the recognising and recording of progress and achievement and within the 5 'Life' Areas.
- Relevant accredited provision through use of Personal Progress Units to support achievement of Destinations and Outcomes.
  
- Representation of views, concerns or wishes through support via meetings, on-going support from Living and Learning Champion (key worker), the Trans-disciplinary Team, Advocate or witness statements.
- Opportunity to make choices in all aspects of their education and care and have the right to have their voice heard.
- A curriculum, which reflects and positively promotes the diversity and cultural background of the learner population within the local and national community.
- A specialist trans-disciplinary team to support learning to reduce dependency and promote communication, self-determination and advocacy.
- The College's IT networks, assistive technologies and support from the Assistive Technology Team for both group and individual use and for learning and leisure.
- An effective transition into, through and out of the college.

## **Nash core principle of learning:**

The 5 'Life' areas of learning in the Destination and Outcomes Learning Plan are undermined by the Nash core principle of learning:

- To improve quality of life and build on the strengths of the individual.

## **This principle underpins the Curriculum Drivers - skills which should be targeted within the 5 life areas of learning:**

Our expectation is that students at Nash will leave college having gained:

- good relationships with friends and families.
- improved social interaction and communication skills which promote effective transitions towards life choices.
- skills for daily living and personal care which will enable them to live and be supported in the home settings of their choice.
- high aspirations relating to employment and improved employability skills.
- high aspiration for leisure and further learning activities.
- improved or maintained levels of fitness, health, safety and well-being.

And be able to:

- apply new and previously gained functional skills within everyday life.
- achieve greater control of decision making in aspects of their own lives through effective communication.
- have an understanding of possible opportunities which will enrich their life experiences and widen opportunities.
- make a positive contribution to the communities in which they live.
- travel to, use and take an active part in their local communities.
- manage their own emotions and behaviours in the most positive way.

All of the above will lead to increased levels of independence, functionality, self-determination and improved quality of life chances.

## **Destinations, Learning Outcomes, Goals and targets are planned within the five 'Life' areas of:**

- Family, Friends and relationships
- Home and belonging
- Work and Contributing to the Community
- Leisure and Further Adult education
- Well being

### **These five life areas were initially based on 'Valuing People Now-Having a Life':**

'To make sure people with learning disabilities have the same life opportunities as any other citizen'

- **Relationships and having a family** - People with learning disabilities should have the choice to have relationships, become parents and continue to be parents, and the support to do so.
- **Housing** - All people with learning disabilities and their families are able to choose where and with whom they live.
- **Work, education and getting a life** - All people with learning disabilities and their families have a fulfilling life of their own that includes opportunities to work, study and enjoy social and leisure activities.
- **Better Health** - All people with learning disabilities get the healthcare and the support they need to live healthy lives.

### **And are also now clearly linked to the SEND Code of Practice Disability Reforms in Preparation for Adulthood:-**

- **Higher education and/or employment** - including exploring different employment options, such as support for becoming self-employed and help from supported employment agencies;
- **Independent living** - enabling people to have choice and control over their lives and the support they receive and their accommodation and living arrangements, including supported living;
- **Participating in society** - including having friends and supportive relationships, and participating in, and contributing to, the local community; and
- **Being as healthy as possible in adult life.**

### **And the 4 pathways within the Education, Health and Care Plan:-**

- **Pathway:** Friendships, relationships & being part of my community
- **Pathway:** Independent living and housing
- **Pathway:** Preparing for and finding employment
- **Pathway:** Good health

## **Assessment and Monitoring: Destinations and Outcomes Learning Plan and Assessment Process:**

An important aspect of all the programmes offered at Nash College are the opportunities provided for progression. Students enter the college and access courses at appropriate levels as identified in their pre-entry and baseline assessments. Many students attend for 3 years; however programmes can also be tailored to one or two years or part time courses. Students progress at their own pace and all staff have high expectations for success and achievement.

Prior to admission all learners visit the college and specialist staff carry out detailed pre-entry assessments. This includes assessments by the Education team at the student's current school in order to fully establish the students' level of ability in a known environment. During the assessment period the views of the students, their families or carers and their current teachers and support staff are gathered regarding relevant post college Destinations in a range of five Life areas and therefore required Learning Outcomes.

On admission baseline assessments are carried out to confirm the pre-entry assessments and the students' Destination and Learning Outcomes by the trans-disciplinary team working with each student. Individual study programmes are confirmed which will support and promote learning and these are further informed by the student's expressed or gathered views, hopes and aspirations. Challenging individual Annual Goals and short term Targets are set/ agreed by all teams working with the student within the Destinations and Outcomes Learning Plan (previously termed ILP) to enable learners to work towards their post college learning outcomes.

Student progress is monitored regularly through the Destinations and Outcomes Learning Plan and at Annual Review. The D & O LP is a working document but is formally reviewed three times a year in order to ensure progress is maintained in each of the five 'Life' areas. It is important that the D & O LP also reflects the student's interests and aspirations.

Planned learning developed and informed by principles outlined within Every Learner Matters- be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being are referenced within Destinations and Outcomes document.

The D & O LP has now been transferred to a national database (Schoolpod) and includes pages for:

- Pre-entry Can Do statements.
- Baseline Can Do statements.
- Overall Destinations and Outcomes + three yearly goals (as seen above).
- Each goal and target setting period + achievement statements.
- Final Outcomes and Destinations achievements + post college review.

**Please note-as the students at Nash College are not able to read the wording of the D & O Learning Plan all statements are written in the 'third' person. Key targets are written in accessible form in the 1<sup>st</sup> person for those students who are able to assist in planning their own learning.**

**Annual goal and target setting periods:**

Tutors, residential and therapy teams set students' targets at least three times each academic year for the periods of:-Nov-Feb, Feb-May and June-Oct in order to achieve annual goals set Nov-Oct. Specific 3<sup>rd</sup> year transition targets are worked on during:-June-July. These dates of goal and target setting/recording support student transition to each new academic year and to following placement as well as reporting to funding bodies, families and other stakeholders.

Each lecturer or session leader chooses the most relevant targets to work on within that session and inputs these into the students' individual session plans. Lecturers complete a statement of achievement against each target towards the end of each period of targeted learning and then Tutors complete a summary statement of achievement against each target on the D & CO LP.

**Analysis of student achievement:-**

Student achievement target data is analysed 3 x year against gender, ethnicity, residential/ day status, mobility, key aspects of disability such as autism or visual impairment in order to ensure that should a gap in achievement occur, the reason for the gap is identified and the student/s concerned are supported through amended teaching practice/ resources or environment in order that the gap can be closed quickly.

See Appendix 2 for Process: Destinations and Outcomes Learning Plan

## Destination and Outcomes Learning Plan

<b>Student Name:</b>	<b>Planned Destinations</b> Where the student will be/ what the student will be doing after leaving Nash College.	<b>Learning Outcomes</b> What the student will be able to do on completing his/ her 1/2/3 year course in order to reach his/ her chosen destination All statements to be worded as 'Able to...'	<b>Year 1</b> <b>Annual goals</b> to reach the required course outcomes + <b>Accreditation</b> Unit Titles	<b>Year 2</b> <b>Annual goals</b> to reach the required course outcomes + <b>Accreditation</b> Unit Titles	<b>Year 3</b> <b>Annual goals</b> to reach the required course outcomes + <b>Accreditation</b> Unit Titles
<b>Family, Friends &amp; Relationships</b>					
<b>Home &amp; Belonging</b>					
<b>Work &amp; Contributing to the Community</b>					
<b>Leisure &amp; Further/Adult Education</b>					
<b>Well-being</b>					

Progression is monitored through the student's course at Nash, identified against:

- Identified Destinations and Learning Outcomes in 5 'Life' areas of learning linked to students' pre-entry and extended baseline assessments.

- Annual Goals set in 5 'Life' areas of learning.
- Short term Targets set in 5 'Life' areas of learning.
- National accreditation assessment tool for Entry 1 Personal Progress Units: the Achievement Continuum.
- National assessment tools: Pre-entry Curriculum Framework Literacy & Numeracy milestones; Adult Core Curriculum-Entry 1-Level 1; ICT P levels and Entry level ICT.
- Further assessment tools as appropriate for each students needs such as:-Routes for Learning (PMLD), switch & touch screen, functional vision, eye gaze and sensory integration assessment tools.
- Assessments checklists and resulting spider grams carried out by the therapy teams and used across departments –Communication, Mobility, Behaviour and Daily Living/ Independence.
- *N.B. assessment tools currently under development/ review Employability skills list and related work CVs.*

**Assessment and recording of progress using assessment tools enables both:**

- Assessment to support planning of learning and goal and target setting.
- Assessment and evidencing of additional progression in a broad range of skills including Functional Skills and Cognition, Communication, Mobility, Behaviour and Daily Living/ Independence.

**For further information on Nash College Assessment Process see Appendix 4**

## **Curriculum Offer**

The sessions on offer are the media or back drop to learning through which the students learn the skills they require to achieve their Learning Outcomes and Destinations. The college is committed to ensuring that students learn in real contexts and in environments which will enable them to transfer their learning into their everyday lives and to their post college life.

**The Curriculum is structured to provide:**

- A balance of formal and informal learning offered through an extended curriculum.
- A range of internal and external Work Related Learning/ Community Learning Environment placements with work preparation sessions depending on individual need.
- A range of structured and motivating 'total learning' environments.
- Integrated day and residential learning support staff.
- Specialist support staff and therapists who contribute to all aspects of curriculum delivery and inform good practice.
- An embedded delivery of literacy, communication, numeracy, information learning technology, cognition and physical and practical skills.
- Both consistency and variety of staff and learner and peer group relationships.
- Full student participation in college and community life.
- A reflection and positive promotion of the diversity and cultural backgrounds of the student population and local community.
- Supported by the responsive allocation of adaptive and assistive technologies and access to specialist resources.



Students can request to change a timetabled session if it is no longer suitable/ appropriate at any time in the academic year.

Learning should take place in the most appropriate venue for example:

Skills and tasks within the area of Home and Belonging: - in the residential area for residential students or relevant areas e.g. teaching kitchen for day students.

Employability skills/ tasks within the area of Work and Contributing to the Community: - in a range of internal departments e.g. catering or maintenance and external placements.

Travel training and use of public transport to a range of venues/ courses is integrated into their 'learning' day and local community for road safety.

All students have trans-disciplinary individual risk assessments to ensure that their needs are fully met and that they are in a safe and supportive environment.

## **Accreditation –Personal Progress**

Personal Progress Units are chosen on an individual basis in order to support achievement of each student's chosen Learning Outcomes and Destinations. The units are used as one method of evidencing/ tracking progress. The students are not taught 'to the units' but rather the work they do in a range of courses is used as evidence of achievement of units which support achievement of Learning Outcomes.

This information is recorded as an integral element of each student's Destinations and Outcomes Learning Plan-the unit title being entered similarly to an annual goal and the Unit criteria similarly to targets.

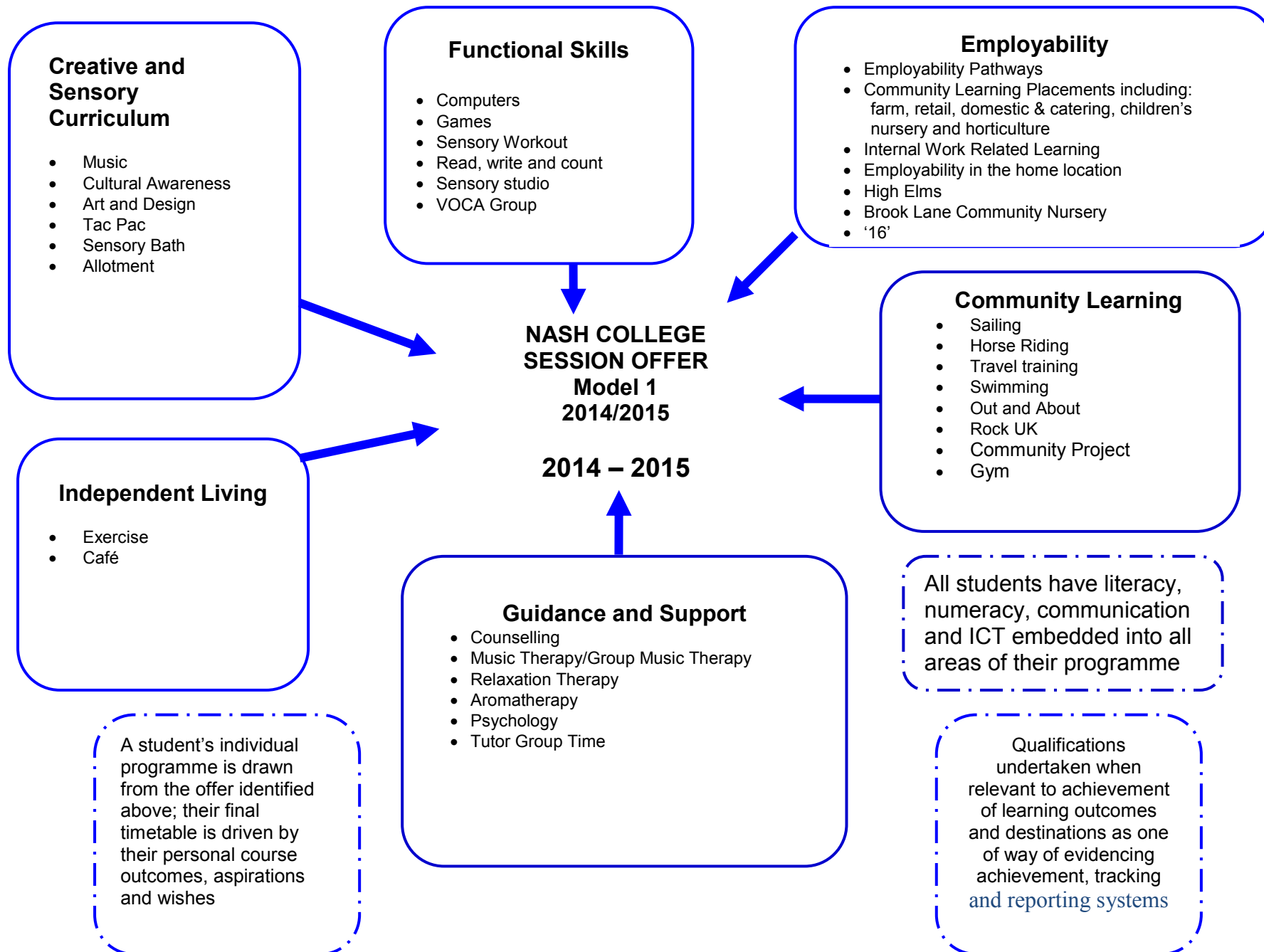
Students can be supported to work on unit criteria across a range of courses both on and off site and rarely work on a unit in one course only. A named member of staff is responsible for monitoring the learning within the Unit overall and writing the unit transcript.

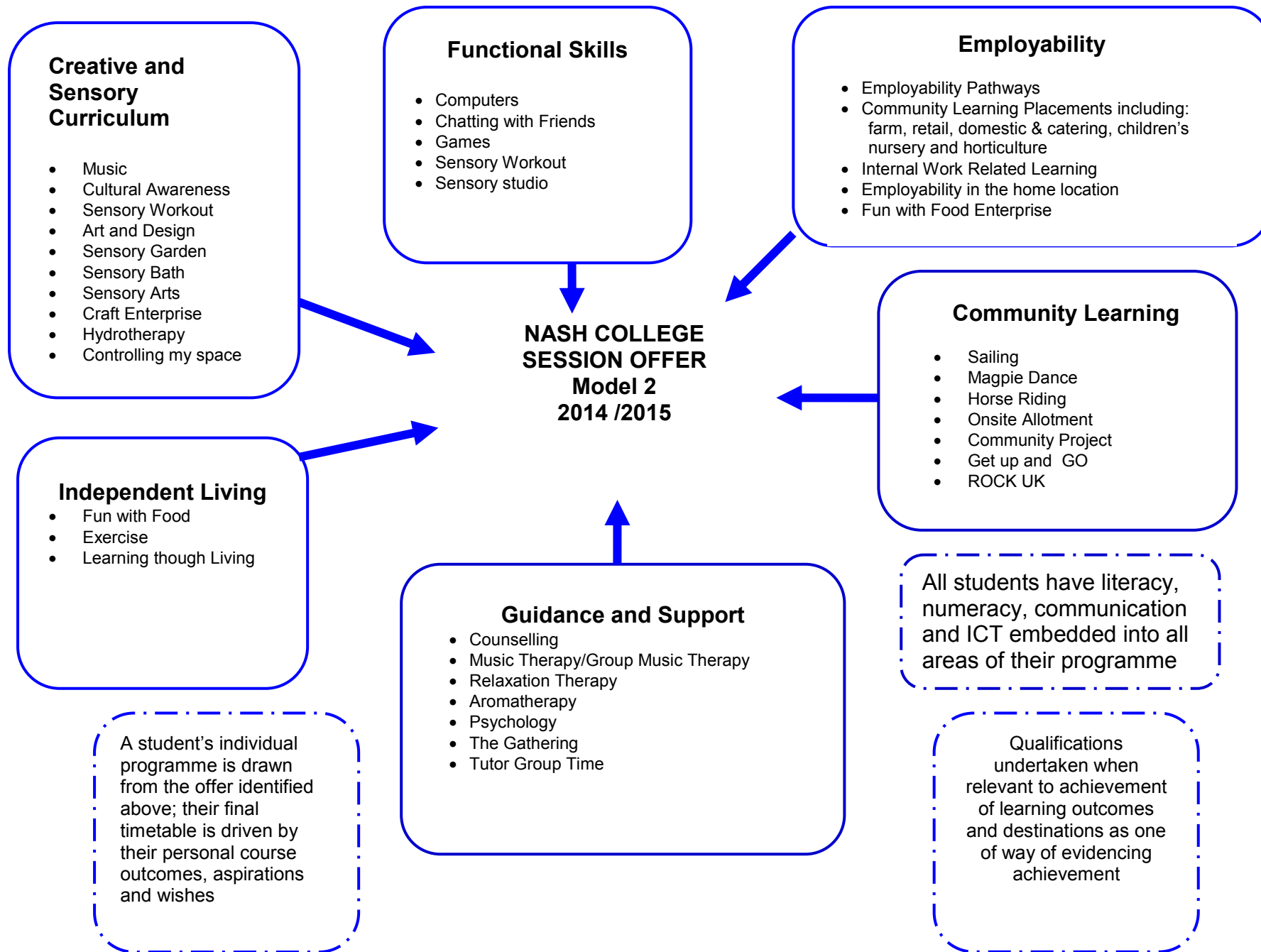
Progress is evidenced against all criteria and that evidence is moderated with reference to Awarding Bodies' requirements both internally and externally.

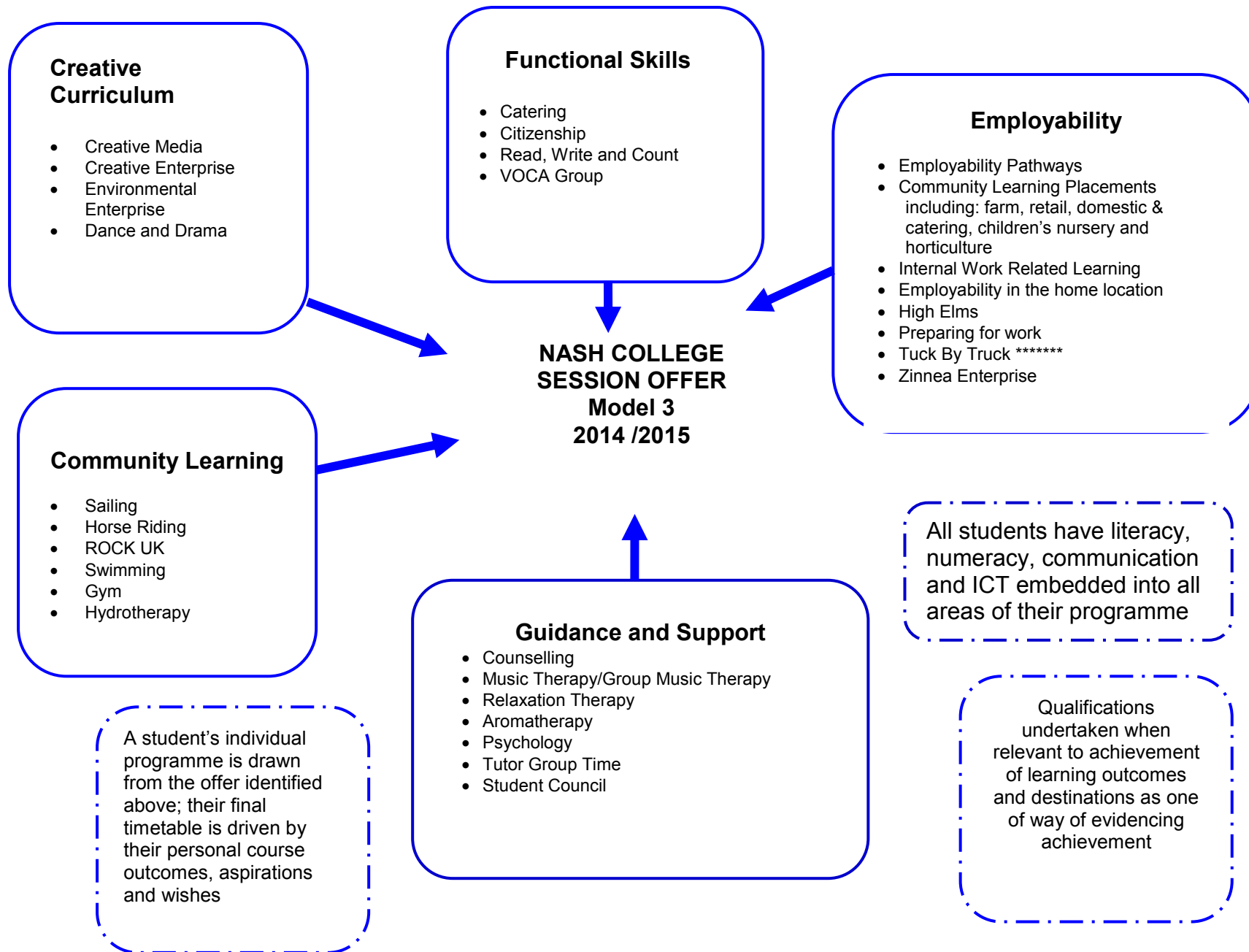
Students at Nash generally build up enough credits to achieve an Award at the end of their first year, a Certificate at the end of their second year and work towards a Diploma in their third year.

Staff at Nash College have been fortunate to receive training and support from Ruth Perry, author of the Personal Progress units listed within Appendix 3, especially prior to and during the initial trial of these units at Nash College. We continue to have ongoing support which we can draw upon at anytime.

The use of Personal Progress units to evidence learning will continually be reviewed in the light of current national agenda to ensure good practice (e.g. OFSTED/ ILR requirements).







The internal moderators have also received training in delivering personal progress units from ASDAN and receive ongoing support and updated information through attendance at annual workshops.

**Moderation Feedback Reports (extract from reports 2013-14):**

*“This is an excellent submission that meets all necessary requirements for the achievement of the Personal Progress qualifications. Portfolios are well organised. Evidence shows engagement and interest on the part of the candidates and they appear well supported. Photos, annotations and witness detail have been used effectively to show how candidates have met the required assessment criteria”.*

**For further information on Personal Progress Units and ASDAN accrediting body see Appendix 3**

## **Transition**

The College will work with the students, Local Authorities and all other interested parties including parents, carers and other agencies to ensure that the young person has the best possible transition both into college/ during their college course and onto the next stage of their lives.

The College is committed to effectively support students at times of transition and has a Transitions Team who actively facilitates the transitions process. Transition is based on personalisation principles and each individual Pathway is tailored to support the student to achieve their goals and to represent their own interests and aspirations.

The Transition Team will have collected and collated information from previous schools or provider, families and other agencies prior to the student’s entry to the college. Essential equipment and resources will have been sourced from the Local Authority or internally within the college and wherever possible be available for the day of entry, subject to funding being agreed.

Each student will leave the college with a detailed Individual Plan and now an EHC Plan including information explaining the student’s aspirations, needs and wants.

On completing the course at Nash College, students are tracked for the first six months to monitor the progress made and to offer advice and support as required.

## **The Curriculum delivery is supported by robust Quality Improvement and Self-Assessment monitoring**

- Effective cross-college monitoring of Observation of Teaching and Learning through a rigorous and robust process including Unannounced Learning Walks. Sampling of Session Plans, Destination and Outcome Learning Plans, Schemes of Work and resources are linked to OLT schedule.
- The outcomes of annual curriculum and residential reviews are used to input the College Self Assessment Report which leads to the development of the annual College Quality Improvement Plan.
- Annual curriculum quality cycle includes curriculum review and evaluation.
- Regular meetings of staff teams in both equivalent and supervisory roles.
- Clarity of communication and lines of management between all staff involved in curriculum delivery.
- Students' views gained through learner surveys, evaluation of sessions, tutorials, student union meetings, annual reviews and reports. **See Learner Voice schedule – Appendix 5**
- Clear performance targets are set annually which are monitored by the Senior Management Team and the Governing Body.
- Accreditation is quality checked through internal and external verification.
- Students' progress through RARPA (tailored to individual needs) is rigorously monitored against the achievements of individuals and a range of categories over three years.
- Learning is measured and benchmarked against other providers where relevant.
- Periodic audits and verification of quality of evidence gathered in formative and summative assessments.
- All curriculum-related plans are linked to the College Quality Improvement Plan and are reviewed as part of the quality process cycle.
- The curriculum offer will be reviewed in the summer term 2015 in preparation for 2015-16 to ensure it meets the needs of the student body and complies with the principles of inclusion, the disability discrimination act, and promotes equality and diversity.
- The review will ensure that the curriculum offered is supportive of learners and that assessments carried out are appropriate to the needs of the learners and meet the requirements of awarding bodies.

### **Appendix 1- Models framework**

See attached document.

## Appendix 2 - Process Destinations and Outcomes Learning Plan

### Process Destinations and Outcomes Learning Plan

<b>Destinations and Outcomes Learning Plan</b> <b>Process for planning individual learning for each student</b>	
<p><b>All students have learning planned within five designated areas of the D &amp; O Learning Plan:</b></p> <ul style="list-style-type: none"> <li>• Family, Friends and Relationships</li> <li>• Home and Belonging</li> <li>• Work and Contributing to the Community</li> <li>• Leisure and Further Adult Education</li> <li>• Well Being</li> </ul> <p><i>Please note-as the students at Nash College are not able to read the wording of the Destination and Outcomes Learning Plan all statements are written in the 'third' person. Key targets are written in accessible form in the 1<sup>st</sup> person for those students who are able to assist in planning their own learning.</i></p>	
<p><b>Destination</b></p> <p>Where the student will be/ what the student will be doing after leaving Nash College All statements are worded as 'To...'</p>	<p>Provisionally agreed by the Transition and assessment teams and family at pre-entry. If an EHCP is available, this should be used and all areas covered. The EHCP can be reviewed as required with other agencies. Reviewed by a trans-disciplinary team during the student's baseline assessment period. Reviewed at Pre Baseline review meeting with tutor. Confirmed at the Baseline Review and each subsequent review.</p> <ul style="list-style-type: none"> <li>• Normally the pre-entry educational assessor enters the destination onto Schoolpod</li> </ul>
<p><b>Learning Outcomes</b></p> <p>What the student will be able to do on completing his/ her 1/2/3 year course in order to reach his/ her chosen destination All statements to be worded as 'Able to...'</p>	<p>Provisionally agreed by the Transition and assessment teams and family at pre-entry. Reviewed by a trans-disciplinary team during the student's baseline assessment period. Confirmed at the Baseline Review and each subsequent review</p> <ul style="list-style-type: none"> <li>• Normally the pre-entry educational assessor enters the outcome on Schoolpod.</li> </ul>
<p><b>Annual Goals</b></p> <p>Learning Outcomes are broken down into 1/2/3 Yearly Goals which are set in <b>Nov</b> of each year. Achievement of these Goals enables final achievement of the</p>	<p>Agreed by a trans-disciplinary team during the student's baseline assessment period. The trans-disciplinary team includes key members of the Education, Residential and Therapy (including psychology) teams known to the student.</p> <ul style="list-style-type: none"> <li>• The Tutor/ key members of the Therapy, Residential and Nursing teams enter the Annual</li> </ul>

<p>Learning Outcomes All statements are worded as 'To...'</p> <p>Annual goals are entered in the relevant year's column on the Learning Aims tab on Schoolpod in the same row as the linked Learning Outcome.</p>	<p>Goals they will monitor/ 'own' into the Learning Aims tab on Schoolpod.</p>
<p><b>Accreditation- Personal Progress Units</b></p> <p>Personal Progress Units are chosen in order to support achievement of the student's chosen Learning Outcomes. These are entered onto the Learning Aims tab on Schoolpod – <i>Currently under review.</i></p>	<p>The student usually works on his/ her chosen PP Units in a range of courses.</p> <ul style="list-style-type: none"> <li>• The tutor enters the PP Unit title into the Learning Aims tab on Schoolpod – <i>currently under review.</i></li> <li>• A named member of staff is responsible for monitoring the learning within the Unit overall and writing the unit transcript.</li> </ul>
<p><b>Target setting</b></p> <p>Targets are set at least three times each academic year for the periods of: <b>-Nov-Feb, Feb-May and June-Oct.</b></p> <p>Specific targets relating to final transition to Destinations are set <b>May-July</b> in the student's final year</p> <p>All statements are worded as 'To...'</p> <p>Targets are entered on Schoolpod on the Learning Aims tab in the same row as the linked annual goal; in the current year.</p>	<p>These dates of target setting/achievement support the student's transition to each new academic year and to his/ her next placement as well as reporting to funding bodies.</p> <ul style="list-style-type: none"> <li>• Targets are set by the Tutor/ key members of the residential and therapy teams who are known to the student.</li> <li>• Each person enters the target/s they will monitor/ 'own' into Schoolpod Learning Aims tab..</li> <li>• Each team will be able to work on targets set by another team or set a target to another team's annual goals if that is appropriate.</li> <li>• Each lecturer or course leader chooses the most relevant targets to work on within that course and inputs these targets into the student's individual session plan/s for that course. A course leader can liaise with the tutor if it would be appropriate an individual student to have an additional target set.</li> </ul>
<p><b>Accreditation-Personal Progress Unit Criteria</b></p> <p><b>The PP Unit criteria for each Unit are entered on the individual target column</b> in the same row as the linked unit; in the current year of Schoolpod Learning Aims tab – <i>currently under review..</i></p>	<p>The unit criteria are worked on throughout the year up to the Personal Progress deadline as opposed to targets, which are worked on for 1/3 year only.</p> <p>The student usually works on his/ her chosen Unit Criteria in a range of courses.</p> <ul style="list-style-type: none"> <li>• The tutor enters the Unit Criteria into Schoolpod Learning Aims tab <i>currently under review.</i></li> <li>• Named staff are responsible for working towards the criteria for each unit for each student and gathering the evidence of learning; the lecturer or course leader inputs these criteria into the student's individual session plan/s for that course.</li> </ul>
<p><b>Recording of Achievement-Targets, Personal Progress Criteria and Annual Goals</b></p> <p>Summary statements of achievement against each target are recorded in <b>Feb/ May/ Oct</b></p>	<ul style="list-style-type: none"> <li>• Lecturers/course leaders complete a statement of achievement against each target towards the end of each period of targeted learning – on Schoolpod Learning Aims tab by double clicking the relevant target.</li> <li>• Tutors/ Residential/ Therapy Teams complete a summary statement of achievement against</li> </ul>



<p>Summary statements of achievement against each annual goal are recorded in <b>Oct</b></p> <p>Recording of achievement against PP Units/ Criteria is undertaken within the accreditation deadlines</p> <p>Achievement is recorded as ‘<b>A</b>’ (achieved), ‘<b>PA</b>’ (partly achieved) or ‘<b>NA</b>’ (not achieved)-with the rationale for the level of achievement and whether/ how this will continue to be worked on contained within the text</p>	<p>each target they are monitoring in <b>Feb/ May/ Oct</b> against the relevant target on Schoolpod Learning Aims tab by double clicking the relevant target.</p> <ul style="list-style-type: none"> <li>• Lecturers/ course leaders complete statements of achievement evidence sheets for PP Unit criteria-<b>on-going through the year</b>. Named staff complete unit transcripts within accreditation deadlines. The tutor summarises mid course achievement of unit criteria in Feb-in target; this is recorded as (PA). <i>Currently under review.</i></li> <li>• Tutors/ Residential/ Therapy Teams complete a summary statement of achievement against each Annual Goal they are monitoring in <b>Oct</b> on Schoolpod Learning Aims tab by double clicking the relevant goal.</li> </ul>
<p><b>Recording of Achievement-Learning Outcomes</b></p> <p>Summary statements of achievement against each Learning Outcome are recorded in <b>May of the student’s final year</b></p>	<ul style="list-style-type: none"> <li>• The Tutor summarises the student’s achievements of their Learning Outcomes for all five areas of learning on Schoolpod Learning Aims tab by double clicking the relevant outcome, for the student’s Transition Report in <b>May</b> of their final year</li> </ul>
<p><b>Recording of Achievement-Destinations</b></p> <p>Achievement against the student’s Destinations is recorded on completion of the college course and up to one year later.</p>	<ul style="list-style-type: none"> <li>• The Transition team monitors achievement of the student’s Destinations up to one year after completion of college course-this is recorded on Schoolpod Learning Aims tab by double clicking on the relevant Destination, following completion of course/s at Nash.</li> </ul>
<p>QUALITY CYCLE:</p> <ul style="list-style-type: none"> <li>• Setting of Destinations, Learning Outcomes, Annual Goals and short term Targets will be audited for relevance and challenge-see target setting checklist</li> <li>• Achievement of Destinations, Learning Outcomes, Annual Goals and short term Targets will be audited and quality monitored/ moderated following recording of achievement</li> </ul>	

## Appendix 3 - ASDAN-Entry 1 Qualifications in Personal Progress

All of the Personal Progress qualifications have had their approval extended by Ofqual to 2014, with certification available to 2016.

### What is Personal Progress?

The new Entry 1 qualifications in Personal Progress are approved qualifications; they are made up of units which can be broadly divided into the following areas: Personal Development, Functional Skills, Independent Living Skills and Vocational/Work Skills.

The development of Personal Progress qualifications has followed work in which QCDA contracted ASDAN to test and trial these learner-referenced units at Entry 1 with 23 centres.

### **Literacy/Numeracy/ICT**

- Developing communication skills
- Developing reading skills
- Developing writing skills
- Providing personal information
- Making requests and asking questions in familiar situations
- Early mathematics: developing number skills
- Early mathematics: position
- Early mathematics: sequencing and sorting
- Early mathematics: shape
- Early mathematics: measure
- Understanding what money is used for
- Recognising time through regular events
- Developing ICT skills

### **Independent Living Skills**

- Developing independent living skills: having your say
- Developing independent living skills: keeping safe
- Developing independent living skills: looking after your home
- Developing independent living skills: being healthy
- Developing independent living skills: looking after yourself
- Developing independent living skills: personal presentation
- Planning and preparing food for an event
- Preparing drinks and snacks
- Taking part in daily routine activities

### **Personal Development**

- Dealing with problems
- Rights and responsibilities: everybody matters
- Developing learning skills: learn to learn
- Getting on with other people
- Developing self-awareness: all about me
- Using interpersonal skills to contribute to positive relationships
- Engaging in new creative activities

### **Community Participation**

- Developing community participation skills: caring for the environment
- Developing community participation skills: participating in sporting activities
- Using a community facility over a period of time
- Developing community participation skills: getting out and about
- Developing community participation skills: personal enrichment
- Travel within the community: going places
- Using local health services

### **Preparation for Work**

- Developing skills for the workplace: getting things done
- Developing skills for the workplace: following instructions
- Developing skills for the workplace: health and safety
- Developing skills for the workplace: looking and acting the part
- Developing skills for the workplace: looking after and caring for animals
- Developing skills for the workplace: growing and caring for plants
- Participating in a mini-enterprise project

### **Units particularly accessible for learners with PMLD (working between M1-3 or at the earliest stages on the Achievement Continuum)**

- Encountering experiences: being part of things
- Engaging with the world around you: technology
- Engaging with the world around you: therapies
- Engaging with the world around you: people
- Engaging with the world around you: events
- Engaging with the world around you: objects

### **Who are they for?**

The qualifications have been developed for learners working between M/ P/ Levels 1-8 and Entry 1 to have their achievements recognised within a qualification framework. They can be undertaken in schools, colleges, residential centres, training providers and independent provision.

### **How to achieve Personal Progress**

Each unit has a credit value (1 credit is equal to approximately 10 hours of learning). To achieve qualifications the learners must gain credits by completing their chosen units and providing clear evidence that they have met the full requirements of the unit. Tutors are required to provide a Unit Transcript for each unit completed by the learner; this will detail the specific skills and/or knowledge that the learner has demonstrated. The tutor will also use an Achievement Continuum to record learner attainment and progress; this will be recorded on the Unit Transcript. (See downloads for guidance on completing the unit transcript).

## Assessment

### 100% portfolio

- external moderation

### Qualification outcomes

- Learners who accrue 8 credits will receive an Award qualification (QCF code: 500/6357/1)
- Learners who accrue 14 credits will receive a Certificate qualification (QCF code: 500/6354/6)
- Learners who accrue 37 credits will receive a Diploma qualification (QCF code: 500/6543/9)
- Learners who accrue fewer than 8 credits will be awarded a unit certificate, provided they have met the full requirements of the unit(s).

### Progression

Learners achieving at Entry 1 can progress to other ASDAN qualifications, such as:

Personal and Social Development (PSD)/ Employability Qualification/ Diploma in Life Skills

## Appendix 4 - Nash College Assessment Process 2014-15

<b>NASH COLLEGE Assessment Process 2013-14</b>			
<b>Pre-entry assessment</b>	<b>Baseline Assessment</b>	<b>Ongoing</b>	<b>Summative</b>
Assessments from a range of departments –both on and off site	Assessments from a range of depts to confirm/ amend information gathered at pre-entry + further achievement	Assessment against goals set 1 x year and targets set 3x year (using information gained at baseline and assessment tools)	Assessment against achievement of Learning Outcomes and Destinations
Sept '13-Can Do statements against 5 life areas within Dest & Outcomes Learning Plan	Sept '13- Can Do statements against 5 life areas within Dest & Outcomes Learning Plan using info from range of assessment		

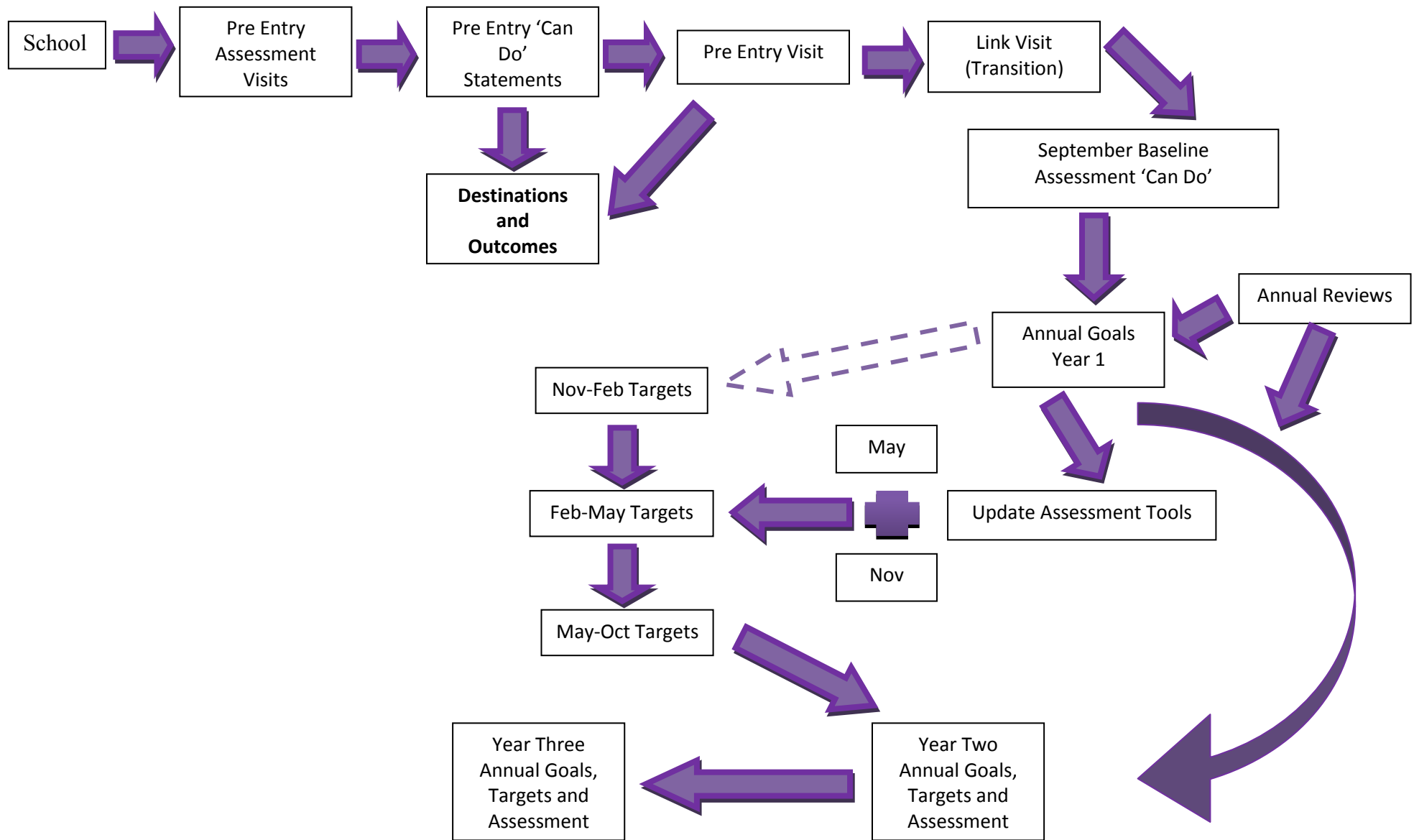
	tools.		
<b>Literacy/ Numeracy/ IT Milestone assessments</b>  Where possible-Assessed LNC and IT against milestones	<b>Literacy/ Numeracy Milestone assessments/ ICT P levels/ ICT Entry level</b>  Baseline of LNC and IT against milestones. Achievement levels compared to Pre-entry	<b>Literacy/ Numeracy Milestone assessments/ ICT P levels/ ICT Entry level</b>  Ongoing-formally logged (& dated) twice a year-Nov & May- to support planned learning	<b>Literacy/ Numeracy Milestone assessments/ ICT P levels/ ICT Entry level</b>  Final assessment of summative achievement for transition report
	<b>Switch skills/touch screen assessment-for students who use a switch or touch screen</b> Assess against specific skills gained to date	<b>Switch skills/touch screen assessment- for students who use a switch or touch screen</b>  Ongoing-formally logged (& dated) twice a year-Nov & May- to support planned learning	<b>Switch skills/touch screen assessment- for students who use a switch or touch screen</b>  Final assessment of summative achievement for transition report
<b>Routes for Learning –</b>  Education teams assess against RfL when applicable i.e. students' cognitive level	<b>Routes for Learning-for students with PMLD</b>  Assess against specific skills gained to date Routes for Learning has been mapped to milestones 1a-3b and achievement continuum for comparison	<b>Routes for Learning-for students with PMLD</b>  Ongoing-formally logged (& dated) twice a year-Nov & May- to support planned learning	<b>Routes for Learning-for students with PMLD</b>  Final assessment of summative achievement for transition report
		<b>Entry One achievement Continuum-</b> To evidence level of achievement for each Personal Progress Unit taken  Staff leading in each unit-to take into account level of Achievement Continuum reached for units taken during the previous academic year	
<b>Therapy &amp; nursing assessment + detailed reports:</b> <b>Physiotherapy</b> <b>Occupational therapy</b> <b>Speech and Language therapy</b> <b>Psychology</b> <b>Nursing</b>	<b>Therapy assessment tools/ spidergrams</b> <b>Physiotherapy</b> <b>Occupational therapy</b> <b>Speech and Language therapy</b> <b>Psychology</b>	<b>Therapy assessment tools/ spidergrams</b> <b>Physiotherapy</b> <b>Occupational therapy</b> <b>Speech and Language therapy</b> <b>Psychology</b>	<b>Therapy assessment tools/ spidergrams</b> <b>Physiotherapy</b> <b>Occupational therapy</b> <b>Speech and Language therapy</b> <b>Psychology</b>

	Assess against specific skills gained to date	2 <sup>nd</sup> year review-update	Final assessment and detailed transition reports
	<b>Assessments for provision of resources/ teaching methods-at baseline or ongoing</b>  Functional Visual Assessment  Sensory Integration Assessment  Eye Gaze	<b>Assessments for provision of resources/ teaching methods-at baseline or ongoing</b>  Functional Visual Assessment  Sensory Integration Assessment  Eye Gaze	<b>Assessments for provision of resources</b>  To be included in transition report  Functional Visual Assessment  Sensory Integration Assessment  Eye Gaze
	<b>Currently being reviewed-</b>  Employability Skills Checklist for students at milestones 4-8/ Entry 1	<b>Currently being reviewed-</b>  Employability Skills Checklist for students at milestones 4-8/ Entry 1	<b>Currently being reviewed-</b>  Employability Skills Checklist for students at milestones 4-8/ Entry 1

Assessments which may be used when planning goals and targets in each of the 5 key areas 2014-15	
<b>Friends and Family</b>	Literacy Milestones IT Levels/ Switch Skills/Touch Screen Assessments SaLT Communication Assessment Routes for Learning VI Assessment Eye Gaze
<b>Home and Belonging</b>	Literacy & Numeracy Milestones Switch Skills/Touch Screen Assessments/IT Levels Routes for Learning OT Assessments

	VI Assessment
<b>Work and Community</b>	Employability Skills Checklist Literacy & Numeracy Milestones Switch Skills/Touch Screen Assessments/IT Levels Routes for Learning OT Assessments VI Assessment
<b>Leisure and FE</b>	Switch Skills/Touch Screen Assessments/IT Levels Routes for Learning OT Assessments VI Assessment
<b>Well Being</b>	Physiotherapy Assessments Psychology Assessments Sensory Assessments VI Assessment

**Note-Achievement Continuum** covers all areas





## Appendix 5 - Learner Voice

### Some ways in which we will gather Learner Voice 2014-15 at Nash College

- Observation of responses
- Making choices on a day to day basis throughout the day using concrete objects, sign, photos, symbols.
- Learner Voice Days-relating to Learner Models
- Student survey – including NATSPEC Learner Surveys and Livability Service Users Survey
- Employer Survey-including NATSPEC Employer Views survey
- Annual Reviews – ‘PATH’ including ‘Hopes and Dreams for the Future’, parental questionnaire and comments made in the meeting
- Direct parental and carer feedback
- Parent Survey
- Individual plan– worked on by staff, with the student whenever possible, from a range of departments incl Residential (team leaders/ Learning thru Living Champions) / Education
- Student Council at DCC
- Rep to Governors
- Session feedback forms
- WRL feedback forms
- Residential meetings
- Meetings with Living and Learning Champion (Tutorials)
- Pre-timetabling survey-views from students directly and on their behalf following staff observation of student responses.
- Friday Gathering
- WRL referral forms
- Use of adaptive technology for self-expression and choice making including AAC and IT software.
- Student Complaints-to Registered Manager
- DCC-Secret Shopper at Duke’s Community Centre
- Student complaints directly to shops/ community facilities e.g. re lack of access.
- Incident forms – IRIS-analysed by Clinical Lead Psychologist with resulting actions across college
- Local Hustings