Aylesbury College

Study Programme Policy

GREAT Ambitions

2016-17

GET	REALLY	EXCITED	ABOUT	TODAY
G	**R**	**E**	**A**	**T**
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Responsible Officer: Curriculum Director Student Success
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Study Programmes = GREAT Ambitions

Introduction

The Department of Education March 2015 states that:

'All 16 to 19 students should be given the opportunity to follow a study programme that:
• provides progression to a level higher than that of their prior attainment

• includes qualification(s) that are of sufficient size and rigour to stretch the student and that are clearly linked to suitable progression opportunities in training, employment or higher levels of education

• requires students who do not already have GCSE A*-C in maths and English to work towards them (or other approved stepping stone qualifications) that will help the student in question to progress towards achievement of these qualifications

• includes work experience - this may relate to the student's study programme, develop employability skills and/or create potential employment options for those who cannot do substantial vocational qualifications

• includes other activities unrelated to qualifications which develop the character, skills, attitudes and confidence that support progression

• students who are not yet ready to study for a substantial qualification can undertake a programme focused on work experience and the development of employability skills

All students aged 16 to 19, whether doing academic or vocational studies or a mix of both, are expected to follow a study programme tailored to their prior attainment by age 16 and future education and career aspirations. These changes reflect the criteria set out in the 'Common Inspection Framework for Further Education and Skills 2015'*.*

Aylesbury College is a college ambitious for their students to achieve their qualifications, progress successfully to employment and/or further study and enjoy their college experience. The Study Programme strategy is to provide a holistic vision for Study Programmes under the umbrella of **GREAT Ambitions** ……….. **Get really excited about today.** Using the letters of the word **GREAT** to equal **G** = Growth mind-set **R** = Real work experience **E** = Essential English, maths and digital literacy for specific vocational areas **A** = Ambition celebrated **T** = Targets set for successful outcomes.

Study Programmes give students the opportunity to develop their skills and abilities both academically and personally to ensure they give themselves the best possible advantage in their future lives.

Aylesbury College recognises the importance of academic and pastoral support for all students and how this support can enhance successful outcomes. This support plays a key role in student retention and success. The skills, commitment and relationship between student and performance coaches are central to successful learning and a positive learning experience.

Regular progress sessions and enrichment activities are an entitlement for all full time students and are an integral part of the learning aims within the students' study programme.

GREAT tutorial sessions provide a vehicle for personalised learning, student involvement and responsiveness to a wider curriculum. They support the development of academic, personal and social skills, employability and enterprise skills and engagement.

GREAT tutorial sessions give the opportunity to focus on progression for each students linking to positive destinations at the end of each stage of study.

The Ofsted report on study programmes *Transforming 16-19 education and training* 2014 remarks, providers that made the transition to study programmes well **"ensured that their learners followed well-designed individualised programmes that were clearly linked to their plans for their next step in their careers."**
The Aylesbury College study programme policy identifies career and progression ambitions as the foundation for building individual student profiles on progress towards those goals.

Vision for Tutorial Provision

To ensure excellent holistic pastoral provision across college for all 16-19 year old students on a Study Programme that will:

- Ensure every student progresses positively into employment or into higher level study programme
- Provide opportunities for students to develop skills, attitudes and behaviours for a growth mind-set to encourage aspirational thought and aims.
- Ensure target setting enhances the value added to each student in all aspects of their development
- Give students the opportunity to build on developing their character and resilience for their future careers in this fast paced changing world.
- Ensure transferal skills are recognised, valued and encouraged
- Give planned opportunities to practice skills that can be built on to give 'real' employment practice/placements
- Develops a 'can do' culture to promote enterprise skills for each student
- Be fun and motivating, valuing enjoyment as part of our Aylesbury College vision

- To enable students to achieve to their full potential by achieving their vocational and academic goals, identifying their employment and progression opportunities and building on developing their personal and social skills.
- To record individual students ambitions and build programmes of academic, pastoral and progression support to meet these ambitions

Purpose

In presenting this Policy the College seeks to:

- ensure a coherent, constant approach to tutorial;

- confirm a commitment to flexible, student-centred provision that acknowledges individuals' personal, professional and academic development needs;

- promote equality and diversity by ensuring students are positively encouraged to disclose issues that may otherwise adversely affect their learning, without fear of judgement or discrimination;

- confirm our commitment to recognising and supporting students at risk of disengaging;

- Outline the roles and responsibilities of staff with responsibility for delivering tutorial provision.

Policy

The Learning and Quality team lead by the Curriculum Director for Student Success will work with Programme Leaders, Performance Coaches, teachers, Counselling placement students, Student welfare team, Student support services, Curriculum Managers and Curriculum Administrators to ensure all students receive their entitlement to their GREAT Ambitions tutoring at Aylesbury College

19+ Adult Entitlement – Learners on full time or substantive courses including Higher Education and ACCESS will receive tutorial as part of their programme of study. All other 19+ students are entitled to receive support, where appropriate and as needed. Adult students/learners will be signposted to internal and external services for support if needed/requested.

16-19 Entitlement - All students on a Study Programme will be allocated a tutorial group lead by a Performance Coach. These staff will provide pastoral and academic support for the learner and will ensure that they receive their entitlement within both group and one to one tutorials.

All tutors of learners, who are under 19, will work in collaboration with their Programme Leaders, Performance Coaches and Curriculum Managers to meet the

goals of the '**Common Inspection Framework for Further Education and Skills 2015**' as outlined below

Outcomes for children and other learners

1. Inspectors will take account of current standards and progress, including the provider's own data, and make a relevant judgement on academic and other learning outcomes for children and learners by evaluating the extent to which they:

- progress well from their different starting points and achieve or exceed standards expected for their age

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

- actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners

- actively promote British values[1]

- make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Effectiveness of leadership and management

1. Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

- demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners

- evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement

- provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community

- successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

Quality of teaching, learning and assessment

1. Inspectors will make a judgement on the effectiveness of teaching, learning and assessment by evaluating the extent to which:

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged

- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners

- assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate

- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well

- except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employers understand how learners should improve and how they can contribute to this

- engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve

- equality of opportunity and recognition of diversity are promoted through teaching and learning

Personal development, behaviour and welfare

1. Inspectors will make a judgement on the personal development, behaviour and welfare of children and learners by evaluating the extent to which the provision is successfully promoting and supporting children's and other learners':

- pride in achievement and commitment to learning, supported by a positive culture across the whole provider

- self-confidence, self-awareness and understanding of how to be a successful learner

- choices about the next stage of their education, employment, self-employment or training, where relevant, from impartial careers advice and guidance

- where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

- prompt and regular attendance

- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others

- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media

- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating

- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

The Student Entitlement

- All students are entitled to a programme of academic and pastoral support appropriate to their needs and to the demands of their course;

- The College recognises that the needs of students can vary and will seek to provide programmes that recognise and respect those needs;

- The aim of academic and pastoral support programmes will be to provide students with a progression programme that can support their development to build the skills, aptitudes and attitudes to enable them to achieve their goals and to progress to employment, further or higher education or training;

- All students will be supported to develop through the provision of academic targets which stretch and challenge them according to their ability;

- All students will be supported to set targets linked to developing employability skills including entrepreneurial opportunities

- All full time students on a study programme will have a weekly timetabled progression session of 45 minutes for Level 3 and Level 2 programmes of study and 1.5 hours for Level 1 students 45 minutes with their Performance Coach and 45 minutes with their Programme Leader.

- All Apprentices will have academic and pastoral support sessions built into their programme led by their named assessor appropriate to their needs and the demands of their apprenticeship programme

- Students on part time programmes will have progression sessions planned according to their needs; start or end of sessions, as and when students need support, or at identified sessions during the course;

- All Higher Education students will have progression meetings planned according to their needs; as and when students need support, or at identified sessions during the course;

- Students and parents/carers of learners under 18 years of age will receive regular reports on their progress;

- Students will have access to enrichment activities to broaden the scope of their learning programme and develop wider personal and social skills;

- Students will have the opportunity to comment on their groups and one to one support sessions through student surveys, student representation on the student council and curriculum rep meetings, as part of the Internal Observation Scheme, feedback events and course evaluations and quality review;

- The general entitlement of academic and pastoral support for all learners on a study programme will as a minimum consist of:

  o Pre-course information, advice and guidance
  o Initial Assessment of levels of literacy and numeracy
  o An induction to the programme
  o An induction to college services, facilities and health and safety procedures
  o The provision of a College and course student handbook
  o Access to student and learning support services
  o An Individual e-Learning Plan with learning targets that are regularly reviewed and monitored for progress
  o An entitlement to have representation on the Student Council
  o Opportunities to comment on the programme and College services and facilities
  o Active participation in identifying progress and achievement, and setting motivating targets
  o Opportunities for developing personal, social and citizenship skills. Understanding and participating in Growth Mind-set sessions. Developing and identify the employability skills required by employers within different career sectors.
  o Access to careers education and progression guidance

The GREAT Tutorial Programme

- The support programme is designed to promote the academic, personal and social development of students and is made up of:

  One to one Progress Review and Target Setting
  Group progression sessions
  Enrichment and Entrepreneurial Activities

- An outline Scheme of Work provides a framework for Course Leaders and Performance Coaches, to work with students in building a programme to meet their needs and interests

- The scheme of work outlines specific activities to be delivered at relevant times of the year such as reviews of student progress, UCAS and career planning and preparation and Celebrating Diversity

- During one to one sessions a student's progress will be reviewed and an action plan completed. Records of these interviews will be kept and stored by the Course Tutor and/or Performance/progression Coach. All students will have an electronic ILP (Cloud)

- A range of activities, are available on Cloud to support Course Tutors and Performance Coaches in developing the Group Tutorial programme with an outlined scheme of work

- The student welfare team will contribute and support the delivery of activities to enhance students' academic, pastoral and progression ambitions

Support and Development for Programme Leaders and Performance Coaches

- The College will support Programme Leaders and Performance Coaches by providing professional development and training opportunities in personal tutoring

- Resource materials and Progress Review Documentation will be available on Cloud (curriculum support-tutorial)

- The Advanced Practitioners will be able to assist Programme Leaders and Performance Coaches through mentoring, coaching, developmental observations and close monitoring of 'at risk' programmes of study.

- All Programme Leaders and Performance Coaches are expected to share good practice across the team and College. Cloud is the vehicle for this by providing an area for sharing resources and a discussion forum, which enables staff to evaluate resources used and ways for adaptation

Tutorial Sessions Quality Standards

- All full time study programme students will have an entitlement to regular timetabled weekly progression session.

  - All part time students will have sessions planned according to the individual needs of learners and the demands of the course. As a minimum each learner has the right to a formal progress review once each term and to informal access to a tutor as the need arises

  - All courses will have a named Programme Leader and Performance coach who will work collaboratively to provide academic, pastoral and progression support for students; pre-entry, induction and on-programme

- Programme Leaders and Performance Coaches will receive training and development in their roles and responsibilities to manage the success and progression of their students

- Performance Coaches will liaise regularly with Programme Leaders, Curriculum Managers and Curriculum Administrators through team meetings and individual discussions as appropriate

- Programme Leaders and Performance Coaches will have access to a variety of appropriate resources and how to obtain help and support

- Each session will be planned using the College standard Learning Plan template. All Schemes of Work and Learning Plan must be stored in the Course Leader file and be available for auditable purposes

- All paper documentation relating to students, their progress and achievement should be stored securely in the Programme Leader File (red). A checklist for minimum requirements is available on Cloud.

- Programme Leaders and Performance Coaches are expected to use CLOUD to record meeting notes and target setting.

- All Programme Leaders and/or Performance Coaches and subject tutors will write and distribute individual student progress reports to the appropriate person outlined in this policy and according to timescales

- All Programme Leaders and Performance Coaches must ensure accurate and timely completion of registers

- All Programme Leaders and Performance Coaches are required to share good practice and resources.

Monitoring and Evaluation

The effectiveness of the tutorial programme will be monitored through:

- Clear evidence of links between Performance Coaches and Programme Leaders/subject tutors/CM's and CA's

- Shared management vision demonstrated through regular meetings with Programme Leaders and Performance Coaches by Curriculum Managers and Curriculum Director for Student Success

- Student views – students will have the opportunity to comment on their support sessions through one to one and group sessions, student surveys, student representation on the Student Council and within Curriculum teams, course evaluations and quality reviews.

- Performance data – Attendance, retention and Success Rates, Progression data, Learning Support, Financial and Welfare Support, Counselling access

- Documentation audit – Schemes of Work, Learning plans, Learner Records, EILP and Reviews will be monitored as part of the Curriculum Planning Audit and Learning Observations

- A college wide working group, led by the Curriculum Director for Student Success that will monitor the effectiveness and further develop the programme and resources

- Training and Development of Programme Leaders and Performance Coaches in leading and supporting students' academic, pastoral and progression will be monitored through the Professional Development Administrator

- Effectiveness and improvement of the programme will be reported to the following:

  Corporation
  College Risk Management Group
  Directorate
  College Leadership Team

This Policy should be read in conjunction with:

- Teaching and Learning Strategy
- Equality and Diversity Policy
- Student Involvement Strategy
- Teacher Training Policy
- Professional Development Policy
- Quality Improvement Strategy
- Assessment and Internal Verification Policy
- English and Maths Policy
- Induction Policy
- Work Experience Policy
- Course Leader roles and responsibilities procedures
- HE Strategy
- Role and Responsibilities of a Performance Coach September 2016
- Role and Responsibilities of a Programme Leader September 2016