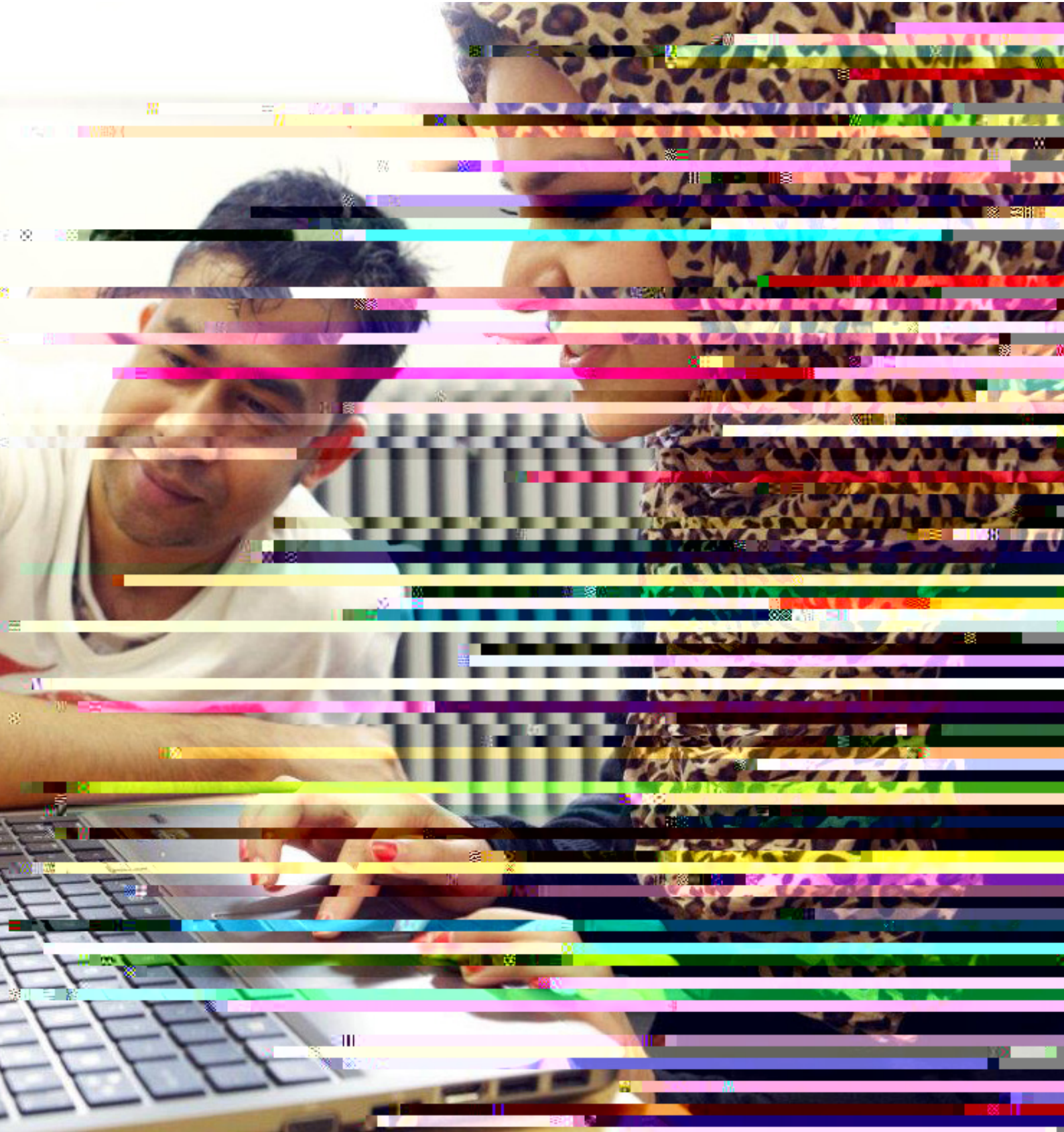


The Education



This case study focuses on how WMC has put in place a range of strategies to support
VWXGHQWV WR HQJDJH LQ WKHLU SURJUDPPHV WR VWD\ R
UHFHQW LQFUHDVHV LQ WKH SURSRUWLRQ RI VWXGHQWV V
in which the College is increasingly promoting opportunities for learners to enable them
to boost their chance of employment.

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6.,//6 <28 1((' 72 0\$. (7+(0 +\$33(1

&RPH DORQJ WR WKH 6XFFHVV (QWHUSULVH DQG (PSOR\DELOLW\
'URS LQV 6(('V ZKLFK WDNH SODFH HYHU\ ZHHN DQG WHOO XV
what you would like to learn.

Often, we will be able to give you a learning package then
and there so you can quickly get the skills you need. There
will also be a programme of short courses (known as Growth
/DEV DURXQG WRS LFV \RX WHOO XV \RX ZDQW WR OHDUQ DERXW
for example: making money at home, running a business,
¿QDQFLDO OLWHU DF\ &9 ZULWLQJ DQG IRUP ¿OOLQJ

\$QRWKHU SURJUDPPH 8QGHUVWDQGLQJ %XVLQHVV (QWHUSULVH
of ten stand-alone but inter-related one-day sessions delivered over
a ten-week period and targeted at those with a business idea but who
QHHG WR GHYHORS VSHFL¿F HQWUHSUHQHULDO VNLOOV XQGHUV
covered on this programme include, for example, marketing, deal
QHJRWLDWLRQ PDQDJLQJ EXVLQHVV ¿QDQFHV OHDUQLQJ KRZ WR
a business plan and understanding resource and legal issues.

WMC is developing its links with local employers, and works
ZLWK WKH (FRQRPLF 'HYHORS PHQW 8QLW DW WKH %RURXJK &RXQL
GHVLJQ D UHVS RQVH WR VSHFL¿F ORFDO QHHGV ,W DOVR LQWHJUD
-&3 FOLHQWV LQWR LWV SURJUDPPHV SULPDULO\ LQ)RXQG DWLRQ /
2QH UHFHQW EHVSRNH R HU LQFOXGHG MRE UH DGLQHVV VNLOOV IR
interested in construction sector opportunities, where WMC
designed a learning programme covering health and safety, team-
working, equal opportunities and appropriate communication skills.
At the time of the visit the College was about to start delivering an
administration course for clerical volunteers at Whittington Hospital.

Internal progression pathways

7KH &ROOHJH¶V SXEOLVKHG ¿QDQFLDO VWDWHPHQWV IRU \HDU HQG FRQ¿UPV DQ LQWHQW WR H[SDQG WKH YROXPH RI /HYHO FRXU both to secure additional internal progression routes and in response to national policy for the wider further education sector. As part of this strategy WMC introduced hair and beauty courses in the last academic year, following the creation of a salon at the main Crowndale 5RDG VLWH GXULQJ VXPPHU DQG LQ OLJKW RI H[SHULHQFH JDLQ in delivering such courses at Holloway Prison. In keeping with its mission as a provider of second chance learning opportunities WKH KDLU DQG EHDXW\ SRUWIROLR LQFOXGHV D /HYHO DQG /HYHO 7KH /HYHO FRXUVH LV HVVHQWLDOO\ SUH YRFDWLRQDO LQ QDWXU access although.

³7KHUH QHHGV WR EH D IDLUO\ JRRG JUDVS RI WKH (QJ D PLQLXP OHYHO RI (\$V ZLWK DOO :0& FRXUVHV ZH /HDUQLQJ LI WXWRUV ¿QG D OHDUQHU QHHGV KHOS ZLW the industry is necessary, just an interest and a willingness to learn. These are term- ly courses and so we generally run three a year, starting in September, January and April. The class sizes are quite small since we cannot accommodate more than 12

7KH &ROOHJH R HUV VLPLODU /HYHO LQWURGXFWRU\ 3SUHSDULQJ

Supporting learners to succeed

' L V F X V V L R W M Z C u w k Curriculum Managers indicates a holistic approach to learner support, which begins at initial interview and assessment sessions, where members of the learner support team are present alongside subject tutors; the National Careers Service also participates actively in these sessions, which are held throughout the year.

Individual learning plans set challenging targets and tutors place high expectations on all learners; as a result, learners

DUH KLJKO\ PRWLYDWHG WR UH¿QH WKHLU VNLOOV DQG XVH VSHF SURFHVVHV DQG WHFKQLTXHV &ODVV VL]HV LQ)RXQGDLRQ /HDU

kept low to ensure individualised attention. An electronic register

V\ VWHP (%6 VRIWZDUH ÁDJV XQH[SODLQHG DEVHQFH DQG WXWRU LGHQWLII\ ³DW ULVN´ OHDUQHUV ZKR DUH SURPSWO\ IROORZHG XS

additional support to catch up on topics missed: attendance data

is reported monthly to the college management team and thence

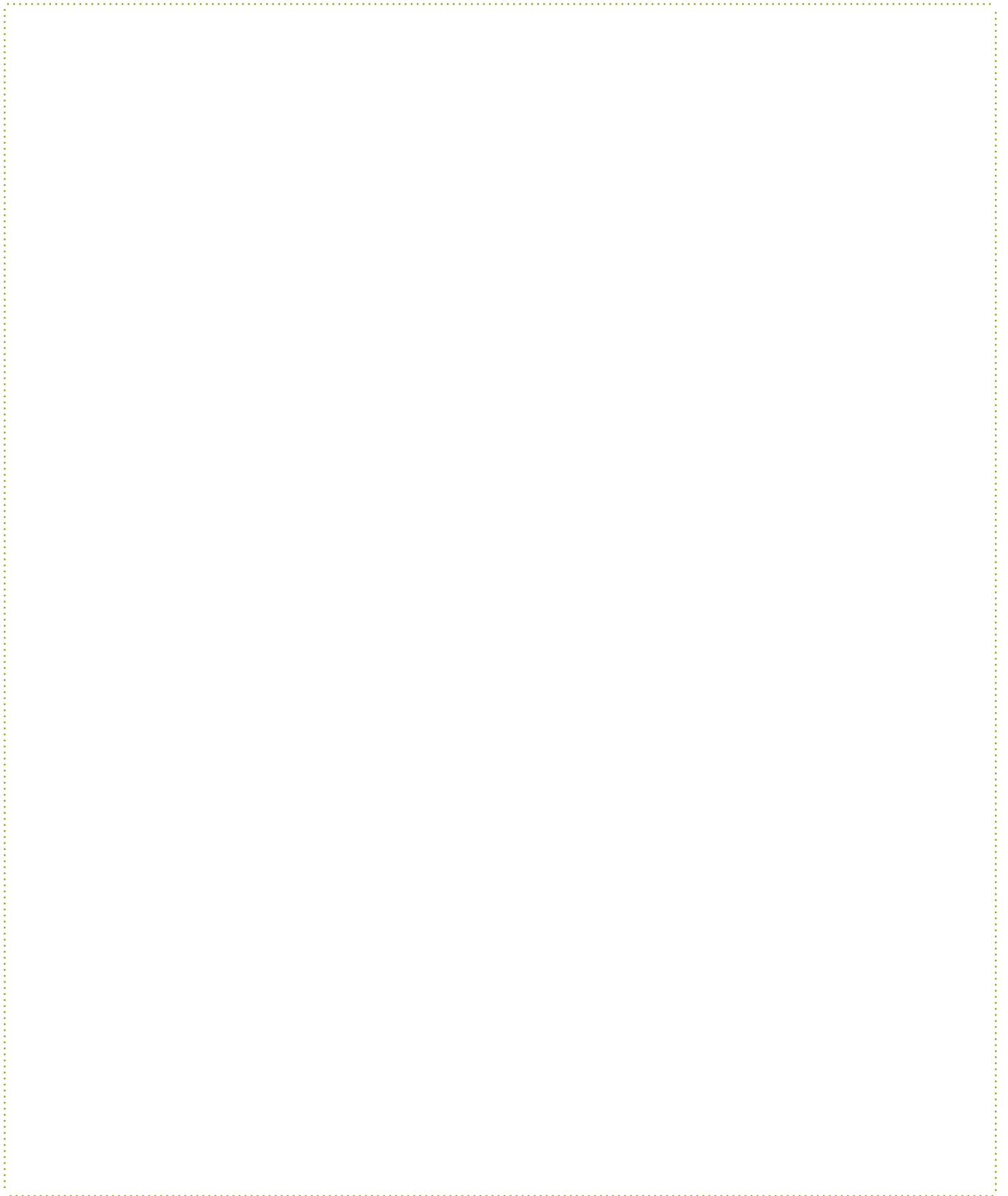
to Governors.

/HDUQHU SURJUHVV DJDLQVW ,/3 WDUJHWV LV UHYLHZHG UHJXODU UHFRUGHG LQ WKH FRXUVH ¿OH /HDUQLQJ VXSSRUW DVVLVWDQW

assigned to deliver in-class support where needed, and also deliver

RXW RI FODVV ZRUNVKRSV RQ VSHFL¿F WRSLFV WR VPDOO JURXSV ± XVXDOO\ QR PRUH WKDQ IRXU ± LGHQWL¿HG E\ WXWRUV DV LQ Q

of additional help, or self-referring. Support is mainly focused on



/H DUQH U DF KLHYHPHQWV DUH ZLGH O\ FHO H EHU B W FVGL YHW H:OV&R I 7WKHLU H
DQQXDO FROOHJH ZLGH /H DUQH U 6XFFHV VHYL LGHKQW ±U RV RPKHIV? KGLZQ JL QV
look forward to” – where learners speak of how participation at
:0& KDV KHOSHG FKDQJH WKHLU OLYHV Dg@S D D 6XFFHV VHYL LGHKQW ±U RV RPKHIV? KGLZQ JL QV
ZRUN E\ OHDUQHUV LQ DUW DQG GHVLJQ FODVQHW DUXIWRD QVODZLWRK
course celebration events, displays and shows.

report, which found that “achievement
groups of learners with postcodes, and learners with disabilities
*DSV EHWZHHQ GL HUHQW HW
DUH DOO LQVLJQL¿FDQW WKH
PDQFH GL HUHQFHV IRU JHQG
learners requiring additional support
perform as well as any others.”

7XWRUV PDNH YHU\ H HFWLYH X
assessment to identify learners’ starting points
and progress is monitored carefully to ensure
that learners get the support they need to achieve.

WMC experiences the same logistical problems as other adult

HGXFDWLRQ SURYLGHUV LQ VHFUXULQJ SDUW WLPH KRXUO\ SDLG V
DWWHQGDQFH DW WUDLQLQJ VHVVLQV EXW IXOO FROOHJH ZLGH
LQ 6HSWHPEHU DQG 'HFHPEHU DFKLHYHG ³UHDOO\ JRRG DWWH

and a very positive vibe". Topics covered within the current year's

&3' SURJUDPPH LQFOXGH H OHDUQLQJ ZKHUH WKH &ROOHJH KDV U

Student retention rates are very high, and learners rate their experience at WMC very positively.

An all-inclusive and stimulating ethos embraces all

OHDUQHUV VWD DQHDVQWUW RUM SHULHQFHV DQG

contributions are highly valued in lessons and the college celebrates

OHDUQHUV↑DFKLHYHPHQWV DQG VXFHVVVHV WKURXJK KLJK SUR¿

:HOO TXDOL¿HG HPSDWKHWLF DQG NQRZOHGJHDEOH WXWRUV

engage very well with all learners and have very high expectations of them. As a result, learners are highly motivated, take much pride in their substantial achievements and are very eager to improve.

/HDUQHUV EHQH¿W IURP The Additional Learning

VXSSRUW LV SDUWLFXODUO\ H HFWLYH LQ KHOSLQJ OHVV FRQ¿GH

or those with mental health problems. Tutors collaborate well with support workers.

Learners develop excellent personal and social skills.

A large majority of learners are involved in additional activities such as fundraising and community work. They develop enhanced

LQWHUSHUVRQDO VNLOOV DQG JDLQ LQ FRQ¿GHQFH DQG VHOI HVV

learners report that their college experience has been life changing

DQG HQDEOHG WKHP WR EHFRPH PRUH VHOI VX FLHQW LQ WKH FR

The large majority of learners progress to further study.

0DQ\ OHDUQHUV KDYH SURJUHVVHG IURP D EDVLF (62/ FRXUVH

WR TXDOL¿FDWLRQV LQ RWKHU VXEMHFW DUHDV DQG WKHQ RQR

OHYHO TXDOL¿FDWLRQV

Learners develop excellent employability skills and gain an excellent understanding of the career and progression opportunities open to them. Many learners progress into employment or become self-employed as a result of the expert information, advice and guidance

SURLGHG E\ FROOHJH VWD

Provider background

Working Men's College – currently re-branding itself as WMC: The

&DPGHQ &ROOHJH ± ZDV IRXQG HG LQ DQG LV WKH ROGHVW V X
DGXOW HGXFDWLRQ LQVWLWXWH LQ (XURSH ,W ZDV RQH RI D VPD
RI 6SHFLDOLVW 'HVLJQDWHG ,QVWLWXWLRQV '6',V UHFRJQLVHG W
SXEOLF IXQGLQJ IRU IXUWKHU HGXFDWLRQ DQG VNLOOV XQGHU W
)+(\$FW LV FRQVWLWXWHG DV D FRPSDQ\ OLPLWHG E\ JXDUDQWH
D UHJLVWHUHG FGDULW\ :0& LV JRYHUQHG E\ D VWURQJ %RDUG
D ZRUNIRUFH RI)7(EXW WKLV ¿JXUH GLVJXLVHV D VLJQL¿FDQV
RI VHVLRQDOO\ SDLG SDUW WLPH VWD

Locality

:0& LV EDVHG LQ &DPGHQ LQ FHQWUDO /RQGRQ ³DQ DUHD WKDW >

Background to the Project

This case study forms part of a suite of six which were developed

EHWZHHQ -DQXDU\ DQG 0DUFK 7KH\ SURYLGH LQVLJKWV DQG
LOOXVWUDWLRQV ZKLFK ZLOO EH RI EHQH¿W WR OHDGHUV PDQDJ

practitioners when they are:

- 'HYHORSLQJ DQG GHOLYHULQJ WKHLU SUH YRFDWLRQDO R HU
- Considering the implications for the professional development
VXSSRUW QHHGV RI VWD LQYROYHG LQ SUHYRFDWLRQDO GHVLJ
delivery.

7KH SURMHFW KDV EHHQ FRPPLVVLRQHG DQG IXQGHHG E\ WKH (GXFDW
and Training Foundation, developed in consultation with Ofsted and
+2/(: DQG ZLWK WKH VXSSRUW DQG JXLGDQFH RI WKRVH OLVWHG DW

Annex 1

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*HR 6WDQWRQ \$XWKRU \$ %DVLV IRU &KRLFH
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