QUEEN ALEXANDRA COLLEGE BIRMINGHAM

Queen Alexandra College
STUDENT COURSES

Preparation For Life (PFL)

Programme Outline:

The Preparation for Life (PFL) course enables all students who have learning disabilities to develop the skills they need to participate as citizens within the community.
PFL is continuously developing exciting new opportunities and programme content. We recognise that additional qualifications may not be the priority for our learners. We are able to take the outcomes stated in their EHCP and carry out a thorough baseline assessment to develop an individual programme.
PFL programmes are not specifically designed around academic levels. If the students are lacking in other essential life skill areas which are or may become barriers to their aspirations then they can work on individually challenging targets to address this within a group of their peers.

We recognise that additional qualifications may not be the priority for our learners. We are able to take the outcomes stated in their EHCP and carry out a thorough baseline assessment to develop an individual programme.
Quality is assured through the RARPA (Recognising and Recording Progress and Achievement) process and underpinned by a rigorous internal verification. This ensures that our students have sufficiently challenging and individually relevant targets to work towards. QAC is also part of a group of colleges who externally verify each other to ensure high standards.
The Preparation for life Programme has been developed using a series of pathways and each pathway supports the type of learner within.

Pathway 1 – Communication and Engagement

Pathway 1 enables students who have a range of complex needs including communication, sensory and a lower cognitive ability to develop the skills they need to access the community more successfully. Students will develop skills to progress through life with more autonomy and independence. We recognise that these students may not leave QAC to gain employment, but they will develop the skills necessary to give them a wider range of post-education opportunities to develop a fulfilling and meaningful life.

Pathway 1 aims to continuously develop exciting new opportunities and programme content in order to engage and support students to achieve their full potential, with a particular focus on communication skills and engagement, to help students better access support, friendship and community.



Pathway 2 – Autonomy and Independence

Pathway 2 enables students to develop communication, confidence and independence through personal, social and practical skills. Real and relevant activities help to support greater participation in everyday life. As with Pathway 1, we recognise that many of these students may not progress to employment, but we aim to give them the tools they need for a variety of post-education outcomes and to lead rich and fulfilling lives.

Pathway 2 aims to continuously develop exciting new opportunities and programme content in order to engage and support students to achieve their full potential, with particular focus on boosting independence.

The program has been developed to:

- Give our learners a voice - enabling them to express their wants and needs in order to take a more active role in their daily lives. This will be done by developing communication systems for learners who are non-verbal or have limited expressive communication skills. We aim to build their vocabulary and give them the ability and confidence to express themselves.
- Support learners to regulate and develop an understanding of their emotional needs through Zones of regulation
- Provide opportunities to develop and embed independent living skills.
- Improve essential personal, social and practical skills in a range of relevant contexts
- Increase confidence and self-esteem
- Develop self-determination and greater personal autonomy
- Provide a flexible framework that is bespoke to each individual.
- Promote ownership of learning goals in a concrete way at a level the students can understand.
- Increase the use of real and relevant activities and settings for learning
- Include and embed support for therapeutic needs (including sensory, physiotherapy, speech and language and occupational therapy.)

English and Maths:

Functional English and Maths embedded via the curriculum.

Progression:

There are several different progression routes that students can take within

their pathway, or into a different pathway. Most likely they could progress to Pathway 3 or into a supported living environment after QAC.

