

Preparation for Life

Our Preparation for Life (PFL) programmes enable learners who have learning disabilities to develop the skills they need to participate as citizens within the community and where possible, the workplace.

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 your Education, Health and Care (EHC) plan 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.

We cater for a range of academic levels up to and including Entry level 3. Where relevant, students can continue to work towards qualifications in functional skills. English and maths are embedded in the programme and we focus on those skills needed in everyday life, working towards greater understanding and independence.

We currently offer three pathways in Preparation for Life:

Having My Say

The Having My Say (HMS) pathway 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.



For further information on courses contact us on
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Having My Say Pathway has been developed to:

- 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 student
- 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)

Taking My Place

The aim of the Taking my Place pathway is to assist our students on their unique and personal journey, enabling them to engage in opportunities to improve their self-expression and interpersonal skills.

Students will be taught effective ways to express their thoughts and feelings, enabling better communication with others. Our students will discover themselves through the carefully curated activities and experiences that will not only boost their confidence but also allow them to discover their talents and make decisions about their future in line with their targets and goals.

Throughout the pathway, students will develop their independence, will be encouraged to use this skill to make independent choices and judgments that align with their personal goals and values. These skills will be essential as they progress in their journey towards greater independence and self-advocacy.

Taking My Place Pathway has been developed to:

- Encourage students to make contributions through communication
- Promote independence by developing active engagement within the community
- Support students to develop friendships and build positive relationships with others
- Provide strategies to help students regulate their emotions



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StepUp To Work

Our StepUp To Work (SUTW) pathway empowers learners with learning disabilities to develop essential life skills, enabling them to navigate everyday challenges and transfer their skills into the community and supported employment.

Learners on this pathway may start with the ability to understand the concept of goals and aspirations although they still need support and guidance to identify the steps needed to achieve them. They have an awareness of their current skill set and are working towards being able to identify their strengths, weaknesses, and areas for improvement, developing skills around self-improvement, through regular reflections which stretch and challenge their thinking.

Their teaching will be delivered in a person-centred environment where expectations will remain high. They will be motivated to set high standards for themselves. We emphasise the significance of independence and aim to equip learners with skills that can be seamlessly applied in the wider college and community settings.

Communication skills are a focal point, acknowledging their importance in diverse contexts, from social events to work placements. On this pathway they will be taught how to manage their emotional needs and taught strategies which may help with their ability to self-regulate. They will be taught how their behaviour and attitude affects them and others and the importance of self-reflection to support their personal growth.

Step Up to Work has introduced a new group, PFL Sage. PFL Sage was put together to ensure learners who are in their third year at QAC are receiving a curriculum focused on preparation for work and life after college. The learners on this programme have had access to regular work placements both internal and external which has had a strong link to their LTGs.



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Where do our students progress to?

- Some may go onto the generic LEAP programme which continues with qualifications at Entry 3 or Level 1 or onto the LEAP Hub programme for those who have a specific pathway in mind
- Occasionally students gain the necessary skills to go straight onto a vocational programme at Entry Level 3 – Level 3
- Some students go into adult social care being able to cope with other situations more effectively after their time at QAC
- Some students go into further education at mainstream or specialist colleges
- Some gain supported voluntary work
- Others access direct payments and follow an individual programme of activities in the community



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