



ACCESS

PROSPECTUS

Pathways in Independent Living or Supported Employment



The School of Access provides programmes for people who have a wide variety of needs and interests. It offers courses for people who require opportunities to learn in vocational settings at pre-entry, entry and level one. Skills for Life programmes support individual needs in the development of literacy, language and numeracy skills. Staff also support the development of key skills learning.

Programmes are available at Lincoln, Newark and Gainsborough campuses and are also available in a variety of venues within Lincolnshire and Nottinghamshire.



WELCOME
TO THE SCHOOL OF ACCESS

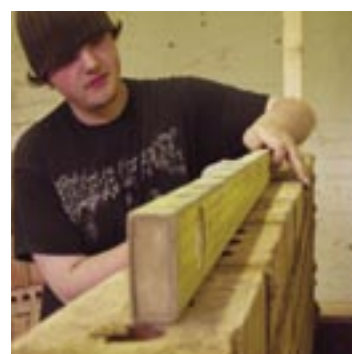
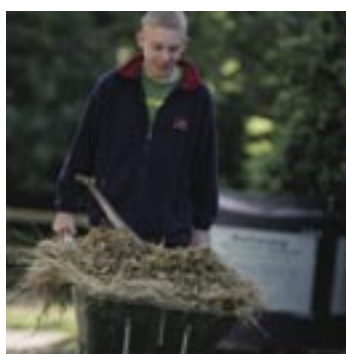
All programmes have the following strands of learning:

- Vocational - functional skill relating to literacy and numeracy
- Personal and social development - designed to support independent living skills.

Learners are also supported to develop a profile of progress to show their skills and achievements.

Our courses

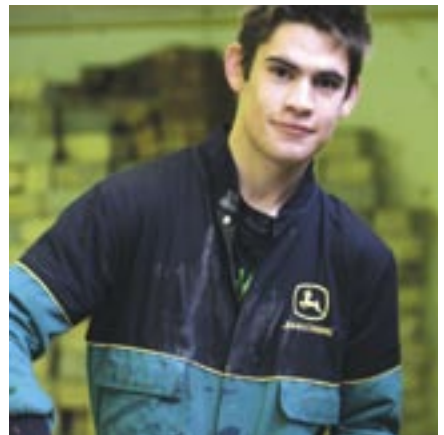
	Pre Entry	Entry level 1	Entry level 2	Entry level 3	Level 1	Lincoln	Gainsborough	Newark	Off site
Skills for Independence	/	/	/	/	/	/	/	/	
Skills For Working in Retail & Enterprise	/	/	/	/	/	/		/	
Skills For Working in Construction	/	/	/	/	/	/			
Skills For Working in Retail	/	/	/	/	/	/			
Skills For Working in Sport	/	/	/	/	/	/			
Skills For Working in Painting & Decorating	/	/	/	/	/	/			
Skills For Working in Motor Vehicle	/	/	/	/	/	/			
Skills For Working in Care	/	/	/	/	/	/			
Skills for Working in Beauty Therapy	/	/	/	/	/	/			
Skills for Working in Hairdressing	/	/	/	/	/	/			
Skills For Working in Horse Care	/	/	/	/	/	/			/
Skills For Working in Horticulture	/	/	/	/	/	/			/
Skills For Working in Hospitality & Food Prep	/	/	/	/	/	/			/
Skills For Working in Hospitality & Catering	/	/	/	/	/	/			/
Skills in Drama/Media/Performing Arts	/	/	/	/	/	/			
Skills For Further Education and Employment					/	/		/	
Entry to Employment					/	/			





STUDENT

SUPPORT





How do we support students?

Students with learning difficulties and disabilities get extra help, which we call learning support, in several ways.

- They may study on a course designed just for them in the School of Access
- They are taught by specialist teaching staff in small groups
- They have extra staff from Student Services called Co-workers and Learning Support Assistants (LSAs) in the classroom and workshops with them
- Co-workers and LSAs also support students during breaks and lunchtimes, when they go to work placements and on trips and outings
- Transitions Officer Connexions Adviser for each learner to provide advice and support for moving on.

How much help will students get?

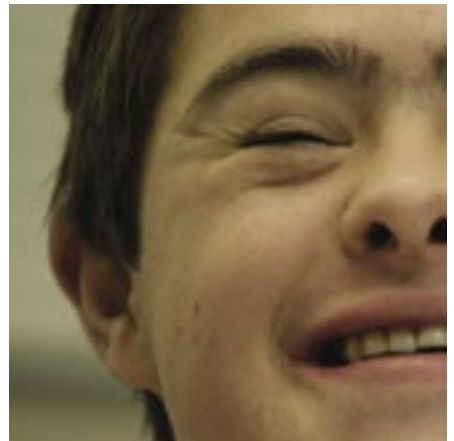
Not everyone wants or needs a huge amount of support. Our aim is to help students become independent and so we carefully check regularly that students are getting the correct level of support. Sometimes we put extra support in at the start of a course or when a student goes on work placement and then reduce it if the student is coping well on their own. However we never take away support if a student needs it and we can increase support if their needs change. Students are always consulted about their support and sign a contract to agree that they are getting what they need.

What about students on mainstream courses?

We have a team of Assessment Officers in Student Services who interview students with a disability or learning difficulty who have applied for a mainstream programme. A very full assessment is done, making sure that the student's whole experience at college is covered and if support is needed at breaks and lunchtimes this is put into place. Some disabled students are fiercely independent and have very little support from the Co-workers or LSAs apart from a monitoring meeting to check that they are progressing well. Sometimes help is required with car-parking and access or with adapting teaching materials and we pride ourselves on our ability to deal with all the support needs of over 700 students. OfSTED inspectors rated our assessment and support as outstanding which is the highest grade a college can achieve. Other staff have had training and awareness-raising on all aspects of disability and learning difficulty and students regularly praise the support given by staff in the Learning Resources and library area and staff across the college who are sensitive and supportive to disabled students.



STUDENT SUPPORT



What kind of support is there?

We are lucky that we have a huge team of staff with extensive experience in all aspects of disability and learning difficulty.

- We have expertise in visual impairment and work closely with RNIB Vocational College as we are a centre of excellence in supporting visually impaired students.
- We have expertise in hearing impairment and have a number of fully qualified interpreters and communicators for deaf people.
- We have expertise in supporting students with mental health problems and work closely with local services to provide support for people wanting to continue or return to education.
- We have expertise in Autistic Spectrum Disorder (ASD) and Asperger's Syndrome and several students study successfully with us every year.
- We have a range of expertise in learning difficulties, Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia, Severe Learning Difficulty (SLD) and all aspects of basic skills and functional skills needs.
- Students with behavioural problems related to ADD, ADHD and those with anger management problems are supported by a range of staff who offer support and therapy. Although our responsibility to other students and staff may mean that some people with behaviour issues would not cope well in college, we try to be flexible and understanding.
- In addition, students with a wide range of medical issues, life-threatening illness and poor health study with us at college and we can be very flexible if students' medical needs require time away from college or in hospital.
- We recognise that some disabled students are emotionally vulnerable and lack confidence. Our specialist staff and therapists can provide a tailor-made package of support.
- We also have extensive links with local schools, hospitals and health services so we can use their expertise too and we have Educational Psychologists and other specialist assessors who can help ensure that students needs are met

How are students kept safe at college?

We train all staff in the correct procedures for the protection of young people and vulnerable adults. OfSTED told the college in the 2007 inspection that its safeguarding of students is outstanding. All staff employed by the college are checked and then trained in the importance of safeguarding young people and vulnerable adults in our care. The Child and Vulnerable Adult Protection Officer is Barbra Plunkett, Director of Student Services and a team of senior staff monitor our policies. We work closely with Children's Services at all the local authorities the college deals with and with Connexions who also ensure the safety of students.

If students do activities outside college, from trips to work experience, we produce a risk assessment of each student to ensure that they are safe and happy. We monitor all visitors and contractors who come onto the campus and work closely with local police to make sure the campuses are safe. We have excellent CCTV across the college which is monitored to ensure this a safe and healthy place to work.

The government initiative Every Child Matters is at the heart of the services we provide for students and we were praised for our work in this area by OfSTED.



STUDENT SUPPORT



How do students cope with the change when they start college?

We work closely with the local schools and Connexions to start planning for students coming to college as early as possible.

The teaching and support staff will meet students and their families and carers before they start at college to help make the transition as smooth as possible. We also offer taster days and visits to show people what life at college is really like. We then hold regular parents' evenings, open days and other chances to come to college and meet staff. We are also happy to call or email families regularly, if required, to make sure that communications are smooth and that we all know what is going on.

How do we arrange support for students?

If students apply for courses within the School of Access listed in this booklet, the teaching staff will arrange an assessment and will liaise with Student Services to put that support into place.

If students apply for mainstream courses at any level, we ask them to tell us on the application form what their disability or support need is and what help they will need. Their form then comes to Student Services and we set up an interview with an Assessment Officer or with RNIB if the student is visually impaired. The student also has an interview with the teaching staff of the course who make the final offer knowing that all the support can be put in place. Students find it helpful to have their assessment done first as they can then discuss their support with the tutor confident that we can put support in place.

For more information, you can look at our website www.lincolncollege.ac.uk. You can see photos of staff, read some of our students' success stories and look at more details about how learning support works.

You can also email us at:

studentservices@lincolncollege.ac.uk
or

studentservices@newark.ac.uk
for general enquiries or for more information about assessment

assessmentofficer@lincolncollege.ac.uk.

All our services operate at Lincoln, Gainsborough and Newark and at many of the community centres where courses are offered.

Fees

If you are under 19 on 31 August when your programme begins you are entitled to free tuition, provided you are a European Community national. Mature students may also qualify for free tuition and no examination fees. Please ask our Student Services for details.



COURSE

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Skills for Work - Overview

This is a practical, vocational, programme designed specifically for students with learning difficulties and / or disabilities and those not academically inclined who develop and learn through practical activity.

The aim of this programme is to train students for some form of realistic employment such as voluntary or sheltered work at their training site. The programme is provided at working sites around the county alongside organisations that are willing to offer work experience opportunities.

This programme is offered at the following sites:

- * Rushmoor Country Park near Louth, providing horticulture
- * Black Cat Equestrian Centre at Sutton-on-Sea, providing horse care
- * Risby Grange at Tealby, providing horse care and/or horticulture
- * Lincoln College, providing catering at Dungeon Delights
- * Ravendale Sports Centre Lincoln, providing catering.

Course content

The students progress through vocational skills and work or core skills using the system of an Individual Learning Plan to meet individual needs with targets set according to the students' abilities. Work / core skills which include problem solving, decision making, working with others and planning are incorporated in the vocational activities as are numeracy and literacy and all aspects of Health & Safety. The vocational modules are horse care, horticulture and catering.

Achievement and development are assessed on a continual basis and progression recorded. Regular tutorials are held between students and tutors and progress reports produced from these discussions. Students are taught in small groups allowing for greater individual attention and are supported at all times by learning support assistants. When a student is considered to be vocationally competent and confident, work experience at their training site is introduced to their programme.

Entry requirements

The programme is non-qualification led, the entry criteria being that the prospective student:

- wishes to advance to some form of employment
- is willing to apply himself / herself to work
- will commit himself / herself to the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.



OFFSITE FACILITIES





Offsite Facilities - Overview

Rushmoor Country Park near Louth is open to the public for much of the year and is one of the sites for the horticulture strand of the ReachOut programme. Here students maintain the vegetable and herb gardens providing produce for sale to the public and for consumption in the cafe run on the site. Activities include sowing seeds, taking cuttings, potting on, planting out and harvesting, maintaining fencing, wooden furniture and the tubs and baskets on the patio area around the cafe. Students are taught to produce standards acceptable to the public who visit the site.

Black Cat Equestrian Centre at Sutton-on-Sea is a working site providing riding lessons to the public and is one of the sites for the horse care strand of the ReachOut programme. The ReachOut students are responsible for the section of the yard housing small ponies used for children's lessons and activities include mucking out, grooming, tack cleaning, field maintenance and handling the ponies. Students are taught to produce an acceptable standard of work that will enhance the standards expected on this busy site.

Risby Grange, Tealby provides both horse care and horticulture strands for the ReachOut programme. The students are responsible for the privately owned horses on this site and activities include mucking out, grooming, cleaning tack, handling horses, preparing feeds and field maintenance. Some of the horses are shown at county level by the owner and students will prepare the transport for these events. The horticulture students maintain their individual plots alongside large vegetable and herb gardens. The gardens are open during the college term to the public who may purchase produce or just relax in the gardens taking in the surrounding scenery and peaceful atmosphere. Activities include sowing seeds, taking cuttings, potting on, planting out, and harvesting. There are two polytunnels whose contents need maintaining along with seating in the gardens, staging in the tunnels, plot surrounds and the compost boxes. Students are encouraged to continue the high standards already achieved at this site.

Ravendale is the college's off site sports complex consisting of sports pitches and an indoor facility to support the classroom activities for sports students. The cafeteria area is run by the students of the catering strand of the ReachOut programme where they provide fast healthy food for students and staff using the facilities. Activities include collecting and preparing orders, taking payment, ensuring the eating area is kept tidy and clean and stock control. This enterprise enhances the students' understanding of the work ethos needed to maintain a small business.

Dungeon Delights is a lunch time catering service offered to college staff and forms part of the catering strand of the ReachOut programme. Students activities include collecting, preparing and delivering staff orders, issuing invoices, collecting payment and following simple accounting, pre-preparing foods, catering for meetings and stock keeping, giving them an insight into the running of a small catering business.



CASE STUDY

LISA MACKRILL

“I am 27 years old and live at home with my parents. I attend Lincoln College 4 days a week on the Skills for Independence course. This is my second year as a full time student at college and I look forward to coming to college every day.

I enjoy learning and making new friends. I enjoy learning how to plan and prepare meals for myself and working on the computer.

I am about to start a basic skills course in the workshop and I have won a student of the year award.”





Skills for Independence

This is an entry level programme which will develop and progress work and life skills required for independent living. The course is designed for individuals who may need to access training to become more independent in all aspects of their lives. It is for school leavers, young people or more mature learners who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students focus on skills needed to help them develop as an individual, solve problems and make choices. Learners also have the opportunity to experience different situations through accessing the local community. The course is student led with the curriculum individually set to learners needs from goal setting on Individual Learning Plans.

The programme content for the learner may cover areas such as: Budgeting, meal planning and shopping, cooking a meal. There are many opportunities to develop skills that could prepare the learner for voluntary work.

Alongside the “Work Skills” strand of the course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety and Travel Training.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different enrichment activities over the year.

Entry requirements

There are no formal entry requirements. All students are interviewed before acceptance onto the course.

Duration

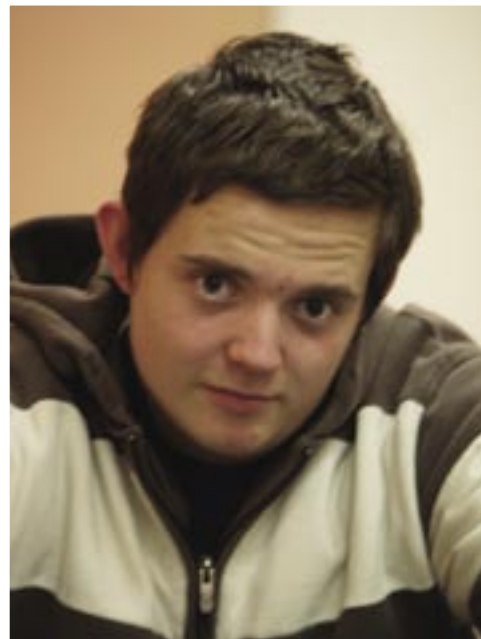
Initially a one year programme although learners can return for a second year if appropriate.

A close-up photograph of a young man with dark hair and eyes, looking over a light-colored wooden ledge. He is looking directly at the camera with a neutral expression.

CASE STUDY

SCOTT MCKIE

“Last year I was at Lincoln College doing a foundation studies course. I have achieved an Entry 2 in City and Guilds in Hospitality and Catering. This year I am going to start a level 1 catering qualification. I am also doing a separate basic skills lesson. It is for a level 2 in Numeracy and Literacy. I have also made some new friends.”



Skills for Working in Construction

An entry level programme for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

Students will learn about the different types of jobs available within the construction industry and the types of organisations they could work for. They will also learn about; safety, laying bricks, mortars, tools, jointing, decorative plasterwork, building walls & archways, safety procedures, team work, equipment and hazards in the workplace, and understand the importance of good communication skills.

Alongside the vocational strand of the Foundation Construction Crafts Course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety, Travel Training and Cookery Skills.
- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.
- Basic Skills; Literacy, Numeracy and I.T.
- Learners can also choose to participate in up to three different enrichment activities over the year.

Entry requirements

There are no formal entry requirements, although students should show an interest in following construction as a vocation. All students are interviewed before being accepted onto the course.

Duration

Initially a one year programme, although learners can return for a second & third year if appropriate.





CASE STUDY

KESTER WILDMAN

Kester enrolled on the Foundation Studies Retail Strand in September 07. He had attended William Farr School, Welton. Kester lives in Lincoln and is 16 years old. He came to college to make new friends and learn more about the retail industry. By the end of this course he would like to achieve enough qualifications to progress onto another course in the college, then get a job. He says he has made lots of friends and is enjoying college life.





Skills for Working in Retail

An entry level programme for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students will learn about different types of retail outlets, products, displays, selling, pricing, methods of payment, marketing, seasonal changes, dealing with returning goods and jobs/careers in retail. They will also learn about safety procedures, equipment and hazards in the workplace, and understand the importance of good communication skills, personal appearance and customer service.

Learners will have the chance to visit retail outlets, see window display demonstrations and store design, as well as taking a look behind the scenes of a shop floor.

Alongside the vocational strand of the Foundation Retail Course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety, Travel Training and Cookery Skills.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

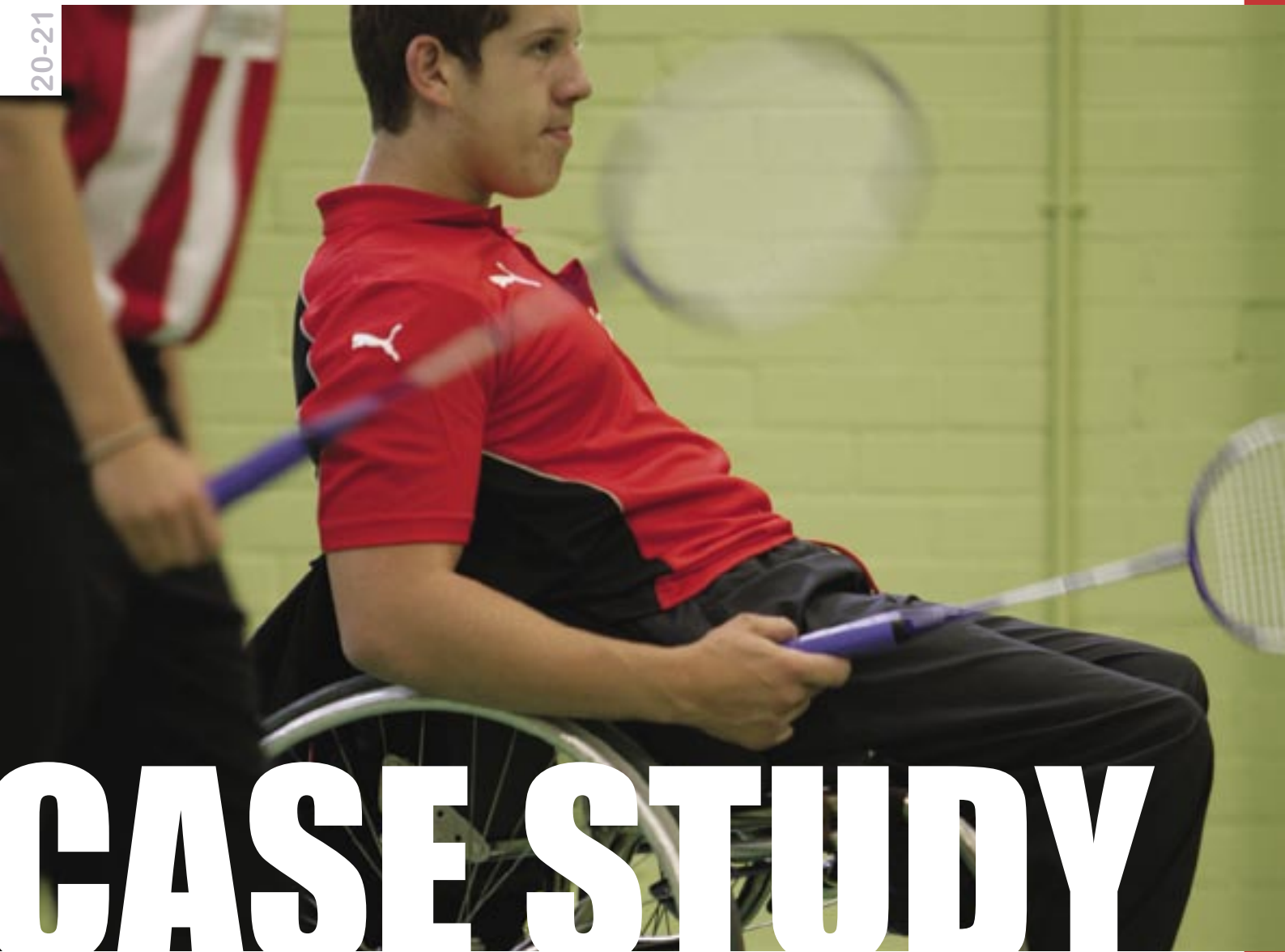
- Learners can also choose to participate in up to three different enrichment activities over the year.

Entry requirements

There are no formal entry requirements, although students should show an interest in following retail as a vocation. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.



CASE STUDY

ABBIE PARKER

“I really enjoy my Foundation Studies Sport course, especially my practical work. We get to learn how to play lots of sports including, football, rugby, squash, golf, bowling and cricket.

We are learning how to be a Sports Coach and I have learnt how to lead a warm up and stretches so far. I am trying hard to progress with my reading, writing and spelling and I enjoy doing this alongside my sport work. In the future I would like to be a Football Coach and this course is helping me do that.”





Skills for Working in Sport

This is an entry level programme which will develop the skills required for a vocation within the sport profession. It is for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students will investigate the various jobs that are available within the sport profession.

As well as participating in various sports and physical activities learners will study topics associated with sport such as nutrition, body systems, and principles of coaching. Learners may have the opportunity to undertake a leadership certificate during the course.

Alongside the vocational strand of the Foundation Sport Course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety, Travel Training and Cookery Skills.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different enrichment activities over the year.

Entry requirements

There are no formal entry requirements, although students should show an interest in sport as a vocation. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.



CASE STUDY

RICHARD FORDHAM

“My name is Richard Fordham, I am 20 years old and I live in Gainsborough.

I am currently doing Skills for Independence - Life and Work at Gainsborough College. I get to do lots of different subjects like; Cooking, Literacy, Numeracy, Joinery, ICT and lots more. I really enjoy doing cooking, ICT and joinery. I get to create new things and learn new skills. I hope to come back to college in September for a second year on the same course to improve my independence, social skills and confidence. The best thing about coming to college is that I have made new friends!”



Skills for Working in Painting and Decorating

This course provides an entry level programme for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students taking the Painting and Decorating Strand will learn a basic range of transferable skills and the course will assist learners in understanding the demands of a painting and decorating environment as a workplace. This course will prepare learners for progression onto further training and where appropriate accreditation in painting and decorating qualifications will be pursued.

Learners will learn about the importance of PPE, the use of different tools and materials, how to restore metal and timber surfaces, how to wall paper and create different textured finishes.

Alongside the vocational strand of the Foundation Painting and Decorating Course, learners will also study:

- Independent Living Skills - which includes topics such as:

Community Awareness
Money Management
Health & Safety
Travel Training
and Cookery skills.

- Personal Development - which includes topics such as:

Personal Presentation
Working With Others
Assertiveness
Communication
and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different Enrichment activities over the year.

Entry requirements

There are no formal entry requirements, although students should show an interest in painting and decorating as a vocation. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.



CASE STUDY

DONNA COOMBES

“I’m on the Skills for Independence course at Gainsborough college which is a one year course. This course has given me the opportunity to improve my Numeracy and Literacy skills as well as learning new skills for work. I have also improved my confidence and independence and made lots of new friends. We also get to choose different enrichment activities each term, I’m currently doing childcare, which is what I would love to do when I finish this course. I also do Craft and Workskills, where we have been making products and selling them to raise money for various charities. I hope to progress onto a childcare course next year at Gainsborough college.”



Skills for Working in Enterprise & Retail

The programme is designed to offer core skills and individual choices to students who would benefit from a course that meets their particular needs.

The aim of the course is to help students establish direction and gain a wider understanding of the world of work and Skills for Working Life. It is for school leavers, young people or more mature learners who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

The course is made up of the following:

Enterprise skills / Producing products

Business and Retail

Working with money

Growing plants

Land & Environment

Working together

Health and safety

Information technology

The remainder of the programme of learning is made up areas of individual choice giving an individual learning programme:

- Including art, drama and personal presentation (hair and beauty).

- Basic Skills; Literacy, Numeracy and I.T.

Entry requirements

There are no formal entry requirements. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second year if appropriate.

CASE STUDY

LEANNE MARSHALL

“Steps to Success is an extraordinary course. I have enjoyed coming to this course as it helped me to gain qualifications in Maths and English. I have passed my Maths and English level 1 and IT CLAIT.

At the moment I am studying my Maths and English level 2 and studying IT Diploma and going onto CLAIT plus. Steps to Success is a great course to come to as it helps you to expand your confidence.

There are plenty of welcoming staff and pupils you will meet on this course.”





Skills for Working in Care

This entry level programme will develop the skills required for a vocation within the care profession. It is for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students will investigate the various jobs that are available within the care profession.

They will explore the needs of people at different times during their lives, and gain knowledge and understanding of how children grow and develop. Students will learn how to administer first aid to minor injuries and gain knowledge and understanding of how to recognise and deal with “Health Emergencies”.

Learners will benefit from outside visits to various health or care establishments and will be visited by people who work within the care profession.

Alongside the vocational strand of the Foundation Care Course, learners will also study:

- Independent Living Skills which includes topics such as:

Community Awareness
Money Management
Health & Safety
Travel Training
and Cookery Skills.

- Personal Development - which includes topics such as:

Personal Presentation
Working With Others
Assertiveness
Communication
and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different enrichment activities over the year.

Entry requirements

There are no formal entry requirements. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.





Skills for Working in Horse Care

Aim

To provide an entry level programme for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Content

During the course students taking the Horse Care Strand will learn and practice the various skills needed to gain employment on an equestrian yard. These skills include:

- mucking out
- handling horses/ponies
- providing food and water
- grooming
- tack cleaning
- field maintenance.

Students will also study skills that will prepare them for employment including:

- working safely
- independent travel
- improving personal manner and conduct
- preparing personal profiles.

Students will be encouraged to work as part of a team and independently, make decisions and plan activities.

Numeracy and literacy will be embedded within the vocational skills

Assessment

Internal assessment via observation and oral questioning, recording vocational and personal goals agreed during tutorials and the achievement of the same.

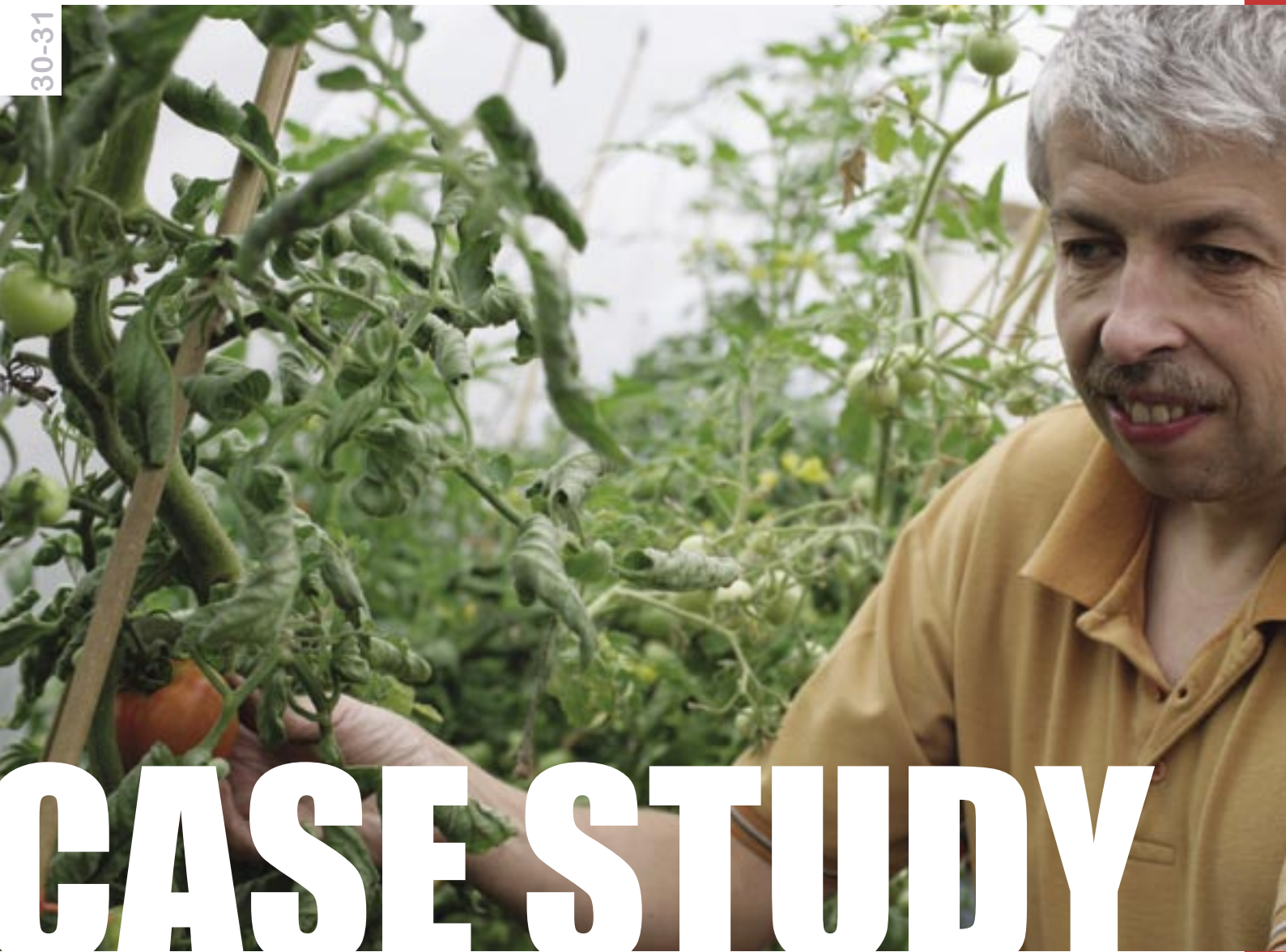
Progression

When the required level of vocational skill has been achieved, students are encouraged to progress to mainstream education provided at out reach centres run by the School of Sport, Media and the Arts or employment.

Careers advice throughout the course will help students to make this decision.

Duration

A one year program



CASE STUDY

CRAIG

“I have been at college for four years. I am coming back next year to work for the site owner for one day and as a voluntary worker for the college one day. The best thing about horticulture is working outside in the sunshine, and when it is bad weather, working on plant profiles on the computers. I have enjoyed being at college because I can have a laugh with staff and other students. I have enjoyed everything I have done at college, including using a ride-on lawn mower; planting herbs and vegetables; planting my own plot and taking my vegetables home to eat; making wooden obelisks and erecting a polytunnel. I also enjoyed learning my multiplication tables with a computer game and learning to spell better by writing my daily activities in my diary each day. Most of all, I enjoyed the open day when everyone was so pleased to see all the hard work we had done. It made me feel very proud.”





Skills for Working in Horticulture

Aim

The aim of the programme is to train learners at entry level in a variety of gardening skills, whilst developing their work and social skills. Literacy and Numeracy is embedded into the overall training programme.

The training is aimed at learners with Learning Difficulties and/or disabilities aged 16 – 25.

Mature learners may be considered subject to the programme being of benefit to them.

Content

During the course learners will learn about, all aspects of gardening including, seed sowing, taking cuttings, making up hanging baskets and how to look after their own vegetable plot.

Work skills are taught at a practical level, whilst carrying out site based work rather than in a classroom environment.

Alongside the vocational strand, learners will also learn about Health and Safety and working with others.

Assessment

Initial assessment takes place over the first eight weeks.

Individual learning plans are written and areas for improvement are identified.

Individual goals are set to help the learner achieve.

Assessment is carried out by the tutor via observation and oral questioning.

Progression

Learners can study NPTC Horticulture Entry level 2 & 3.

When these levels have been achieved, learners are encouraged to move onto Level one.

Upon completion of the programme the learner will be able to progress to sheltered, voluntary or paid employment within the community subject to availability.

Careers advice is offered throughout to assist the learners decision.

Duration

Training is provided for up to three years.



CASE STUDY

ADAM STOREY

“The course has helped me to communicate better. I enjoy working with new students to make them feel welcome because I remember how it felt on my first day at college-upset, uptight, didn’t know anyone and had no self-confidence. But now I am able to walk by myself to collect orders from members of staff and have the confidence go to the canteen where I get to meet new people”





Skills for Working in Hospitality & Food Preparation

Aim

To provide an entry level two programme for school leavers and young people who need extra support with learning with a view to progress to go onto work within the Catering industry. A greater sense of independence and self-confidence will be achieved by building on personal skills and strengths.

Content

During the course students will learn about:

Personal hygiene, basic manners, caring for each other, communication, food hygiene, Health & safety, food preparation & cooking, food labelling & storage, food stock takes, packaging food for delivery, temperature checks, checking and storage of food deliveries, customer relations, team work, working independently, walking around the campus to collect food orders and to deliver food safely, cleaning of the kitchen & its equipment.

All learners study Basic Skills; Literacy, Numeracy in order to continue their development to support their progression onto future courses.

Assessment

Direct observation and written underpinning knowledge questions.

Progression

Depending on each individual's development, further to achieving the Entry Level 2 qualification they may be able progress to do the Entry Level 3 at Ravensdale sports academy.

All students that do return after the first year will do some work experience.

Some students may only require a year on the Entry Level 2 programme then have the ability and confidence to move onto the NVQ 1 multiskills course on mainstream.

Student services also offer advice and support with choices throughout their development.

Duration

Depends on the individual.

CASE STUDY

THERESE

Foundation Reachout Catering

“I am 16 years old. I came to England in my year 11. I went to St Pauls. I enjoyed school. I did P.E, Maths and Science. After this I came to Lincoln College. I am doing a Foundation course. At the moment I am studying at the Salvation Army. I want to stay on this course for two more years. I would like to work in a bakery making cakes.”





Skills for Working in Hospitality & Catering

Aim

The aim of the course is to assist learners who need extra support, to gain the confidence required to access a career in catering by developing their skills and knowledge in a safe environment.

Course content

Learners will follow a programme of practical cooking methods. As well as developing their skills they also increase their knowledge and understanding of the catering industry.

A variety of methods are developed in both food preparation and food service areas. Team work and presentation skills are an integral part of the course and this helps the learners to develop self awareness and personal confidence.

There is a well equipped kitchen and learners provide refreshments and meals for a wide range of customers.

Integrated Basic Skills are woven into the course in the form of literacy, numeracy and I.T. Learners are encouraged to follow a level of Basic Skills appropriate to their needs. There is support and encouragement throughout the programme.

Assessment

The course is assessed internally by observation of practical and personal skills. Targets are set by agreement with the learner and tutor and reviewed frequently throughout the course.

Learners are also given the opportunity to follow a programme in Hospitality and Catering which carries national qualifications appropriate to their level of learning.

Progression

On completion of the course, learners are encouraged to progress to the other Hospitality and Catering courses or into the catering industry. There are opportunities in the paid and voluntary sectors of the industry and every effort is made to assist the learner to find the right route for them.

Duration

This is a one year course.

Skills For Working in Beauty Therapy

Aim

The aim of the course is to assist learners who need extra support, to gain the confidence required to access a career in Beauty Therapy. The programme aims to provide an opportunity to understand the basic principles of Beauty Therapy and develop skills within an assisting role in the work place.

Content

Learners will follow a programme of practical Beauty Therapy methods. As well as developing their skills they also increase their knowledge and understanding of the Beauty Therapy industry. Team work and presentation skills are an integral part of the course and this helps the learners to develop self awareness and personal confidence. During the course students taking the Beauty Therapy Strand will learn how to: Ensure their own actions reduce risks to Health & Safety, Assist in reception duties, Contribute to the development of effective working relationships, Assist with facial treatments, Assist with nail treatments on the hands, assist with the preparation for hairdressing services and maintain work areas. They will also learn about health & safety procedures, equipment and hazards in the workplace, and understand the importance of good communication skills.

Alongside the vocational strand of the course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety and Travel Training.
- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.
- Basic Skills; Literacy, Numeracy and I.T.
- Learners also participate in different Enrichment activities over the year.

Assessment

The course is assessed internally by observation of practical and personal skills. Targets are set by agreement with the learner and tutor and reviewed frequently throughout the course.

If suitable learners are also given the opportunity to follow an accredited programme appropriate to their level of learning.

Progression

On completion of the course, learners are encouraged to progress to the other beauty courses or into the beauty industry. There are opportunities in the paid and voluntary sectors of the industry and every effort is made to assist the learner to find the right route for them.

Duration

This is a one year course.

Skills for Working in Motor Vehicle

Aim

To provide an entry level programme for school leavers and young people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Content

Students taking will learn about the different types of jobs available within the Motor Vehicle industry and the types of organisations you could work for. You will also learn about; Vehicle Maintenance, Vehicle Servicing, Vehicle Care, Wheel and Tyre Maintenance, Vehicle Electrical Systems, Fault Finding and Roadside Breakdown Repairs.

Alongside the vocational strand learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety, Travel Training and Cookery skills.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different enrichment activities over the year.

Assessment

Internal assessment via observation and oral questioning.

Progression

When the required level of vocational skill has been achieved, students are encouraged to move onto other motor vehicle courses. Careers advice throughout the course will help students to make this decision.

Duration

A one year program.



Skills For Working in Hairdressing

Aim

The aim of the course is to assist learners who need extra support to gain the confidence required to access a career in hairdressing.

The programme provides an opportunity to understand the basic principles of hairdressing and develop your skills for an assisting role in the salon.

Course content

Learners will follow a programme of practical hairdressing methods. As well as developing their skills they also increase their knowledge and understanding of the hairdressing industry.

Team work and presentation skills are an integral part of the course and this helps the learners to develop self awareness and personal confidence.

During the course students taking the Hairdressing Strand will learn how to: ensure their own actions reduce risks to Health & Safety, assist with salon reception duties, contribute to the development of effective working relationships, assist with shampooing and conditioning hair, assist with perming and colouring services, assist with the preparation for hairdressing services and maintain work areas. They will also learn about health & safety procedures, equipment and hazards in the workplace, and understand the importance of good communication skills.

Alongside the vocational strand of the course, learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety and Travel Training.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners also participate in different Enrichment activities over the year.

Assessment

The course is assessed internally by observation of practical and personal skills. Targets are set by agreement of the learner and tutor and reviewed frequently throughout the course.

If suitable learners are also given the opportunity to follow an accredited programme appropriate to their level of learning.

Progression

On completion of the course, learners are encouraged to progress to the other hairdressing courses or into the hairdressing industry. There are opportunities in the paid and voluntary sectors of the industry and every effort is made to assist the learner to find the right route for them.

Duration

This is a one year course.

Skills in Drama and Media & Performing Arts

Aim

This course provides an entry level programme for people who need extra support with learning. A greater sense of independence and self-confidence will be achieved by building on skills and strengths.

Course content

During the course students taking the drama and media strand will develop communication skills and self confidence. They will learn about mime, movement, role play, improvisation, the use of music and sound effects. They will also explore different types of performance including, tragedy, comedy and pantomime along with the use of props, make up and costume. Students will also be looking at different forms of media, including radio, television, internet and newspaper where appropriate accreditation will be pursued.

Learners will also study:

- Independent Living Skills which includes topics such as; Community Awareness, Money Management, Health & Safety, Travel Training and Cookery skills.

- Personal Development; which includes topics such as Personal Presentation, Working With Others, Assertiveness, Communication, and Careers.

- Basic Skills; Literacy, Numeracy and I.T.

- Learners can also choose to participate in up to three different Enrichment activities over the year.

Entry requirements

There are no formal entry requirements, although students should show an interest in Drama and Media as a vocation. All students are interviewed before acceptance onto the course.

Duration

Initially a one year programme although learners can return for a second & third year if appropriate.



CASE STUDY

JENNIFER SIMPSON

“Steps to Success is a fantastic course. I got my level 1 Maths and English and I also gained my ICT Clait. I enjoy the course because there are a lot of friendly staff and pupils. I am studying my level 2 in Maths and English and also finishing my Clait, to get a diploma. When I finish Clait I am going on to do Clait Plus. I have gained more confidence since I have been on the course. We also go out on a variety of trips, they are enjoyable and we also do team building activities. On Thursdays we choose different options, I am doing Cookery and Child Care. This year you can choose from construction, drug awareness, cookery, craft for children, office skills, painting and decorating and child care.”



Skills for Further Education & Employment

This level 1 course is ideal for young people who are having difficulties getting their careers started and would benefit from support to get themselves back on track. The course supports young people to develop their confidence, knowledge and social skills so as to assist them into employment or higher levels of study.

Content

The course can be tailored to fit around existing skills and experience but topics of study may include:

- Preparation for employment
- Job seeking skills
- Health and safety
- Personal development
- Career planning
- First aid
- Motor vehicle
- Hair & beauty
- Business & IT
- Retail
- Office skills

Alongside the vocational strands of the course, learners will also study Basic Skills or Key Skills; Literacy, Numeracy and I.T. Learners can also choose to participate in enrichment activities over the year. Where appropriate, and when youngsters are ready, it is hoped that links with local employers for a work experience placement can be made.

Entry requirements

There are no formal entry requirements. The course may suit:

- Anyone who wants to get their life and career back on track in a supported learning environment.
- Anyone who isn't quite sure about what they want to do long term.
- Anyone who has no formal qualifications but can demonstrate adequate literacy, communication and interpersonal skills.
- Anyone who doesn't meet the entry requirements of level 2 Returnees to education.
- Anyone who has successfully completed entry level qualifications.

Duration

One year.



CASE STUDY

SARAH THORPE

“Sarah Thorpe joined E2E with no clear idea of where she wanted to be career-wise. Sarah has committed herself totally to her E2E programme and has been very responsive. She has tried a work placement in a local nursery and has used the experience to help her decide on her career direction. She has recently applied for a place on our BTEC National Award in Travel and Tourism which she hopes eventually to tie in with a further course in childcare. Her intentions are to work abroad and eventually run a nursery for tourists. Sarah is showing that she now has very clear aim and objectives towards her future career and her commitment, time-keeping and contribution to the E2E programme is very commendable.”

Entry 2 Employment (e2e)

e2e is delivered to suit the personal needs of each learner. If it's a job you are after e2e can give you the skills and confidence you need. If you are 16-18 years old, not in school, employment or college, e2e could be just what you are looking for.

We know everyone has different needs and on e2e you will have your own Tutor / Mentor who will work with you to develop a learning plan to suit your requirements. Training and placement activities to widen experience are based on our young learners needs and we work out a way forward together. e2e is a challenging course and you must be committed to it! You will find the hard work well worth it in the end.

Course content

Young people are offered a wide range of activities on e2e ranging from help with reading and writing to vocational qualifications to help you gain employment such as:

Employability Skills including:

- Personal & Social Skills
- Employment Choices
- Self Esteem
- Personal Attributes
- Motivation
- Job Seeking Skills
- Confidence Building
- C.V. Writing
- Grooming for Work
- Computer Awareness
- Equal Opportunities & Diversity

Vocational Skills Including:

- Motor Vehicle
- Painting & Decorating
- Foundation Childcare

Certificates in:

- Health & Safety at work
- First Aid Training
- Manual Handling Training
- Basic Food Hygiene
- National Literacy Qualification Levels 1 & 2
- National Numeracy Qualification Levels 1 & 2
- Key Skills
- Financial Management Skills

Entry requirements

There are no formal entry requirements. All students are interviewed before acceptance onto the course.

Duration

Up to 22 weeks



APPLYING

HOW TO APPLY

To apply, complete the application form opposite and return it to us – the address is on the bottom of the form. Please use **BLOCK** capitals on the form, to make it easier for us to read your details.

Alternatively you can apply online at www.lincolncollege.ac.uk

Unsure about which course to do?

Don't worry – you're not the only one. Why not make an appointment to see one of our Guidance Advisers to discuss your options? You can make an appointment by phoning 01522 876220.

Spoilt for choice?

If you want to apply for more than one course, that's fine. Just write the names of the courses you want to apply for clearly at the top of the form.

When to apply

You can apply for a course at any time, but remember that some courses are very popular, so you should apply as soon as you have decided on the courses you are interested in.

What happens next?

Once we've received your application form, we will let you know with a letter confirming the name of a school contact. For most courses you will be invited for an interview before being made a conditional offer of a place.

For more information, please contact:

Registry
Lincoln College
Monks Road
Lincoln
LN2 5HQ
01522 876000
enquiries@lincolncollege.ac.uk

APPLICATION FORM



Year of entry 20_____

1

Courses applied for:

At LINCOLN At GAINSBOROUGH At NEWARK Full-time Part-time Day Part-time Evening Apprenticeships

2

Surname: _____ Mr/Mrs/Miss/Ms/Other (Delete as applicable)

First Names: _____ Date of Birth: _____

Address: _____ Current Age: _____

_____ Tel No. Home: _____

_____ Tel No. Mobile: _____

Post Code: _____ E-Mail: _____

If you are under 18 years of age please give name and address of your parent/guardian

Nationality _____ Country of Residence for the last 3 years _____

If you have not resided in an EU country for the last 3 years, please make arrangements to see a Welfare Officer.

PLEASE TICK THE ETHNIC GROUP TO WHICH YOU BELONG.
Information required by Government bodies who have defined all categories.

- | | | |
|--|--|--|
| <input type="checkbox"/> 01 Asian or Asian British - BANGLADESHI | <input type="checkbox"/> 06 Asian or Asian British - INDIAN | <input type="checkbox"/> 07 Asian or Asian British - PAKISTANI |
| <input type="checkbox"/> 09 Asian or Asian British - OTHER | <input type="checkbox"/> 02 Black or Black British - AFRICAN | <input type="checkbox"/> 03 Black or Black British - Caribbean |
| <input type="checkbox"/> 04 Black or Black British - OTHER | <input type="checkbox"/> 05 CHINESE | <input type="checkbox"/> 10 Mixed - WHITE AND ASIAN |
| <input type="checkbox"/> 11 Mixed - WHITE & BLACK AFRICAN | <input type="checkbox"/> 12 Mixed - WHITE & BLACK CARIBBEAN | <input type="checkbox"/> 13 Mixed - OTHER |
| <input type="checkbox"/> 08 White - BRITISH | <input type="checkbox"/> 14 White - IRISH | <input type="checkbox"/> 15 White - OTHER |
| <input type="checkbox"/> 98 Any Other | <input type="checkbox"/> 99 Not known or not provided | <input type="checkbox"/> Are you an Asylum Seeker? |

3

EDUCATION (Details of most recent education)

School/College: _____ Year Started: _____ Completed: _____

Full Address of School _____

QUALIFICATIONS (Tell us about the courses you are doing or have completed)

Subject	Level	Completed? (please tick)	If yes, please tell us your grade and date		Still doing it? (please tick)	Predicted Grade (if known)
			GRADE	DATE		
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____
Subject: _____	Level: _____	<input type="checkbox"/>	_____	_____	<input type="checkbox"/>	_____

Lincoln College provides specialist advice and resources to improve access for students with learning difficulties and disabilities to curriculum areas, to study skills support and to College services. Qualified & experienced staff deliver classroom support, 1:1 tuition, communications support & assessments. The College wishes to ensure that it complies with the requirements of the DDA (as amended by the Special Educational Needs and Disability Act 2001). If you are a disabled person, please ensure that we know what you need so that we can make all reasonable adjustments to help you succeed.

Office use only: Person Code () Entered By () Scanned by ()
Date () Date ()

4 EMPLOYMENT (Details of your employment history)

Name of Employer: _____ Job Details: _____ PT/FT* Dates: _____

Name of Employer: _____ Job Details: _____ PT/FT* Dates: _____

Name of Employer: _____ Job Details: _____ PT/FT* Dates: _____

(*Delete as applicable)

5 PROGRAMME CHOICE

Please give supporting information for why you wish to be considered for this programme.

Include details of relevant experience, interests and long-term career plans. (Use a continuation sheet if necessary.)

6 GUIDANCE AND LEARNING SUPPORT

If you consider that you have a learning difficulty and/or disability, please give details so that assessment and support may be considered. Lincoln College offers specialist advice, assessment and resources for students with learning difficulties and disabilities.

7 REFERENCES

If you are still attending school, the College will approach your tutor direct to request a reference or if you have left school, please give the names and addresses of two persons who will act as referees.

Name: _____	Name: _____
Position: _____	Position: _____
Address: _____	Address: _____
_____	_____
_____	_____
_____	_____

WHERE DID YOU GET THIS FORM?

College School Careers Convention Connexions Event/Other _____

DECLARATION

I declare that to the best of my knowledge, the information contained on this form is accurate. I give my consent to Lincoln College processing my personal data (including sensitive personal data) for the purposes stated at the bottom of this page.

To the best of my knowledge all the information on this form is correct. I am applying voluntarily as an individual.

Signed:
(Applicant)

Date:

Please send completed application forms to:

Admissions Officer | Lincoln College | Monks Road | Lincoln | Lincolnshire | LN2 5HQ

Queries concerning the progress of your application should in the first instance be directed to the Admissions and Enrolments Officer on 01522 876254.

DATA PROTECTION ACT - Lincoln College may use and process personal data or information regarding you (whether obtained from you on this form or otherwise, or from another person) for the purposes of processing your application to become a student at Lincoln College. If your application is successful, the College may also process your personal data in connection with the administration of your enrolment.

The College may also process sensitive personal data, which includes information as to your physical or mental health or condition, your racial/ethnic origin, the commission or alleged commission of any offence by you, and any proceedings for an offence committed or alleged to have been committed by you (including the outcome or sentence in such proceedings) for the same purposes.

Lincoln College commits itself to the active promotion of Equal Opportunities and is concerned with combating unlawful discrimination of any kind. All computerised information may be used and disclosed only as described in the 1998 Data Protection Act.

OUR MISSION

"Raising Aspirations, Realising Potential, Delivering Success."

OUR VALUES

As both an employer and learning provider our values are to:

- Achieve the highest of standards and continuously improve in all our activities
- Always be honest, fair, transparent and open in all our operations
- Support all individuals to reach their full potential
- Be innovative and responsive in seeking out opportunities to expand and promote the college
- Actively involve students in the life and work of the college
- Value diversity and promote equality of opportunity.

OUR OBJECTIVES AND VISION

Lincoln College strives to:

- Increase and widen participation in all college locations
- Be recognised as a fair employer which develops the potential of all its staff
- Ensure all learning opportunities are of outstanding quality accompanied by a first class support service
- Accommodate learners and staff in the highest quality accommodation accessible to all client groups
- Lead and work in partnership to create a learning environment which contributes to social inclusion, economic regeneration and contributes to the workforce development of the region
- Be an environmentally responsible organisation.



Criminal Records Bureau policy

Some programmes require a number of hours on work placement in order to achieve the full qualification.

Candidates working with all client groups, whether children, the elderly or people with a disability will need to complete a Criminal Records Bureau check before they can go into the work setting.

Candidates must be aware that if they have received a caution, reprimand or conviction it will prohibit them from enrolling on a programme of study. If you enrol on one of these courses before Lincoln College has received your CRB clearance, and the CRB check is not clear, the college will withdraw you from the programme.

The Disability Discrimination Act

The College wishes to ensure that it complies with the requirements of the DDA (as amended by the Special Education Needs and Disability Act 2001). If you are a disabled person, please ensure that we know what you need in order that we can make reasonable adjustments to help you succeed.

EQUAL OPPORTUNITIES

Lincoln College is committed to the active promotion of equality of opportunity for all and opposes unlawful or unfair discrimination of any kind.

The College aims to enable its students and staff to maximise their individual potential through the promotion and implementation of equality of opportunity measures.

The College seeks to employ a workforce and maintain a student body which reflects the diverse community it serves, because it values the individual contributions of all people.

The College seeks to promote equality of opportunity within employers and other organisations who provide work experience and work placement for students and trainees.

The College recognises that certain physical, personal, institutional and cultural barriers exist which should be reduced or eliminated.

Disclaimer

The information given in this publication is intended as a general guide. Lincoln College reserves the right to vary or modify the course, fees and programmes on offer in this publication according to available resources and without prior notice. All information contained in this publication was correct at time of printing.

Lincoln College provides specialist advice and resources to improve access for students with learning difficulties and/or disabilities to curriculum areas, to study skills support and to college services. Qualified and experienced staff deliver classroom support, one-to-one tuition, communications support and assessments.

We will make all reasonable adjustments to avoid substantial disadvantage to any disabled student or other disabled people. College information is available in a range of different formats that help make it accessible to all. If you require this publication in a form that suits your needs please ring 01522 876220.



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01427 617471

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Friary Road | Newark | NG24 1PB
01636 680680

www.lincolncollege.ac.uk
enquiries@lincolncollege.ac.uk

