

Tendring Technology College - a case study

Tendring Technology College (TTC) runs an Extended Curriculum Programme for year 10 and 11 students whose abilities and strengths lie outside the formal provision of GCSE subjects. The students follow some of TTC's core subjects of English, Maths, ICT and Science and are entered for external examinations. Additionally the students follow a vocational programme which may lead to an NVQ qualification.

The College is currently running a pilot with a group of year 11 students who attend College one day a week and have an extended work placement which may be accredited towards the award. A group of year 11 students follow a programme of applied learning which operates from satellite premises close to the College campus. The adopted approach is slightly more informal, for example there is no requirement to wear TTC uniform and there is more flexibility within the working day to enable opportunities to develop lifelong skills and better social interaction.

The attraction of working with OCN Eastern Region and using the Step-Up qualification was to obtain recognition for learning that was already being undertaken.

TTC has a strong PSHE programme and the applied learning programme has built upon existing practices and content experienced by all KS4 students. This includes input from agencies such as the Police, Fire & Rescue Service and Health Practitioners.

Students are able to be accredited for work that they are enjoying and engaged in. The co-ordinator found it remarkably straightforward to send a unit of work to an external speaker who was then able to amend their material to ensure that students could provide assessment evidence quite easily.

TTC is planning to offer most units at level 1 but sees the 'spiky' profile as a positive addition as it enables students to achieve a level 1 certificate even if they gain a unit at entry level.

The credit based nature of the course and the fact that the units can be banked towards a qualification is motivating to students. The 'nesting' aspect of the award is also seen as a benefit. As

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The **Diversity** of Learning

the course builds on the students' prior experience and subject content a student could switch to this course at virtually any point within KS4.

The progression from Certificate to Diploma helps to maintain engagement of students who might otherwise have become lost and unemployable.

TTC sees potential in this type of qualification for a select group of post 16 students in the future as the compulsory age for education rises. Students need the opportunity to achieve relevant qualifications which give them access to employment; Step-Up will provide a progression route to an employability qualification at level 2.

There is a need for post 16 course to be structured in such a way that courses keep students engaged and motivated to carry on learning. Credit based learning meets that need.

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