



YMCA **Wales** Community College



Basic Skills Statement





YMCA Wales Community College (the College) is operational throughout Wales working in partnership with other organisations to provide post 16 learning opportunities in community settings. Learners come from a range of backgrounds and many have rejected traditional educational routes.

The College does not maintain a core curriculum but devises its learning programmes in consultation with its partner organisations. The provision is planned to complement courses offered by the traditional Further Education Colleges, often providing a first step into education.

The College seeks to attract people wishing to re-engage with education, especially those who are disillusioned, socially excluded and otherwise marginalized. The majority of the College's learners engage in courses for less than five hours per week. Programmes of study are offered at entry and foundation level.

The College is sensitive to the needs of learners and aware of the issues which may be encountered on returning to education. The College recognises the importance of offering appropriate support to enable learners to access the curriculum.

The College delivers support for learning in several ways :

- Supporting tutors to enable them to meet learner support needs more effectively
- Identifying and delivering the additional support and resources required for learners with learning difficulties and/or disabilities to access the curriculum
- Enabling learners with basic skills or language needs to access appropriate support

The College's initial assessment process is based on the following elements:

1. Induction

The tutor provides learners with information at the start of the course. This will include course details, health and safety information about the venue and College contact information.

2. Basic Skills Screening

During induction, tutors discuss with learners the nature of the course and describe the support available to them. Tutors bring learners' attention to the 'supporting learning' section of the enrolment form.

Tutors encourage learners to self identify any basic skills or language needs, learning difficulty or disability and record it in the 'supporting learning' section of the enrolment form. Tutors manage this task sensitively.

The College also provides a 'Skills for Learning and Work Checklist' which tutors offer to learners. The checklist encourages learners to self-assess their basic skills strengths and weaknesses. The checklist also signposts learners to a range of basic skills support agencies and resources should they wish to pursue this area of learning. The Skills for Learning and Work Checklist is also available via the College's website.

Tutors review the information provided by learners after the first session and adapt the course as appropriate. Tutors are offered basic skills awareness raising training and advice is available from members of the Senior Management Team (SMT). Continually Professional Development funding is available to tutors wishing to pursue specialist basic skills training or qualifications.

Once the enrolment form has been returned to the College, all learners self identifying are followed up by a member of the SMT. This data is also used to complete the LLWR return.

3. Individual Learning Plan (ILP)

The tutor also asks learners to complete an ILP which provides the opportunity to record additional support needs.

Learners are then offered appropriate support to enable them to participate in the course. Learners are also provided with information signposting basic skills provision available through other organisations.

Offender Management Learners

All Offender Management learners complete the Basic Skills Agency assessment and have an Individual Learning Plan prepared. This is carried out and responded to by the Probation Services. Information relating to the basic skills needs of these learners is made available to the College.