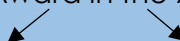


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BEAUTY, HAIRDRESSING AND BARBERING			
Year 1 Hair and Beauty combined			
Weeks 1-6 NCFE E3 Exploring Award in Occupational Studies in the Workplace – Unit 66 Health and Safety in the Salon	Weeks 7- 32 VTCT E3 Extended Certificate in Hair and Beauty Skills	Weeks 33-39 Late starter extended completion. Progression preparation at BTL Creative extension projects	
Year 2 Hair and Beauty Combined			
Weeks 1-6 (2 options) VTCT L1 Award in Mental Health Awareness NCFE Level 1 Award in CV Writing	Weeks 7-32 (2 option) VTCT Level 1 Certificate in An Introduction to the Hair and Beauty Sector VTCT level 1 Award in An Introduction to the Hair and Beauty Sector (depending on roll on roll off start dates/personal progress)	Weeks 33-39 Late starter extended completion. Progression preparation depending on Hair or Beauty pathway. Careers pathway development – further education at BTL or another provider or apprenticeship.	
Year 3 Separate pathways – Hairdressing, Barbering and Beauty Therapy			
Weeks 1-6 (2 options) NCFE Level 1 Exploring Award in Occupational Studies in the Workplace – Unit 62 Styling Men's Hair VTCT Level 2 Award in Contact Dermatitis Prevention	Weeks 7-32 (4 pathway options) VTCT Level 2 Award in the Art of Dressing Hair 	Weeks 33-39 Extended completion Progression preparation – employment, further or higher education, or apprenticeship.	
	VTCT level 2 Certificate in Cutting Women's Hair		VTCT level 2 Certificate in Barbering
	VTCT Level 2 Certificate in Hairdressing Services VTCT Level 2 Certificate in Beauty Services		

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ART (GCSE Art and Design TBC for Sept 2024)			
Year 1			
Weeks 1-6	Weeks 7-15 NCFE Entry 3 Award in Creative Craft	Weeks 16-32 NCFE Level 1 Award in Creative Craft	Weeks 33-39 Extended completion Progression preparation – at BTL
Year 2			
Weeks 1-6(2 options) VTCT L1 Award in Mental Health Awareness NCFE Level 1 Award in CV Writing	Weeks 7-15 NCFE Level 1 Award in Creative Craft	Weeks 16-32 NCFE Level 2 Award in Creative Craft	Weeks 33-39 Extended completion Progression preparation – employment, further education at BTL, or higher education at another provider.
Year 3 (GCSE Art and Design TBC for Sept 2024)			
Weeks 1-6 VTCT Level 2 Award in Contact Dermatitis Prevention	Weeks 7-32 NCFE Level 2 Art and Design (Textiles)		Weeks 33-39 Extended completion Progression preparation – employment, further education at BTL, or higher education at another provider. (2023-24 completers will potentially return to work towards GCSE Art and Design)
PHOTOGRAPHY (GCSE Photography TBC for Sept 2024)			
Year 1			
Weeks 1-6 (2 options) VTCT L1 Award in Mental Health Awareness	Weeks 7- 32 (2 options) OCN Level 1 Award in Creative Media OCN Level 1 Certificate in Creative Media		Weeks 33-39 Extended completion Progression preparation Creative extension project

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NCFE Level 1 Award in CV Writing		
Year 2		
Weeks 1-6 VTCT Level 2 Award in Contact Dermatitis Prevention	Weeks 7-32 NCFE level 2 Certificate on Photography	Weeks 33-39 Extended completion Progression preparation – employment, further education at BTL, or higher education at another provider. (2023-24 completers will potentially return to work towards GCSE Photography Sept 2024)
Year 3 (GCSE Photography TBC for Sept 2024)		
HEALTH AND SOCIAL CARE AND CHILDCARE		
Year 1		
Weeks 1-6 NCFE Entry 3 Award in Creative Craft	Weeks 7-32 NCFE Entry 3 Certificate in Occupation Studies in the Workplace	Weeks 33-39 Extended completion Progression preparation Creative extension project
Year 2		
Weeks 1-6 NCFE Level 1 Award in CV Writing	Weeks 7-32 (2 options) NCFE Level 1 Caring for Children NCFE Level 1 Health and Social Care	Weeks 33-39 Extended completion Progression preparation – employment, further education at BTL, or higher education at another provider.

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Year 3		
Weeks 1-6 VTCT Level 2 Award in Contact Dermatitis Prevention	Weeks 7-32 (2 options) NCFE Level 2 CACHE Introducing Caring for Children and Young People NCFE Level 2 CACHE Health and Social Care	Weeks 33-39 Extended completion Progression preparation – employment, further or higher education, or apprenticeship.
MATHS AND ENGLISH		
Pearson Functional Skills Maths Entry 3 Level 1, 2	Pearson Edexcel GCSE in English Language	
Pearson Functional Skills English Entry 3, Level 1 & Level 2	Pearson GCSE Mathematics (1MA1) Foundation Tier	
MATHS AND ENGLISH		
<p>Connecting these subjects to the real world enables learners to grasp the significance of acquiring these skills by demonstrating the direct relevance of their studies to their everyday lives, future professions, and problem-solving scenarios. In both subjects, contextualised learning leverages real-world situations to provide tangible examples related to English and mathematics, ensuring that the content holds genuine meaning.</p> <p>Based on their initial assessment through BKSBS and their previous achievements, learners will be appropriately assigned to either functional skills or GCSE levels. Additionally, an evaluation conducted by subject-specific tutors, in conjunction with BKSBS results, may offer certain learners the opportunity to take a separate assessment. This assessment allows them to choose access to GCSE rather than functional skills.</p>		
PSHE/CAREERS – Personal and professional development sessions		
<p>At Bridge Training, we understand that education encompasses more than just academic subjects; it extends to the holistic development of individuals. Research indicates that learners with improved health and well-being tend to achieve greater academic success, leading to overall success. Therefore, our curriculum is thoughtfully complemented by a comprehensive Personal, Social, Health, and Economic Education (PSHE) program. This program includes essential components such as careers advice, employability skills, and enrichment activities. These elements are seamlessly integrated into the academic framework to ensure that our learners are not only academically proficient but also equipped with the life skills and knowledge necessary for contemporary life and work in the modern United Kingdom.</p> <p>To ensure that careers education is seamlessly woven into the curriculum, BTL offers learners opportunities to explore a wide array of career paths, gain insights into diverse industries, and receive impartial guidance regarding potential career choices. Career-related content is integrated into various subjects; for instance, during math's classes, learners can examine real-world professions</p>		

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<p>that require mathematical skills. In English classes, learners can delve into careers related to writing, journalism, or communication, aiding their comprehension of the practical application of their learning. Students can engage in experiences of work, with hands-on experiences seamlessly incorporated into the curriculum, enabling them to gain valuable insights into different careers and develop relevant skills. BTL also extends a warm welcome to professionals from various industries to address students or organise visits to local businesses and organisations. This exposure broadens students' understanding of diverse careers and the nature of various jobs. These topics can be explored on a personal level in the weekly sessions dedicated to Personal and Professional Development. Here, progress is discussed, goals are established, initial careers advice and guidance are provided, and PSHE topics are explored in greater depth within a safe and supportive environment.</p>					
<p>SEND</p>					
<p>We are committed to providing high quality assistance and resources to students with Special Educational Needs and Disabilities (SEND). We firmly believe in the uniqueness of every individual, and our approach revolves around the creation of personalised student-centred plans that are adaptable and flexible to cater to each learner's specific requirements. Our primary aim is to ensure that every learner, including those with SEND, is afforded equitable opportunities for success. Our overarching objectives revolve around guiding and assisting all students in their progression towards their future endeavours. To accomplish this, we design individualized pathways that enable learners to advance and attain qualifications that expand their potential choices. Our array of strategies, interventions, a flexible curriculum, enrichment opportunities, employability assistance, and life skills support, all work cohesively to make this possible.</p>					
YR	INTENTION	IMPLEMENTATION	IMPACT	FLEXIBILITY	EXPECTED PROGRESSION ROUTE
1	To provide support and opportunities to students aged 14-16 years who may have faced barriers to their education due to SEND, disrupted education, lower attainment levels or other challenges. To reengage young people with learning	<p>Complete an initial assessment to ensure learners are placed on the right level of course:</p> <ul style="list-style-type: none"> - BKSIB IA/DA - Evaluation of prior achievement - Subject specific assessment - Tutor observation <p>Provide an extended assessment period of 6</p>	<p>Learners will develop personal learning on the right programme of study that is reflective of their individual needs and abilities.</p> <p>Learners will be able to achieve a maths and English qualification at foundation level.</p> <p>Learners will be better prepared for the next level of study through the acquisition of foundation skills and underpinning knowledge.</p> <p>Continuous achievement</p>	<p>Flexible enrolment. After the first 6 weeks, depending on individual progress, course weighting can be altered accordingly.</p> <p>Bespoke timetables (reduced hours)</p> <p>Most learners will move onto their main aim; however,</p>	<p>Level 1 in the same subject area at BTL or another provider.</p>

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	by nurturing their personal development, equipping them for the future, and promoting their overall well-being to set them on an appropriate pathway for their level of learning and next steps.	weeks where learners can achieve an initial qualification. Learners will be registered for an Entry 3 foundation level vocational qualification in conjunction with maths and English supported with Personal Professional Development.	Increased self-esteem and confidence. Broader landscape regarding next steps.	some learners may require either a longer period or more scaffolding methods employed for them to attain the same level of competence. As a result of teacher/student/parent/carer discussions, main aim may be reduced to an award and increased to a certificate in increments. This allowing the learner to still achieve at their own pace. Through careful consideration, some learners can increase to the next level of study.	
2	To deliver a challenging Level 1 programme of study that supports the next level of development and nurtures	New and returning learners will complete an initial assessment to ensure learners are placed on the right level of course:	Reassurance the learners are on the right level of course. Identification of additional learning need in comparison to previous year.	Flexible enrolment. Course credit value can be adjusted if there are barriers to achieving.	Level 2 in same subject area or other (if entry criteria is met) at BTL or

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	emerging career aspirations by encouraging high expectations.	<p>BKSB IA/DA</p> <ul style="list-style-type: none"> - Provide additional opportunity for learners to access the GCSE programme. - Evaluation of prior achievement - Evaluation of previous academic year attendance, achievement, and behaviour (returning learners) - Subject specific assessment - Tutor observation <p>Learners will complete a Level 1 short qualification in the first 6 weeks of their course as part of an extended assessment process. Learner's work towards their main qualification aims through contextualised learning.</p>	<p>Previous support plans are effectively evaluated. Learners will develop next level skills in their chosen vocational area. Comprehension of more complex ideas. Develop independent thinking and learning skills. Identification of personal skills and attributes. Be able to recognise and engage with initial careers information. Recognition of areas for personal development. Acquisition of initial careers advice and guidance. Affirmation of skills and knowledge learned.</p>	<p>Extended completion dates. 16-19 tuition fund. Bespoke timetables.</p>	<p>another provider. Post 16 – Apprenticeship Supported Internship (EHCP) Employment with training.</p>
3	To provide an accessible programme of education at Level 2, equipping learners	<p>Initial and diagnostic assessments in math's and English. Tutor assessments.</p>	<p>Learners will follow the correct level course of study. Gain a greater understanding of career pathways.</p>	<p>Flexible enrolment Some main aim qualifications can be altered if barriers</p>	<p>Further or higher education with another provider.</p>

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	<p>with essential skills and knowledge. To serve as a critical stepping stone, enabling the seamless transition to more advanced educational pathways. To prepare learners for active participation in the workforce and to nurture personal and professional growth.</p>	<p>Learners will engage with a curriculum with a more sustained emphasis on industry standards (NOS). Provide more focused employer engagement. Support learners with bespoke employability education. Support learners to seek, apply and interview for their next steps. Provide impartial careers advice and guidance.</p>	<p>Know the skills and attributes required for next level study and/or employment. Are prepared for progression. Develop personal confidence.</p>	<p>to learning cannot be fully overcome.</p>	<p>Apprenticeship Employment with training. Full time employment.</p>
<p>By then end of a programme of learning potentially spanning 3 years, our high expectations mean that ALL learners have the opportunity of achieving vocational qualifications at incremental levels, math's, and English up to level 2 or GCSE and receive quality Personal and Professional Development. This comprehensive and ambitious approach to education seeks to challenge and empower ALL learners, providing them with a wide range of skills and knowledge that make up well informed and objective individuals who are prepared for successful careers, personal growth, and active participation in society.</p>					

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