

The Pathways Post-19 Enterprise College Offer

About Pathways Enterprise

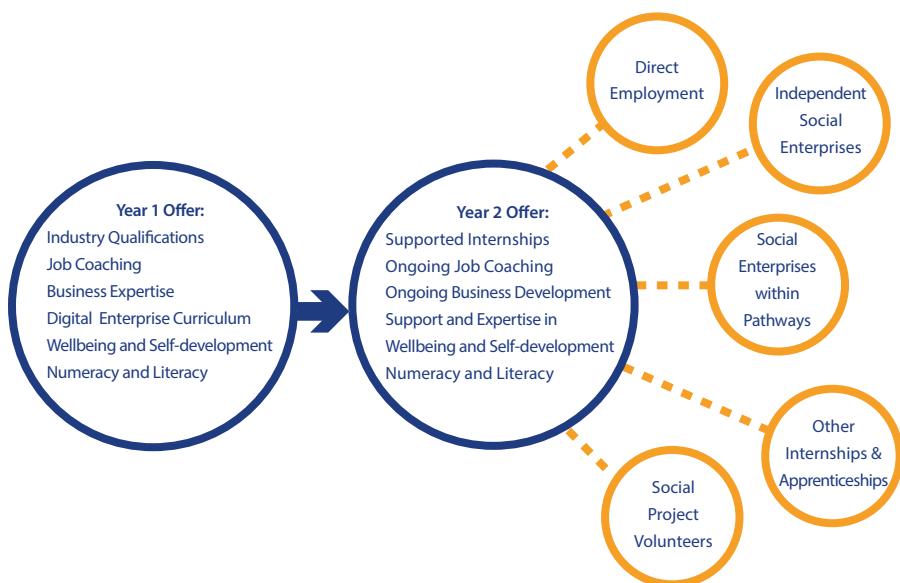
Our unique offer leads students to develop as social entrepreneurs, bike mechanics and coffee industry professionals with personalised opportunities for students to apply their unique strengths into sustainable roles of personal, economic and social value.

Set in a number of co-operative working space locations, Pathways Enterprise College offers a unique, environmentally and socially sustainable coffee shop and studio learning space in the heart of the community. We offer a cutting-edge digital curriculum which integrates functional core subjects and independent offsite study to develop work ready social entrepreneurs over a 37-week training offer in the first year (this does include offsite study, but not holidays) with tailored internship options in year 2.

Through our working spaces and digital learning platform, students develop personally and professionally to realise their potential and lead meaningful independent lives. Each student receives a personalised provision centred around their own aspirations to include relevant qualifications and opportunities for experience and development.

We use the profits from the coffee sold to seed fund student's enterprises; some of which will replace the supply chain to our own coffee shops as part of a Pathways Co-operative.

After completing the course there are a range of pathways into employment as well as a co-operative platform that hosts social enterprises and employment opportunities.



Our Intent

Mental Health and Wellbeing

We offer a unique curriculum with an individual's psychological and physiological needs at its foundation. This curriculum then focuses on building emotional regulation, psychological flexibility, social communication, fostering relationships and finding meaning.

Inclusion and Accessibility

Our Colleges are in the heart of local communities with our students at the centre of our organisation as active agents of social change. Based on universal design for learning principles, catering for all learners is at the heart of our curriculum with further bespoke adaptations implemented as needed.

Self-directed Learning

Through a self-determined approach students build their social enterprise through a programme designed to empower their autonomy, build their competence and ultimately provide them with meaning and relatedness.

Personal Development

Students set their own wellbeing and enterprise learning objectives based on their own goals and aspirations. These are moulded into tangible action plans and reviewed regularly throughout the course.

Engagement

At the heart of our offer is agentic engagement reached through self-determination theory principles. Through this, students are given autonomy, competence and relatedness in their learning and encouraged to set their own meaningful learning goals and learning pathways in order to flourish.

Own learning

Students have ownership over their own earning and have access to resources and multiple networks to expand their opportunities. Students are encouraged to advocate for their choices and aspirations throughout the course and are supported to build the skills in order to do so.

Employment

Only 5% of individuals with Educational Health and Care Plans find employment. With Pathways Enterprise, students develop employment skills, industry knowledge and achieve industry recognised qualifications to empower them to move into their chosen employment.

In conjunction with our rich network of employment and further training opportunities we provide tailored job seeking and transition support for students as they progress through our course. We provide:

- Dedicated supports to facilitate CV writing, interview preparation and job seeking support.
- 1 year of further support for start-ups once they have completed the course
- Host a co-operative for current and former students to trade their products
- An alumni student mentoring scheme

Overview of Our Offer

							Assessments	
Intent	Admissions	Application Form	Pitch video	EHCP Review	Open day	TOMS	Student Profile	Interview Functional Assessment English and Maths
	College Vision	To provide an innovative education to young people with SEND by utilising cutting edge digital practice and learning theory to evolve a blended learning approach into enterprise and industry.						
	Values	Wellbeing		Connection		Empowerment		Evidenced Based Academic Research in Collaboration with Pathways
	Curricula Aims	To create an environment that nurtures self- and co-regulation, that motivates and engages learners in their development. To provide inclusive, high quality, academically rigorous, rich and deep educational, work and life experiences. To foster meaningful relationships based on communication and citizenship, including with the local business community. To empower and support young adults in gaining independence and agency, built around a sense of purpose and connection in employment and lifestyle. To equip young adults with the knowledge, skills, behaviours and tools to progress towards their inspired futures.						
	Skills for Life	Character	Communication	Collaboration	Creativity	Citizenship	Critical thinking and Problem Solving	6Cs of Education Rubrics (based on M, Fullan)
	Individualised offer built around baseline assessment	RARPA	TOMS	Video	Self-assessment	Staff - assessment	Goal setting	Multi-level assessment
	EHCP	Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or Physical	Independence		EHCP Targets
	Implementation							
Explicit	Teaching and Learning	Grouping	Sequencing	Memory	Modelling	Practice	Meta-cognition	Student voice and surveys
	Personal & Professional Development Curriculum	Physiological and Emotional Mastery	Values, Beliefs and Ego Maturity	Cognitive Development	Behaviours	Dynamic Connection	Meaning Discovery	HRV TOMS RARPA Self-reflection Wellbeing Survey
	Industry Learning Curriculum	Practical Industry Experience	Industry recognised Qualifications	In person mentoring	Relevant learning materials and content	Gatsby Benchmarks	Preparation for Adulthood	Professional qualifications Occupational qualifications Portfolio RARPA Self-reflection
	Meaningful Mastery Social Enterprise Curriculum	Self-determined learning	Self-agency in enterprise development	Professional Portfolio	Masterclass content from industry experts	Business planning	Collaborative Problem Solving	TOMS Portfolio Vocational qualifications RARPA Self-reflection
	Lifestyle	Planning for and organising social activities	Participating in social activities	Competence in decision making and risk taking	Independence	Preparation for Adulthood	Literacy Programme	Self-reflection
	Integrated Core	Functional Literacy	Functional Maths	Reading	RSHE	Digital Literacy		
Tacit	Culture	Radical Candour	Appreciative Inquiry	Nurturing	Holistic	Inclusive	Shared Values	Wellbeing Survey
	Integrated Therapy	Social Skills Development	Expressive Communication	Receptive Communication	Planning and Organisation	Problem-based learning (solution focused)	Evidence Based Practices	EHCP Targets TOMS RARPA
Impact	Positive Outcomes	Preparation for Adulthood	Industry Recognised Qualifications	Skills for Life	Lifelong Learners	Achieving EHCP targets	Active Community Members	Academic Research by Pathways
	Wellbeing and Development Outcomes	Physiological Management	Emotional Intelligence	Values Awareness	Mature Relationships	Wellbeing Surveys	Network, Transition & Alumni Data	
	Evaluation	Termly Goal Setting and Annual Reviews	Student self-assessment/ Student voice	Internal and External Moderations and Audit	Student Portfolio	Parent/Guardian Feedback	Recognised Qualifications	
	Destinations	Independent Business	Employment within Pathways	Supported Internship	Employment elsewhere	Further Education	Innovation	

TOMS = Therapy Outcome Measures

RARPA = Recognising & Recording Achievement & Progress

HRV = Heart Rate Variability

ECHP = Education, Health and Care Plan



Implementation- The Curriculum

The Enterprise Curriculum

This digital course is designed to facilitate each student in developing a marketable product or business through an enterprise business cycle. Students progress at their own pace through the programme to build their experience and understanding in designing and operating a small business as well as develop transferable skills for their personal lives and towards their aspirations. The course design is based on the understanding that through self-determined learning students can gain independence and agency and find a sense of purpose.

The Industry Curriculum

Coffee Shop

This course is designed to provide a rich and deep practical work experience interwoven with industry recognised qualifications and academic support to enable students to gain employability skills and a strong foundational knowledge of the coffee industry. The aim of the course is to empower students to build their profile of professional barista skills and coffee shop expertise and apply their learning to their enterprise and pursue their future employment aspirations.

Bike Shop

Within our Park Royal site we are also offering a bike mechanic opportunity. Our expert staff work practically with students to develop their technique and competence in diagnosing and repairing bicycles for a range of models and specifications. The aim of this curriculum is for students to develop diagnostic skills, a practical knowledge and understanding as well as the technical management of bike restoration and repairs with a view to working with individuals and local community networks.



Qualifications include:

Level 1 & 2 Food Safety & Hygiene

Level 1 Award Exploring Enterprise

Level 1 Award Hospitality & Catering (can build towards a Level 1 Certificate)



The Personal and Professional Development Curriculum

This course is designed to guide students in the development of self-agency, self-regulation and physiological and mental wellbeing. Through building secure and trusting relationships with staff and peers, students explore and develop their physiological regulation and psychological flexibility and are provided with rich opportunities to generalise themes and skills to wider aspects of their life both inside and out of the college environment.

Admissions

To ensure that our curriculum is right for our students, our admissions process incorporates a range of activities for students to showcase their skills and potential as well as express their aspirations for the course.

College Open Day



1. Application form

Students must submit an application form to Pathways Enterprise. This is available online and can be made available as a hard copy on request.



2. Student video

Students are invited to submit a short 1 minute introduction of themselves detailing their interests, strengths and why they want to study at Pathways . This can be in any media format the student prefers.



3. EHCP documents

On receipt of an application the Local Authority is contacted to provide the educational health and care plan information and to discuss the student's application.

Get to Know you Day



4. Interview

The student is invited to an interview at Pathways Enterprise College. This is an opportunity for staff to learn more about the applicant and for the applicant and their family to visit the College, meet staff and ask questions.



5. English and Maths skills

The applicant will be asked to complete some functional English and Maths tasks to gauge their skills and any support required to access the curriculum.



6. Functional assessment

The applicant will have the opportunity to complete a functional task with staff to assess their skills and abilities for practical elements of the course.

Implementation-

The Structure

The Social Enterprise Curriculum is composed of 10 units each of which last approximately 2 weeks and focus on a different aspect of the enterprise cycle whilst building on previous learning. There is a guided timeframe for the completion of each unit, however it is flexible to enable students to progress at their own pace with the support of their job coach to ensure quality of learning. Skills and therapy approaches are embedded within the content throughout each unit.

Running alongside each unit are 3 overlapping projects:

1. Project: Design
2. Project: Marketing
3. Project: Selling

Through these project students enhance their project management competence and draw on their learning from the enterprise, industry and personal and professional development curriculums to move their social enterprise forward.

Unit 1	Introduction to Entrepreneurship	What is an entrepreneur? Skills and Characteristics You as an entrepreneur	
Unit 2	Real World Solutions	Sustainability Creating Solutions Analysing Ideas	
Unit 3	The Design Process	Business Design Risk Assessment Production Cycle	Project: Design
Unit 4	Market Research	Market Research Design Field Research Research Analysis	
Unit 5	Budgeting	Budgeting Basics Creating a Budget Managing a Budget Types of Business Financing	
Unit 6	Branding and Marketing	Mission and Vision Creating a Brand Target Customers Product Pricing	Project: Design
Unit 7	Marketing 1	Networking Using Market Research Data Sales Platforms Health and Safety	Project: Marketing
Unit 8	The Pitch	Characteristics of a Successful Pitch Pitch Writing Pitch Recording	
Unit 9	Marketing 2	Customer Relations Data Collection Data Analysis	
Unit 10	Production and Selling	Managing Stock Production Cycle Selling	Project: Selling
Unit 11	Reflections	Data Analysis Reflections Goal Setting and Action Plans	

Implementation-

The Structure



The Coffee Curriculum is made up of 6 units and occurs in partnership with the practical work experience provided in the coffee shop. Students progress with the support of their Job Coach and through approached that suit their learning needs. Once complete students have the option to move on to an deeper industry curriculum depending on their aspirations and course goals.

Unit 1	Introduction to Coffee at Pathways	Culture, Mission and Values Health and Safety Equipment The Menu Customer base A Typical Day	Project: Customer Engagement
Unit 2	Working with Customers	Customer Service Ordering and Information Creating a Positive environment Operating the Till Problem Solving	
Unit 3	Working with Food	Food allergies and intolerances Health and safety within food preparation (link to basic first aid) Working and Storing equipment Food hygiene	
Unit 4	Food Preparation	Basic Food Preparation Using Kitchen Equipment Health and Safety	
Unit 5	Introduction to the Coffee Industry	Coffee origins to Coffee Cup The Speciality Coffee Supply Chain Working in the Coffee Industry Variables that affect the quality and freshness of coffee Introduction to Roasting Brewing foundations Basic Sensory Analysis	
Unit 6	Basic Barista Skills	Using the till Making Espresso Foam and Milk texture Latte art Health and Safety Maintenance and Cleanliness Introduction to the grinder	
Unit 7	Ethical Coffee	Why is ethical coffee important? Farming, Processing and Grading Certifications	

Implementation- The Structure



The Bike Curriculum has a heavy practical focus with students learning tool use and bike restoration and repair using a generic bike and then applying their new skills to other bike models that come into the workshop. Students then complete their project bike as part of their final assessment.

Unit 1	Workshop Introduction	Introduction to Tools Workshop Practice and the working environment Health and Safety	Project: Bike
Unit 2	Mechanical Awareness	Recognising problems Triage assessment/ safety assessment (gamification - spot the problem)	
Unit 3	Introduction to Bikes	Different types of bikes: why broad approaches (link to assessment and safety check/ bike upkeep/ ABCs) Jobs in the bike industry	
Unit 4	Introduction to Bike Mechanics	Bike Upkeep Bike Mechanics: The ABC's Fitness for purpose	
Unit 5	Fixing Punctures	Equipment Checking for Punctures Repairing Punctures Problem solving/ troubleshooting	
Unit 6	Working with Brakes	How brakes work Testing Repairing	
Unit 7	Chains and Cables	Different Types of Chains and Cables Bike chain Cleaning and Maintenance Replacing and Repairing Chains and Cables	
Unit 8	Gears	Setting up Gears	
Unit 9	Bearings	Different types of bearings Working with bearings	
Unit 10	Wheels	Construction Design types (link to fitness for purpose) Repair and adjustment	
Unit 11	Customer Service	Characteristics of good customer service/ relations Common customer enquiries/ questions Approaches to dealing with customer enquiries	
Unit 12	Commercial/ business Development	Time management for jobs Pricing and Quoting Estimating	

Implementation- The Structure

The Personal and Professional Development Curriculum is based on lines of development and facilitates students understanding of their basic psychological needs and their competence in meeting these needs through deepening their connection with their physiology, psychology their environment and their values.



Implementation-

The Timetable

	W/C	Week	GROUP 1	GROUP 2	GROUP 3
August	29/08/22	-		ADMIN	
	05/09/22	-		STAFF TRAINING	
September	12/09/22	1		ENROLMENT/ INDUCTION	
	19/09/22	2		INDUCTION	
	26/09/22	3	ON SITE	ON SITE	IND/ OFFSITE
October	03/10/22	4	IND/ OFFSITE	ON SITE	ON SITE
	10/10/22	5	ON SITE	IND/ OFFSITE	ON SITE
	17/10/22	6	ON SITE	ON SITE	IND/ OFFSITE
	24/10/22	7		HALF-TERM	
November	31/10/22	8	IND/ OFFSITE	ON SITE	ON SITE
	07/11/22	9	ON SITE	IND/ OFFSITE	ON SITE
	14/11/22	10	ON SITE	ON SITE	IND/ OFFSITE
	21/11/22	11	IND/ OFFSITE	ON SITE	ON SITE
	28/11/22	12	ON SITE	IND/ OFFSITE	ON SITE
December	05/12/22	13	ON SITE	ON SITE	IND/ OFFSITE
	12/12/22	14	IND/ OFFSITE	ON SITE	ON SITE
	19/12/22	15		CHRISTMAS	
	26/12/22	16		CHRISTMAS	
January	02/01/23	17	ON SITE	IND/ OFFSITE	ON SITE
	09/01/23	18	ON SITE	ON SITE	IND/ OFFSITE
	16/01/23	19	IND/ OFFSITE	ON SITE	ON SITE
	23/01/23	20	ON SITE	IND/ OFFSITE	ON SITE
	30/01/23	21	ON SITE	ON SITE	IND/ OFFSITE
February	06/02/23	22	IND/ OFFSITE	ON SITE	ON SITE
	13/02/23	23		HALF-TERM	
	20/02/23	24	ON SITE	IND/ OFFSITE	ON SITE
	27/02/23	25	ON SITE	ON SITE	IND/ OFFSITE
March	06/03/23	26	IND/ OFFSITE	ON SITE	ON SITE
	13/03/23	27	ON SITE	IND/ OFFSITE	ON SITE
	20/03/23	28	ON SITE	ON SITE	IND/ OFFSITE
	27/03/23	29	IND/ OFFSITE	ON SITE	ON SITE
April	03/04/23	31		EASTER	
	10/04/23	32		EASTER	
	17/04/23	33	ON SITE	IND/ OFFSITE	ON SITE
	24/04/23	34	ON SITE	ON SITE	IND/ OFFSITE
May	01/05/23	35	IND/ OFFSITE	ON SITE	ON SITE
	08/05/23	36	ON SITE	IND/ OFFSITE	ON SITE
	15/05/23	37	ON SITE	ON SITE	IND/ OFFSITE
	22/05/23	38	IND/ OFFSITE	ON SITE	ON SITE
	29/05/23	39		HALF-TERM	
June	05/06/23	40	ON SITE	IND/ OFFSITE	ON SITE
	12/06/23	41	ON SITE	ON SITE	IND/ OFFSITE
	19/06/23	42	IND/ OFFSITE	ON SITE	ON SITE
	26/06/23	43	ON SITE	IND/ OFFSITE	ON SITE
July	03/07/23	44		WRAP-UP	
	10/07/23	45		WRAP-UP	

Students are placed into one of three groups. This is determined by student need and student dynamics; with groupings aimed at creating the most collaborative and effective learning environment.

Groups then rotate in a 3 week cycle of 2 weeks onsite and 1 week offsite with set independent learning.

The term dates follow the typical academic structure with half terms and holidays in line with the school year.

Total onsite weeks	26
Total offsite weeks	11
Total study offer (weeks)	37

	Daily	Weekly	Total
Total onsite hours	6.5 hours	19.5 hours	507
Total offsite hours	2.2 hours	11 hours	121
Total hours of offer			628

NB: 30 minutes lunch not included in count as not funded hours

Implementation-

Example Student Timetable

	Monday/ Tuesday (rotations will differ)	Wednesday
08:45		Arrive and get settled
9am	Coffee Shop	Peer Problem Solving Session
9:30am		
10am	Break [student initiated 15mins]	
10:15am		
11am	Enterprise Curriculum	Enterprise Pitches and Feedback
11:30am		
12pm		Lunch [staff and students need to have a break before going offsite]
12:30pm	Food Preparation (including 15 minute student led break)	
1pm		
1:30pm	Lunch Break	Personal and Professional Development Curriculum: Independent living
2pm	Enterprise Curriculum	Community Inclusion
	Personal and Professional Development Curriculum (including wellbeing and SEMH)	Health + SRE
3pm	(Monday group to plan Wednesday pm activities as appropriate)	Social planning and organisation e.g. travel training, booking appointments etc.
3:40pm	Clear-up, workplace hygiene and end of day close	
4pm		End of Day

Monday, Tuesday/ Thursday, Friday:

Students complete rotations within their chosen industry curriculum (coffee shop - including food preparation or bike shop).

Coffee Shop: Hourly rotations

Food preparation: 90 minute rotation

Bike Shop: 2 hourly rotation

Between industry rotations, students are working on their social enterprise which is provided through the online social enterprise curriculum.

Wednesday (Cross-over day):

Each Wednesday there are 2 groups in (depending on the rotation week). Wednesday mornings are dedicated to the enterprise curriculum and comprise of a:

Peer problem solving session: Students are supported by staff to work through problems experienced during the week either in their work experience or within their enterprise.

Pitches and Feedback: Students who have been onsite that week pitch their updated enterprise to the other group and receive feedback.

Feedback: Students who have been onsite complete a short online curriculum feedback form for quality assurance and provision development.

Offsite Opportunity: Depending on the stage of the curriculum, students who have

been onsite that week will have planned an offsite visit to gain further industry experience or a social event for the group; alternatively this time may be used for other areas of the personal and professional development curriculum.

Implementation-Assessment



Student Portfolio

Throughout the course students select their best evidence of their learning journey, feedback implementation, enterprise development and progress to be kept as part of their portfolio. This is reviewed with staff at regular intervals across the course.



Skills Matrices

Skills and employment behaviours are embedded throughout the curriculums and monitored through our skills matrix. Students and staff collaborate in completing this which then guides student specific goal setting towards their target competencies.



Self-Assessment and Reflection

Students are invited to self-reflect on their learning and progress during each unit and project as well as feedback to their peers.



Pitching and Group Discussion

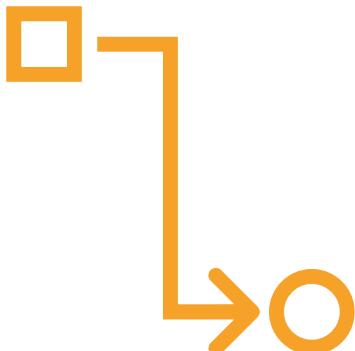
Students attend weekly pitch and group problem solving sessions where they receive feedback from both staff and peers as evidence of their progression throughout the course.



Qualifications

As part of their professional learning, students work to complete industry and vocational qualifications up to level 2 in areas such as food hygiene, enterprise and hospitality. Students have the opportunity to incorporate other professional qualifications into their learning programme as appropriate.

Impact



Life Skills

Through the variety of curricula and learning opportunities within Pathways Enterprise students will have developed a range of skills, knowledge and competencies that can be applied to all aspects of their life including independent living, self-advocacy, social communication and interaction, community access and rights and entitlements.

Professional Curriculum Virtae and Portfolio

Students are facilitated in creating a CV to showcase their achievements, abilities and skills as well as an accompanying portfolio for prospective employers and as a record of their progress.

Multiple Routes into Employment

Through professional qualifications and knowledge and skills within business students will be equipped to seek the employment they want. Students will have access to and have made connections within the Pathways Enterprise Network to seek support and guidance in pursuing opportunities and their employment aspirations.

Network/ Community Hub

As students with Pathways Education, students are part of a network of social entrepreneurs and a co-operative. After completing their course students remain as Pathways Alumni with access to ongoing support and a central community hub at the Pathways sites.

Personal Growth

Students will develop their creativity, character, citizenship, collaboration, communication and critical thinking through our curricula which will empower them to make informed life choices and provide them with the resilience, competence and confidence to flourish and live as independently as possible.

Pathways enterprise partners with ...



Our partner organisations offer support with curriculum resources, consultation, work experience, further study, employment support and employment options.